nus NATIONAL CONFERENCE

Motions

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100 Priority Zone

Motion 101 | Liberate Education

Submitted by: National Executive Council, Liverpool Hope Students' Union, Middlesex Students' Union, Liverpool Guild of Students
Speech For: National Executive Council
Speech Against:
Summation:

Conference believes

1. Post-16 education is facing a sustained, intense assault from the Government in terms of access, quality and scope.
2. The Government's area reviews in FE have caused some colleges to shut, while cuts have led to job losses
3. The Higher Education and Research Bill represents, even in amended form, a significant intensification of marketization.
4. Increasing fees is detrimental to the accessibility of education.
5. The new regime ushered in by the Higher Education Bill, linking TEF scores to recruitment numbers, is likely to disproportionately affect international students.
6. The government's refusal to remove international students from immigration quotas means we can expect more raids, detention, and deportations of students this year.
7. Brexit campaigns, run on anti-migration platforms, and the aftermath of the referendum have caused higher levels of insecurity and violence for migrant students and black students.
8. Securitization of education targets both international and Muslim students through the Prevent programme.
9. Accessibility to education is determine by the right to study free of intimidation and harassment, a right not afforded to women students and staff members who face endemic harassment and abuse.
10. These factors combine to result in record levels of student mental health problems, in the context of cuts to or inadequate mental health support.
11. Students are suffering the worst economic prospects for several generations
12. We have been hit by the greatest drop in income and employment in recent years compared with older age groups.
13. We face even greater barriers to achieving economic independence and success than they did five years ago.
14. Children born into poverty fare the worst in education, falling behind all other groups. Just 28.3 per cent on free school meals achieve at least five GCSEs at A* to C
15. During the recession and up to 2013, people under 34 experienced the steepest fall in incomes and employment, less access to decent housing and better-paid jobs, and deepening poverty.
16. Between 2008 and 2013, those aged 16-24 lost 60 pence an hour on average, dragging average pay down to £6.70. For the 25-34 age bracket, wages fell by an average of £1.40 to £10.60.
17. This is what living in such an extremely unequal country means. More and more people, most of them young, are being locked out of opportunities and privileges.
18. Between 2008 and 2013, black people's pay declined by an average of £1.20 an hour, almost double the overall average fall for the UK
19. Economic inequality is often reproduced and reinforced by education instead of being eradicated by it.

Conference further believes

1. We're facing a crisis in the education sector for students and staff alike.
2. This crisis has been many years in the making, emerging from the cumulative effects of repeated reforms, leaving education under-funded and marketised.
3. When discussing teaching quality and access, we must go beyond the limited framework proposed by Government – one which emphasizes a damaging role for private, profit-seeking companies.
4. NUS must propose a radically different vision for a free, liberated, and truly accessible education for all.
5. All students deserve access to education free from harassment, intimidation or violence, regardless of background.
6. Meeting the challenges outlined is a key priority for students across the UK and will require organisational unity regionally and across nations.

Conference resolves

1. To campaign with unions and grassroots groups for better and fairer funding
2. To produce materials putting forward a vision of publicly-funded and accessible education
3. To work with other organisations to nationally resist attacks on migrants and international students and forward a progressive case for migration.
4. Work with local unions on anti-hate crime work, including local reporting facilities and the creation of national guidelines, networks and resources.
5. To produce materials to support students' unions to campaign against sexual violence and support survivors.
6. To launch awareness campaigns about the student mental health crisis and support students campaigning on the issue.
7. To share information and ideas, and support efforts across campuses to liberate the curriculum including diverse approaches to teaching and assessment.
8. To encourage student unions to work with local campaign groups and union to join their work with those of the community around them.
9. To deepen the regional networks to achieve better unity of action.
10. Dedicate a section on the NUS website to share resources, ideas, and campaigns of the many initiatives around the UK including diverse approaches to teaching and assessment to liberate the curriculum.
11. To ensure that economic inequality is a central feature of our campaigns on liberating education.

200 Further Education Zone

Motion FE201 | Putting Learners at the heart of the Post 16 Skills Plan

Submitted by: Further Education Zone Committee
Speech For: Further Education Zone Committee
Speech Against:
Summation:

Conference believes:

1. In July 2016 the government announced their vision for the future of Technical Education and Apprenticeships in the form of the Post 16 Skills Plan.
2. The Post 16 Skills Plan implements all of the recommendations made by the Labour Peer, Lord Sainsbury, in the Sainsbury Review.
3. It presents a radical, but largely welcomed overhaul of Further Education.
4. For too long technical education has been seen as holding less value than "academic" post 16 routes, such as A-Levels. The plan seeks to create parity of esteem between technical and academic education, including the ability to move easily between the two at level 3.
5. That 68% per cent of students think that 16 is too early to be making choices which will define their future career path.
6. That the plan includes provisions for 16 year olds and adults returning to education to undertake a 'Transition Year', giving them further time to consider their options.
7. That Black students and women are severely underrepresented in areas of Further Education, including apprenticeships and STEM subjects.
8. That there are specific targets in the plan, including a 20% increase in Black apprenticeship starts by 2020 and gender parity in the working population by 2030.
9. That the plan includes positive provisions for learners with disabilities and learners from low socio-economic backgrounds, including SEND support until the age of 25 and free or subsidised training for NEETs aged 19 - 24.

Conference further believes:

1. That whilst the ambitions of the Skills Plan are welcomed, there are concerns about its implementation.
2. The Government's focus on ensuring employers are at the heart of the Skills Plan is deeply troubling. Education is about more than employment and the Government need to recognise this, not least when they are designing the transition year, bridging provision and the "common core" of technical education.
3. The attention given to apprenticeships is positive, but the push for 3 million extra apprentices by 2020 causes serious concerns around quality.
4. In similar European models there have not been enough apprenticeships available to meet demand. And in England, employers are less likely to employ an apprentice who is under 25[1].
5. The Government must ensure employers are incentivised to hire younger apprentices.
6. That the plan does not adequately detail provision for SEND learners, especially level 1 and pre-entry level learners in specialist colleges.
7. That Advanced Learner Loans are failing FE-based learning, with only 4,900 learners achieving level 4 and 5 awards in 2014/15[2]
8. That the continued expansion of University Technical Colleges (UTC) is deeply flawed. UTCs are a failed project that the Government must stop advocating for.

Conference resolves:

1. To work with the DfE and the NSoA to shape the plan and ensure that apprentices' and learners' needs are central to any decisions.
2. To work with Students Unions to ensure that FE learners are aware of the skills plan and the impact it will have on Further Education.

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[1] www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships
[2] epi.org.uk/wp-content/uploads/2016/11/remaking-tertiary-education-web.pdf

3. To continue to lobby for impartial, quality careers Information, Advice and Guidance and to respond and act on any careers strategy that is released.
4. To consult with specialist colleges on SEND provision and lobby DfE to include it in the plan.
5. To lobby for apprentice and learner representation on the Institute for Apprenticeships Board
6. To work with NSoA, AELP and the Institute to ensure that quality apprenticeship experience, both in on and off the job learning, is both defined and improve.
7. To campaign against the fees and loans model for levels 4 and 5.
8. To campaign against the expansion of UTCs.

Amendment FE201a

Submitted by: Oxford University Student Union and Goldsmiths Student Union
Action: Add
Speech For:
Speech Against:
Summation:

Conference Further Believes:

1. We note the rise of private colleges connected to the arms trade and other large, multinational companies.

Amendment FE201b

Submitted by: Oxford University Student Union and Goldsmiths Student Union
Action: Add
Speech For:
Speech Against:
Summation:

Conference Further Believes:

1. While technical education is important, young students shouldn't be exploited as cheap labour.

Conference Resolves:

1. To demand better bargaining rights for learners who are also workers.

Motion FE202 | Save Our Support Services

Submitted by: Further Education Zone Committee
Speech For: Further Education Zone Committee
Speech Against:
Summation:

Conference believes:

1. Support services such as teaching and learning support, support for disabled students and childcare provision are vital in enabling learners to access further education.
2. They are also crucial in ensuring that learners are able to succeed and learn in their teaching environment.
3. Funding for Colleges has decreased by 27% since 2010. The Adults Skills Budget has decreased by 35% since 2009.
4. The cuts to FE Colleges and Sixth Form colleges by the Government have affected their ability to provide teaching and learning support.[3]
5. Around a third of part time and 40% of full time students in FE are parents. The majority of these are women and mature students. Around half of students report having missed classes because of problems with childcare and only 11% report receiving funding which covers all of their childcare costs.[4]

[3]www.sixthformcolleges.org/sites/default/files/SFCA%20Costing%20The%20Sixth%20Form%20Curriculum%28web%20version%29.pdf
[4]www.nus.org.uk/global/nus_sp_report_web.pdf/

6. A recent report into the experiences of FE and HE student parents in Scotland has revealed much the same; almost 80% of respondents reported facing problems with time management and almost 70% faced financial difficulties.
7. The cuts in services disproportionately affect women, black and LGBT students as well as learners with disabilities and learning difficulties and learners with caring responsibilities.
8. These cuts to support services have been accompanied by a real time increase in the cost of Further Education for learners.
9. Support funds such as Disabled Students Allowance (DSA), Education Maintenance Allowance (EMA) and the Adult Learning Grant (ALG) have been axed, whilst students have been forced to put an ever increasing amount of money into their education.
10. Course costs, equipment costs and transport costs have risen, yet students are not able to access funding or bursaries.

Conference Further Believes:

1. This year NUS held consultations with FE learners across England, supporting them in building a vision for the future of further education post area reviews.
2. Learners highlighted that student support services are a key part of their ability to access education.
3. Area reviews have now finished colleges are now implementing their recommendations.
4. Area reviews present a serious and significant shake up to the delivery of FE, with over 100 colleges expected to merge and share non-teaching services between colleges.
5. The exact impact that mergers will have on student support services is currently unknown. However they will be expensive to implement, costing colleges substantial amounts of time, money and resource.
6. The mergers will put increased pressure on student support services. Both in terms of cost, but also in terms of the increased number of students accessing the service in a merged college.
7. NUS should be supporting SUs to work with their institution, local authority and UK government to ensure FE remains accessible for all.
8. Good support services will look different in different areas of the UK.

Conference Resolves:

1. To ensure that the protection of student support services are included in any future work around Area Review implementations.
2. To encourage and support SUs to collaborate and campaign at a regional level to protect their services.
3. For the FE Zone Committee to collaborate with the Welfare Zone Committee on this issue.
4. For the VPFE to collaborate and support the NUS officers in Scotland, Northern Ireland and Wales to protect and enhance student support services.
5. To work with trade unions and other partners to campaign for an increase in FE investment.

Motion FE203 | An Agenda on Tertiary Education

Submitted by: Leeds City College Students' Union
Speech For: Leeds City College Students' Union
Speech Against:
Summation:

Conference Believes

1. The government's area reviews in further education have caused some colleges to close their doors, while funding cuts have led to job losses and fewer staff being responsible for more students.

2. Students in post-16 education are facing a sustained and intense assault on their education from the government in terms of access, quality, and scope.

3. That investment in education is investment in human capital, but it is a mistake to imagine that this is only about individual investment and returns; it must also be about social investment and returns.

4. That public support for investment in further education is demonstrated by polling to remain weaker than for other area of spending. A broader approach to tertiary education could broaden support for investment, as well as being a fairer and more coherent approach.

5. That lifelong learning is important, but we should concentrate on broadening the initial phase of adult education towards lifelong engagement and capability.
6. That further education should be the highest priority for funding, with the aim of ensuring almost all adults obtain a Level 3 qualification; and that this first full Level 3 qualification should be free from fees and charges at any age.
7. That getting a job isn't the purpose of education, but most people want to get a good job that enables them to have agency, dignity and a secure life; we must develop a view of education that is engaged with the labour market.
8. That the local and regional dimension of education is often ignored; we must develop a view of further education that sees the activity associated with educational institutions as being imperative to citizenship, voluntarism, urban development, and the richness of community life; the relationship between civic institutions and educational institutions should be enhanced.
9. Colleges are an essential component of the public sector embody important ideals of universal benefit for citizens rooted in their communities.

Conference Resolves

1. To campaign alongside unions and grassroots groups in Further Education for better and fairer government funding of our institutions as well as participating in events and campaigns putting forward the benefits of the sector.

Motion FE204 | Working with the National Society of Apprentices

Submitted by: Asset Training Learner Forum
Speech For: Asset Training Learner Forum
Speech Against:
Summation:

Conference Believes

1. The leadership team of the National Society of Apprentices met in February 2017 to decide on its policy and campaigns for the year.
2. The membership of NSoA told the leadership team what they should prioritise and the leadership team turned these priorities into policy.
3. The policy that was set was split into the following areas of work; Cost of Living; Apprentice Pay; Positive interactions between apprentices, training providers and employers; and sexism and discrimination
4. The NSoA believe that apprentices should be entitled to the same benefits that students' receive and will campaign on council tax exemption; Travel Card; Healthcare costs; Childcare; Equipment costs; TU membership; and Bank Accounts
5. The NSoA believes that the apprentice national minimum wage should be abolished and will also campaign to reduce the time allowed on apprentice national minimum wage while it still exists.
6. The NSoA will restate the NSoA Charter on excellent apprenticeships and will work with partners to develop a kite mark for excellent apprenticeships.
7. The NSoA will set up NSoA Women in Apprenticeships working group to look at women in STEM apprenticeships and the gender pay gap

Conference Further Believes

1. Although the NUS does not structurally need to adopt the NSoA platform the NSoA leadership team would like to continue its strong working relationship with NUS.

Conference Resolves

1. That NUS will continue to support the NSoA in its work and policy goals

Motion FE205 | The Scourge of Day 42

Submitted by: The City of Liverpool College Students' Union
Speech For: The City of Liverpool College Students' Union
Speech Against:
Summation:

Conference Believes:

1. Colleges that withdraw students before 42 days do not have them counted towards official retention, achievement and success rates.
2. Funding and inspection frameworks work within policies whereby colleges and individual tutors are incentivised to remove some students before they have been on courses for 42 days.
3. Colleges and individual tutors implement withdrawals before Day 42 in order to protect their success rates.
4. Many students are removed from college within this timeframe and are denied an education.
5. The 42 day rule may significantly and disproportionately disadvantage vulnerable students.
6. Funding and inspection arrangements mean that vulnerable students are often not offered the opportunities they deserve to begin or continue courses of study.

Conference Further Believes:

1. That all students deserve to be given a chance to succeed, especially vulnerable students such as care leavers and those experiencing mental health issues. Students who are deemed to be quite troublesome or the ones who need extra support should be provided with such support instead of being removed from their courses because that is the easier option.
2. That Colleges should not be systemically incentivised or put under pressure to cherry pick students for course acceptance or to remove students from courses that deserve an opportunity to grow and succeed.

Conference Resolves:

1. That NUS Undertake research into the impact of the 42 day rule on students, colleges and success rates.
2. That NUS work with SUs to provide support and lead campaigns to raise students' awareness of their rights prior to Day 42.
3. That should research confirm statements put forward in NUS believes 1-6, that NUS support this motion and lobby the Department for Education, decision makers and Ofsted to remove the 42 day policy from funding models and inspection frameworks.
4. That NUS work with stakeholders to introduce funding and inspection frameworks that do not disadvantage students and are equality impact assessed.

Motion FE206 | A New EMA

Submitted by: Belfast Met, Royal Holloway Students' Union, Union of Brunel Students
Speech For:
Speech Against:
Summation:

Conference Believes:

1. That the Education Maintenance Allowance (EMA) in England was abolished by the Coalition Government in the 2010 spending review, despite widespread opposition and clear evidence of its impact on participation, retention, and attainment for working class young people.
2. That EMA was a weekly payment of between £10 and £30, dependent on parental income, with a £90 end of term bonus for good attendance. Students used it for transport, materials and other costs to keep them in Further Education.
3. That the decision to cut EMA was based on a flawed reading of one research report, and which the author said was the wrong conclusion to take from his work
4. That the EMA in England was replaced by the discretionary 16-19 Bursary Fund, with a total budget of £180m, only a third the size of the EMA budget
5. That duty on local authorities to ensure adequate transport in order for those aged 16-19 to access FE is routinely ignored, and more often only available in affluent areas that have received fewer cuts from central Government.
6. That research by Barnardo's has found that the 16-19 Bursary Fund is inadequate to meet the needs of learners and has created a 'postcode lottery' of support around the country
7. That the EMA has been retained in Wales, Scotland and Northern Ireland, though with each making different policy changes over time.

Conference Further Believes:

1. That, while EMA was superior to the system we have now, a universal scheme for learners in FE would be a fairer and simpler means of distributing financial support, not limited by age.
2. That the EMA system previously in place did not adequately take into account the needs of learners with larger families, who were estranged or whose parents were benefit claimants.
3. That the £30 maximum rate of EMA was never increased over its lifetime, in line with inflation or otherwise, and as it lost value it limited the effectiveness of EMA.

Conference Resolves:

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

200 Higher Education Zone

Motion HE201: JoJo doesn't know much about quality: what a wonderful world HE could be

Submitted by: Higher Education Zone Committee
Speech For: Higher Education Zone Committee
Speech Against:
Summation:

Conference believes

1. Teaching excellence is an important principle which should be central to the continued improvement of quality in higher education
2. Teaching excellence starts, first and foremost, with the partnership between students and those who teach them.
3. We cannot talk about teaching excellence without also talking about the liberation of spaces within which teaching and learning take place. Teaching cannot be excellent unless everyone benefits from it in a safe and inclusive environment.
4. The Government's Teaching Excellence Framework does not provide a useful measure of teaching excellence and instead, by reducing it to a set of unreliable metrics, the framework undermines it.
5. The Teaching Excellence Framework, moreover, is part of an agenda designed to drive up market competition and make education more expensive for students through higher fees, both of which endanger the future of quality higher education.
6. The student movement stands against the tide of marketisation and must rally behind what it believes to be true teaching excellence by working with students, academics and support staff to develop a new vision.
7. The higher education sector has already progressed in student engagement and representation and is aware of the benefits that this brings. But this remains threatened by those who want to reduce this engagement to satisfaction scores and consumer relationships.
8. The student movement must lead the sector in replacing the concept of satisfaction with empowered student engagement and co-production of excellent teaching and learning.

Conference resolves

1. To develop a "manifesto for teaching excellence" through consultation with students, their unions, and the wider higher education sector, setting out what we believe teaching excellence looks like and how we can successfully measure and enhance it.
2. To produce research which outlines the benefits of moving away from the measurement of student satisfaction and instead empowering students to be consistently engaged and involved in decision making.
3. To investigate ways in which institutions can collaborate to improve the quality of their provision, with the involvement of students, and outside of market competition.
4. To challenge the moves to reduce the involvement of students in quality assurance, assessment and regulation by campaigning for greater student involvement in the new operating model for Quality Assessment and by campaigning against the introduction of a National Student Survey for Postgraduate Taught Students, which is being developed solely for the purpose of creating metrics for a Postgraduate Teaching Excellence Framework.
5. To generate a plan for responding to the outcomes of the current campaigning against the Higher Education and Research Bill.
6. To campaign for fair and meaningful representation of students in university governance, tackling issues of how student representatives can effectively "represent" the wider student body in decision making.
7. To support the higher education sector in the development of new measures of learning gain to help better assess what the student experience can achieve.
8. To support students' unions to lobby their institutions on the involvement of students from all backgrounds in submissions to the Teaching Excellence Framework and in Access and Participation plans, evidencing the benefits of student involvement.
9. To support students' unions in running successful course representative systems in partnership with their institution, embedding them into the decision-making process of both the union and the institution.

Amendment HE201a

Submitted by: Liverpool Guild of Students
Action: Add
Speech For: Liverpool Guild of Students
Speech Against:
Summation:

Conference Resolves:

1. Add 'and NUS will support students' unions to ensure this at an institutional level' to Conference Resolves 6.
2. To campaign for fair and meaningful representation of students in university governance, tackling issues of how student representatives can effectively "represent" the wider student body in decision making and NUS will support students' unions to ensure this at an institutional level.

Amendment HE201b

Submitted by: Aberdeen University Students Union, KCLSU
Action: Delete and Replace
Speech For:
Speech Against:
Summation:

Conference Resolves

1. Delete Resolves 8 and replace with: To encourage and support students' unions and activist groups resisting the TEF and the wider HE reforms by any means necessary, including direct action.

Amendment HE201c

Submitted by: University of Manchester Students Union, Oxford, SOAS & Goldsmiths
Action: Add
Speech For:
Speech Against:
Summation:

Conference Believes:

1. That teaching, relative to research, is both undervalued and gendered. A commitment to teaching excellence must assert the value of teaching as a central practice in HE, and must consider the ways in which women academics are disproportionately affected by the reforms and the undervaluing of teaching.

Conference Resolves:

1. To work with UCU to research the ways in which women academics are disadvantaged in current teaching practices and ensure that future assessments of teaching excellence and teaching practice resist this.

Amendment HE201d

Submitted by: Surrey Students' Union
Action: Add
Speech For: Surrey Students' Union
Speech Against:
Summation:

Conference Resolves

1. To initiate a mass survey to our NUS membership led by the HE Zone in which the following will be answered. What does education look like from a student perspective? As opposed to the TEF?
2. Second phase to initiate membership consultation on research gathered from the mass survey.
3. To present the outcome of this study and recommendations to the NEC by October 2017.

Amendment HE201e | HE Reform

Submitted by: University of West London
Action: Add
Speech For: University of West London
Speech Against:
Summation:

Conference Believes

1. NUS' campaign around the HE Bill has manifestly failed.
2. It is not possible to remain within current TEF while fighting to achieve better teaching quality and better access for students.
3. The TEF's reliance on indicators such as employability incentivises institutions to avoid recruiting large numbers of students who face discrimination in the workforce, especially Black students.
4. HE reforms risk increasing existing attainment gaps and counter on-going efforts to widen participation.
5. The introduction of the Teaching Excellence Framework is a worrying indicator of deepening competition within the sector, out of which students and workers stand to lose.
6. OfS should require universities to adopt student charters of rights and responsibilities, and to set out the areas such a charter ought to cover (like contact hours and coursework turnaround times).

Conference Resolves

1. To campaign for a Teaching Excellence Framework that actually promotes excellence in teaching.

Motion HE202 | HE Bill and Widening Participation

Submitted by: Durham Students Union
Speech For: Durham Students Union
Speech Against:
Summation:

Conference Believes

1. Introduction of banded tuition fee limits for HE institutions (based on assessment by the teaching excellence framework) would actively discourage applications to the highest rated HE institutions by students from economically disadvantaged backgrounds
2. The HE Bill in its current form fails to comprehensively address the need to ensure equality of opportunity in admissions to HE institutions
3.There are currently no clear government plans to ensure that students from economically disadvantaged backgrounds are equally as likely as their counterparts to apply to the highest rated HE institutions

Conference Further Believes

1. Students from economically disadvantaged backgrounds would be less likely to preference the highest rated and most expensive HE institutions, despite the provision of tuition fee loans, because the prospect of higher debt as a result of attendance at a higher rated institution remains unfavourable
2. The HE Bill will as a result cause an increasing disparity of economic background across higher education
3. The HE Bill will be a hindrance to equality of opportunity in higher education unless these contradictions are comprehensively addressed

Conference Resolves

1. To campaign against the HE Bill on the grounds that it fails to ensure of equality of opportunity
2. To provide members with information about how the HE Bill will affect them, and information about how to contact their MP to feedback

Motion HE203 | Postgraduate Teachers Against Marketisation

Submitted by: NUS Postgraduate Campaign
Speech For: NUS Postgraduate Campaign

Speech Against:
Summation:

Conference Believes
1The 2016 Higher Education Bill, the TEF and marketisation of the HE sector will affect postgraduates as well as undergraduates.
2.The further marketisation of the Higher Education sector are increasing Universities' reliance on casualised staff, many of whom are Postgraduates.
3.The NUS 'Postgraduates Who Teach' report shows that postgraduate teachers are undervalued and underpaid.
4.Postgrads should have the opportunity to teach but this employment should not be exploitative.
5.Teachers who are paid fairly and who work in decent conditions make better teachers.
6.The vast majority of Postgrad teachers are unaware that they

Conference Further Believes
1.NUS has produced guidance for campaigning for postgraduates who teach but there is a further opportunity to incorporate this campaign in wider anti-marketisation campaigns.
2.The Postgraduate Employment Charter (jointly developed with UCU) provides a comprehensive overview of the pay and conditions that Postgraduate teachers should reasonably expect.
3.Postgraduate student campaigners can be valuable assets to SU campaigns against marketisation, providing an additional perspective.

Conference Resolves
1.To ensure the involvement of postgraduate students and the Postgraduate Campaign in ongoing and future national anti-marketisation campaigns and work relating to the HE Bill, acknowledging the role that casualisation of teaching labour plays in 'teaching excellence'.
2.To continue to work alongside UCU in protecting the rights of postgraduate teachers and campaigning against casualisation of teaching labour.
3.To encourage all postgraduate teachers to join UCU.
4.To advocate for the benefits of SUs involving postgraduate students in local campaigns against marketisation, the HE bill and the TEF.

Motion HE204 | Support for Joint Honours students

Submitted by: Kent Union
Speech For:
Speech Against:
Summation:

Conference Believes
1. Joint Honours degrees are a new alternative to the traditional Single Honours degree courses[5].
2. The number of students undertaking Joint Honours degrees are on the rise[6].
3. Whilst some degree combinations are within the same school/department, more combinations are being offered which operate between schools[7].
4. Subjects which operate between schools often do not communicate when timetabling is made[8].
5. Students do not have control over which department is their parent school.
6. This can mean that some students are not provided the departmental support they would have if they studied a single honours degree.

Conference Further Believes
1. Joint honours students may have a preferred subject, often this can be driven by future career/academic pursuits.

[5] www.theguardian.com/education/2015/jan/09/joint-honours-degrees
[6] www.theguardian.com/education/2015/jan/09/joint-honours-degrees
[7] www.theguardian.com/education/2015/jan/09/joint-honours-degrees
[8] www.theguardian.com/education/2015/jan/09/joint-honours-degrees

2. Having the ability to choose the parent school and personal tutor would mean that they could be offered more streamlined support.
3. The combined study causes students to sometimes prioritise one subject over another causing lecturers and tutors to look down upon them for not being dedicated enough.

Conference Resolves
1. Work with Students' Unions to ensure that universities provide greater contiguity between departments therefore ensuring the processes behind joint honours degrees are smoother.
2. Ask Universities to enable students to choose their parent school.
3. Conduct a survey of Joint Honours students in the UK to find out what support structures they feel most necessary.
4. Support Students' Unions to better ensure that Universities avoid timetabling and deadline clashes.

Motion HE205| Study abroad students deserve better

Submitted by: Kent Union
Speech For: Kent Union
Speech Against:
Summation:

Conference Believes
1. If students wish to study languages at higher education institutions, they are required to study abroad for at least a year
2. Many other courses offer students the opportunity to study in a foreign university for a semester or year
3. A 2015 British Council survey showed a large increase in interest of British students in university courses that offer studying or working in a European country through the EU's Erasmus programme[9].
4. Recent Erasmus statistics show that during the 2013-14 academic year, nearly 15,600 UK students spent up to a year in another country through the initiative, up 115% since 2007[10].
5. Language education is essential in an increasingly globalised and connected world, not just for the future but for an inclusive and multicultural campus
6. All education is a right, not a privilege, and background and financial capability should not restrict any study from any area of study

Conference Further Believes
1. Year Abroad students often feel excluded from their Students' Unions whilst abroad, including lack of access to support services, democratic activities and campaigning power
2. There is a large disparity between financial support for Erasmus and non-Erasmus students that privileges students from higher-income backgrounds, thus restricting equality of opportunity
3. Not all students have the opportunity to find a job on their year abroad, and some may struggle to find employment in an unknown foreign language, creating financial barriers to students from low income backgrounds
4. Loneliness and other culture shock influences may lead to poor mental health when abroad. Students may find it more difficult to find help in their host universities or in a foreign city, which may lead to a cycle of depression and other mental health issues when trying to find support.

Conference Resolves
1. To campaign to extend further financial support to students travelling beyond Europe, recognising that opportunities are wider than just our continent.
2. To encourage Students' Unions to increase bursaries for students from low-income backgrounds who go abroad
3. For NUS to conduct research into how Study or Work Abroad can negatively impact the welfare of student.
4. For NUS to encourage Students' Unions to modify their mental health services to support all students, not just those on their campuses

[9] www.theguardian.com/education/2015/may/28/study-abroad-uk-students-overseas
[10] www.theguardian.com/education/2015/may/28/study-abroad-uk-students-overseas

Motion HE206 | Research TEF's impact on equal access

Submitted by: Arts University Bournemouth Students' Union
Speech For: Arts University Bournemouth Students' Union
Speech Against:
Summation:

Conference Believes

1. The current proposed TEF model may result in some institutions charging higher fees than others, along with a significant variation in course quality between institutions. Students from low socio-economic backgrounds will naturally not wish to accumulate higher debt and are likely to target universities with lower fees and therefore a lower standard of education[11].

Conference Further Believes

1. The Higher Education system should provide equal opportunities to students from all backgrounds.

Conference Resolves

1. To research into the impact of the TEF model on equality in Higher Education.

Motion HE207| Fair access to student loans

Submitted by: University of Sunderland Student Union
Speech For: University of Sunderland Student Union
Speech Against:
Summation:

Conference Believes

1. The student loans are based on a tier system related to their parents' household income.
2. Recently the government has made cuts to the grant provision available to students in England and the approach has been to move towards a more loan-based system.
3. That the financial support which students can access is based on the assumption that the parents', guardians, or main income-generators of a household will contribute to the educational and/or associated living costs of the student experience.
4. That students from more affluent backgrounds have a restrict ability to determine the financial support which they receive from government bodies.
5. That basing the financial support to be given to a student on something which is beyond both the control of said student creates an unfair dynamic within the loan system.

Conference Further Believes

1. That accessing higher education should be associated with the development of a level of independence to which financial stability is a vital part and that you cannot be expected to develop in this way without such necessary provisions for independence being put in place.
2. That even in areas of the country where rents are low, if your previous household income is considered by government loans companies to be towards the higher end of the spectrum then the minimum financial support which they provide may be often not enough to cover basic living needs.
3. As the financial support has come to be increasingly in the form of loans, it is our belief that students as independent adults should be able to determine the extent of the loan which they determine will be beneficial for them, rather than being restricted based on household earnings.
4. In instances where the assumed financial gap between government and household support is not filled, which may be as a result of a difference in interest between parties, inability based on other financial obligations, or

[11] www.theguardian.com/education/2015/nov/02/why-teaching-excellence-framework-tef-metrics-university-fees
Quote from Guardian article: "The government wants to do the same with the TEF, by allowing those universities that do well to charge higher fees."
www.varsity.co.uk/news/11576
Quote from Varsity Article: "The government aims to remove the cap on tuition fees and raise fees year on year, increase debts for future students, and, for the first time, allow some Universities to charge higher fees than others."

other such personal reason, the student is left at a severe disadvantage to their peers as they will be forced to take decisions which may be in their best financial interest, but not necessarily their best academic interest.

Conference Resolves

1. To lobby the government loans company with the intent to diminish the reliance on previous household income as a precursor to determining student funding support available.
2. To work through the elected NUS representatives to ensure that students upon entering higher education are treated fairly and as independent individuals in relation to their financial affairs.
3. To encourage membership unions to undertake some research with their own membership to analyse the financial implications of both the recent changes to the funding system in HE, and the effects of restriction of financial independence based on previous (or current if unchanged) household income.

Motion HE208| UCAS 'name-blind admissions' - and beyond

Submitted by: Cambridge Univeristy Students' Union
Speech For: Cambridge University Students' Union
Speech Against:
Summation:

Conference Believes

1. Research in the U.S. and in France has shown that there is systematic bias in job recruitment as a result of discrimination of candidates with non-white sounding names.
2. Research by Dr. Vikki Boliver at Durham University suggests that only 36% of applicants for elite universities from ethnic minority backgrounds receive places compared to 55% of white applicants.
3. Name-blind application processes are already standard practice in recruitment in many companies to remove unconscious bias in shortlisting.
4. The government has committed itself to tackling "unconscious bias" in higher education admissions.

Conference Further Believes

1. We live in an unequal society, dominated by privileged groups, where power relations are institutionalised in spaces such as education.
2. Inequalities in education are maintained and amplified as a result of institutionalised forms of bias and discrimination of which the staff and academics involved may or may not be aware of.
3. Name-blind applications will not solve these inequalities on their own, but they have the potential to remove some opportunities for relations of domination to be upheld, and help to promote fair access in education.
4. Applications processes differ from faculty to faculty at Cambridge and also courses, so action must be taken across all methods of reviewing applications, including interviews and portfolio applications.
5. We must not allow the government or the University to think that name-blind applications are a definitive solution to fair access; we must continue to push for further action against all forms of discrimination and social inequality found in our education system and beyond.

Conference Resolves

1. To call for Universities and their support services to cooperate on developing a better understanding of inequality and bias in UKHE admissions.
2. To call on UCAS to take the necessary steps to open up its data to researchers, whilst also protecting students' rights to individual data protection.
3. To demand further action to tackle and mitigate bias and inequality in admissions.
4. To demand the further work be done on eliminating bias in interview processes where a University employs them for admissions.
5. To work with SUs on producing further research on issues of bias and inequality in admissions at postgraduate level.

Motion HE209| Access All Areas (Especially Education)

Submitted by: Lancaster University Students' Union and The Students' Union at UWE

Speech For:
Speech Against:
Summation:

Conference Believes
1. Higher education should be accessible to all
2. Universities are a great source of strength for the country and their role in an increasingly knowledge-based economy is becoming more and more central to our future prosperity
3. As a result of the Higher Education and Research Bill and the Teaching Excellence Framework, Undergraduate tuition fees at many universities are likely to increase annually. The government intends these policies to promote further market competition between higher education providers. As international fees are unregulated universities have also been increasing the tuition fees for international students at extortionate rates.
4. The Higher Education and Research Bill is amending the regulatory and funding framework for providers with the introduction of the Office for Students and scrapping of bodies like OFFA and the Funding Councils. The responsibility for access and participation is moving to the Office for Students and, increasingly, to providers directly themselves.
5. Providers who wish to charge higher fees are required to reserve a portion of higher fee income as access and participation spend.
6. These providers are also required to produce an access and participation agreement outlining activities and funding to support underrepresented or disadvantaged students. Activities range from widening participation efforts in schools and colleges, to funding, mentoring or careers support for disadvantaged students.
7. The Director for Fair Access has challenged the role of bursaries and scholarships in supporting disadvantaged students. Providers have been asked to evaluate outcomes for such students.
8. There still remains a huge disparity between the likeliness of the richest and poorest young people in the UK to attend university.

Conference Further Believes
1. All students can contribute to economic development of the country and overall progress made by the higher education sector in becoming more socially representative over the last decade
2. Access agreements are essential pathways of entry for many students, and prevent education from being reserved for only the privileged few.
3. As a student movement, we have not progressed enough in reducing the entry gap between the most and least privileged young people.
4. Everyone with the ability should have access to university, and feel supported in doing so.
5. One of the biggest barriers to both entering and staying at university is maintenance funding. 53% of all tenants struggle to pay rent and nearly a quarter of students have gone without food because of financial difficulties[12].

Conference Resolves
1. To ensure education for all, it is important to increase accessibility for economically disadvantaged students in University level and improve by making widening participation and fair access
2. To lobby OFFA and/or the Office for Students to consider activity that supports the pound in the pockets of the most disadvantaged students.
3. Produce resources for students' unions to effectively collaborate with their institutions to ensure that bursaries are proven to be successful.
4. To conduct research to review the most effective financial report methods/models and utilise the data to combat OFFA's reservations.

Amendment HE209a | Access Improvement through Reinvestment

Submitted by: Arts University Bournemouth Students' Union
Action: Add
Speech For: Arts University Bournemouth Students' Union
Speech Against:
Summation:

[12] www.unitestudents.com/about-us/insightreport/2016-full-report

Conference Believes

1. The existing guidelines set for the percentage of tuition fees reinvested into access schemes for disadvantaged students are vague and subject to significant variation from institution to institution.
2. According to OFFA's 'How to Produce an Access Agreement', the current guidelines to calculate the percentage is dependent on the number of students from low socio-economic backgrounds studying at the institution, and can range from 30% to 10% of overall tuition fee income[13].
3. Paragraph 84 states that "while our guidelines are not precise minimums, we will be concerned if you propose to spend significantly less and will need to discuss your proposed spend before we can approve your access agreement." The current guidelines also indicate that if an institution has higher numbers of students enrolled from low socio-economic backgrounds, it might wish to invest less money in access schemes, despite access agreements including bursaries and financial support for students enrolled at the institution.

Conference Further Believes

1. Universities should adhere to strict, specified percentages for the reinvestment of tuition fees into support for students from low socio-economic backgrounds, especially in light of tuition fee increases.

Conference Resolves

1. To lobby the government to introduce stricter legislation surrounding the reinvestment of tuition fees into access agreements, ensuring the legislation provides sufficient, continued support to students that are enrolled at the institution.

Motion HE210| Merit based Scholarship

Submitted by: The Students' Union at UWE
Speech For: The Students' Union at UWE
Speech Against:
Summation:

Conference Believes

1. Scholarship based on merit can maximize opportunities for every single applicant and it boosts their confidence to show brilliant academic performance.

Conference Further Believes

1. Scholarship based on quota system does not promote academic performance of students
2. Scholarship should not only be available for commonwealth countries but also for non-commonwealth countries

Conference Resolves

1. To promote merit based scholarship, NUS should lobby in universities to increase the percentage of scholarship of it so that students can inspire to perform with their best effort.

Motion HE211 | International Students

Submitted by: University of Manchester
Speech For:
Speech Against:
Summation:

Conference Believes

1. That education is a right to everyone, regardless of nationality. 2. That this government is using international students as a scapegoat to meet racist immigration
targets.
3. That this government, as well as many of our institutions, treats international students as cash
cows.

[13] www.offa.org.uk/wp-content/uploads/2016/02/OFFA-2016-02-Access-agreements.pdf

Conference Further Believes

1. That international students should be treated with respect, and all monitoring should be low-impact
2. That International Students should have the right to work in the UK after graduation and the government should not provide unreasonable limitations for this

Conference Resolves

1. That University fees for international students should be fixed at a reasonable level rather than increasing every year.
2. That international students should not be charged for using the NHS.
3. NUS should run a campaign highlighting the non-economic benefits of having International Students across the countries.
4. NUS should lobby institutions to create an inclusive campus.
5. NUS should lobby universities to implement zero-tolerance approaches to discrimination and harassment faced by International Students.
6. Universities should minimise the impact of UKVI by putting in place non-invasive monitoring, integrated with ordinary attendance procedures to comply with regulations.
7. NUS should campaign for the government to look into institutions where there has been evidence of incompetence.
8. NUS should create resources for Students' Unions so they can lobby their institutions to become rent-guarantors for International Students.
9. NUS should campaign to bring back Post-Study Visas for international students.

Amendment HE211a | Scholarships for International Students

Submitted by: Oxford University Student Union
Action: Add
Speech For: Oxford University Student Union
Speech Against:
Summation:

Conference Believes

1. The refugee crisis has displaced hundreds of thousands of students.
2. Some universities offer a limited number of fee reductions for asylum seekers, equivalent to home fees
3. Asylum seekers already living in the UK are not eligible to receive a student loan and only receive £36.95 a week.

Conference Further Believes

1. Displaced students have been deprived of the chance to pursue education in their native countries
2. Access to HE shouldn't be based on nationality, immigration status, race or financial situation.
3. Universities have a duty to support students seeking asylum.
4. In providing scholarships, universities can begin the process of becoming Universities of Sanctuary

Conference Resolves

1. Press UUK for a national framework for fully-funded scholarships for asylum seekers and people with DLR.
2. Create materials for local students' unions to run effective campaigns to achieve these scholarships and sanctuary statuses locally.
3. Publicise the best practices of successful student campaigns through NUS UK's channels

Motion HE212| Monet, Monet, Monet

Submitted by: University for the Creative Arts Students' Union and Perth College Students Association
Speech For:
Speech Against:
Summation:

Conference Believes

1. NUS currently supports and campaigns for education for all students.
2. In September 2015 46,410 students were accepted on to art and design courses in the UK[14].
3. NUS has conducted research into hidden costs in creative arts courses, but no further action or policy resulted from this.
4. Arts students are expected to shoulder higher (usually hidden) course costs than most non-arts students.
5. There is no current financial support available to all arts students to help cover these additional costs.
6. First year arts students can face significant printing and materials costs for assessments that ultimately do not even contribute to their final degree grade, but still put them out of pocket.
7. Assessors are likely to award higher marks to work that has cost more; more expensive equipment and materials tend to result in work that appears of a higher quality, regardless of the student's technique.
8. Most arts students have to undertake a foundation year in addition to their three years of undergraduate study, meaning their degrees are a year longer than most, resulting in more course costs than three-year degree students, and with no maintenance loan.
9. Arts students are discouraged from using cheaper materials in their final assessments, under the guise of professionalism in their work.
10. Arts students are also expected to purchase expensive equipment, including Apple laptops and Photoshop software, which is a cost that most non-arts students are not expected to incur.
11. Most arts institutions fail to provide a realistic estimate of the course costs that their students will pay throughout their degree.
12. Such high course costs put students' quality of life at risk.

Conference Further Believes
1. Course costs for arts courses tend to increase as the student progresses, culminating in final assessments that can cost thousands, on top of the consistent cost of materials throughout the students' degrees.
2. To create their final collections, some fashion students have been known to spend up to £5000 of their own money on materials.
3. Arts students feel anxious and demotivated by this level of spending on their education.
4. Research conducted by SUArts in 2011 found that arts students are more likely to drop out due to 'lack of resources' than non-arts students, meaning these course costs are compromising arts education.
5. Art and design courses have a higher proportion of students with specific learning differences, thus disproportionately affecting them.

Conference Resolves
1. NUS will support students' unions in lobbying their institutions to carry out assessments on course structures to decrease extra costs.
2. NUS will support students' unions to lobby their institutions to undertake a quality audit of their assessment practices, seeking to understand how they disproportionately effect students from low income backgrounds
3. NUS will support students' unions in lobbying their institutions to give all students a realistic estimate of additional course costs before starting their course.
4. NUS will support students' unions in lobbying their institutions to give students personal finance training during their course, including how to document their course spending to submit with their final assessments.
5. NUS will support students' unions in lobbying their institutions to make progress toward free assessments through new technology (such as use of tablets instead of printed portfolios).

Amendment HE212a | Don't Go Breaking Our Arts

Submitted by: Middlesex Students' Union + FXU
Action: Add
Speech For:
Speech Against:
Summation:

Conference Believes

[14] www.designweek.co.uk/issues/10-16-august/number-of-art-and-design-students-on-the-rise-in-the-uk/

1. That between 2010 and 2015, Department for Communities and Local Government slashed spending on Arts by 16%[15]
2. These cuts disproportionately affect working class areas, with more savage arts cuts in the North and the Midlands than in London
3. That the Secretary of State Karen Bradley and her predecessor, John Whittingdale, are economists with little experience in the creative industries[16].
4. That the British Broadcasting Corporation (BBC) faces a 20% budget cut by 2020 due to the ideological decision by the Government to end the TV License[17].
5. That there is an epidemic of creative students agreeing to work for no pay, in order to gain 'experience'
6. That across the UK creative students are having to pay hidden course costs
7. That the NUS has previously worked on a campaign on a similar theme names 'State of the Arts.'
8. Dated Wednesday 15th of July, NUS published 'A Charter for the Creative Arts' outlining key principles that NUS and Creative Universities should uphold within future work[18].
9. This Charter was co-created by NUS, creative institutions and Students' Unions at that time.
10. That NUS have so far failed to demonstrate how they are following their own recommendations they laid out in the Charter for the Creative Arts.

Conference Further Believes
1. That ideological cuts to local government are wrong
2. That unfairly placing cuts in working class areas only acts to reinforce privilege
3. That it is wrong for the government to belittle the entire creative industries by using the ministerial position responsible for it as a stop-gap for mediocre MPs
4. That the BBC White Paper introduced to parliament on the 12th May 2016 is an attempt to dismantle the BBC based on an ideological assumption that a publically owned provider shouldn't out-perform private providers
5. That it is morally wrong for any student to have to pay higher hidden fees in order to achieve better grades, and that allowing this to happen creates a two tier system where those who have more money can achieve better grades
6. That NUS have not followed through with their published commitment to strengthen the representation of creative arts institutions.
7. That there have been monumental shifts in how creative degrees and arts institutions are viewed by society and the Government.
8. That the previous NUS campaign for creative students, State of the Arts, was ultimately unsatisfactory for most creative students as it did little more than create a charter and a two-page document on course costs with no outcomes

Conference Resolves
1. To conduct research into hidden costs that creative students face on their campuses, to audit all creative schools, colleges and faculties at universities in the UK, and to publish this data in a guide for prospective students
2. To work with trade unions in the creative industries, such as Equity and the Musicians Union, to develop a guide for creative students to help them counter the normalization of unpaid work and find paid work in the creative industries
3. To produce a policy template for students to pass through their Students' Union's policy forums mandating their union to pay any student for creative work they give to the union, specifically performers and photographers at events
4. To bring together creative students from across the UK, including from FE institutions, to lobby the government to reinstate arts funding in the UK that has been cut in recent years
5. Conference request an update on future plans to strengthen national representation for creative institutions within HE and FE, to be published and distributed amongst Students' Unions widely before the end of this NUS year (July 2017)
6. NUS to prioritise and initiate national conversations regarding the removal of public funding for creative arts courses with relevant sector bodies, including but not limited to the Arts Council, HEFCE and the Creative Industries Federation.

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[15] www.artscouncil.org.uk/sites/default/files/download-file/Funding%20Arts%20and%20Culture%20in%20a%20time%20of%20Austerity%20(Adrian%20Harvey).pdf
[16] Karen Bradley
en.wikipedia.org/wiki/Karen_Bradley
John Wittingdale
en.wikipedia.org/wiki/John_Whittingdale
[17] www.theguardian.com/media/2015/jul/08/bbc-spending-cut-budget-20-real-terms-five-years
[18] www.nusconnect.org.uk/resources/state-of-the-arts

7. To do so with particular focus on the provision of funding for foundation and pathway courses as emphasised in Principle 2 and 6 of the Charter.
8. For the VP HE and VP FE to annually demonstrate, via appropriate accountability platforms and in line with Principle 7 of the Charter, instances where the national union have fairly sourced, commissioned and championed the expertise of creative arts students within national campaigns.
9. To provide an update to Students' Unions to demonstrate instances since publication where principles 1-7 have been upheld within NUS campaigns.

Motion HE213| Free Education

Submitted by: Reading University Students' Union, Union of Brunel Students
Speech For:
Speech Against:
Summation:

Conference Believes
1. Higher education is a public good and a right that has been enjoyed by previous generations, and should be free for everyone to access.
2. Free education would pay for itself. The government's own figures show that for every £1 invested in higher education the economy expands by £2.60.
3. NUS believes in democracy – but political democracy is incomplete when the distribution of wealth is violently unequal and undemocratic.
4. Vast wealth lies in the coffers of a handful of rich, powerful people and their private businesses, instead of being invested in socially useful purposes such as education.
5. NUS should reaffirm the idea that education is a right not a privilege.
6. The introduction of the TEF opens fees to increases year on year, which would reach over £12,000 per year by 2020.
7. The RAB charge was originally estimated at 32%, but latest estimates have it at 46%, meaning that for every £1 lent out to students, government will only receive 54 pence back in today's terms.
8. The TEF also allows for differentiated fees between different universities based on the institutions' ranking in the TEF.

Conference Further Believes
1. Access to education is a fundamental human right, enshrined in Protocol 1, Article 2 of the Human Rights Act (1998) which states that: "No person shall be denied a right to an education."
2. Investing in free education would not only offer opportunities for people but would play a central role in reviving the economy now and in promoting longer-term prosperity and growth for the future.
3. If this wealth was instead under democratic control, our society could use it to build a comprehensive accessible free education system for all and pay every education worker decently, and still have plenty left over for other decent public services and benefits for all.
4. It is of economic benefit to have a highly skilled, highly trained population.
5. The deep marketisation proposed by the TEF and its steady increase in fees will cause irreparable damage to Higher Education.
6. Differentiated fees means only those with the most money will have access to the best institutions, harming social mobility and reducing education to a transaction.

Conference Resolves
1. To oppose and campaign against all methods of charging students for education – including tuition fees and a 'graduate tax' which is nothing more than a euphemism for 'student debt'.

Amendment HE213a | Free Education

Submitted by: Union of Brunel Students, SOAS & Black Students' Campaign
Speech For:
Speech Against:
Summation:

Conference Believes

1. That successive governments, over the last decades, have increased marketisation in Education. One of these policies' most visible consequences has been the on-going rise in fees in HE and the closing down of colleges in FE.
2. That the current government plans in post-16 education will accelerate both processes.
3. That the growth in fees has come with the rapid expansion in debt for students.
4. That the marketisation of FE has meant loss of EMA, shutting of colleges, job losses and the resultant growth of student/staff ratio.
5. That a free education lies at the heart of the NUS' vision for a liberated and accessible education for all.
6. That it is perfectly possible to reverse the existing direction of travel in Higher education. For example, Germany scrapped tuition fees after a decade of rising fees, proving once again that free education is possible and achievable
7. That if the government increased tax on corporations and the wealthy, scrapped Trident or reduced military spending, billions of pounds would be made available to fund free education and other vital public services.
8. That fees in FE disproportionately affect women and other 'minority' groups, particularly BME and disabled students.
9. That fees and debt present a barrier to accessing education.
10. That there is an alternative to paying for education through public investment for free education.

Conference Further Believes

1. That abolishing fees is insufficient if students are excluded or impoverished by the cost of living.
2. That NUS has a long history of campaigning against fees and the marketization of post-16 education, and has played a key role in overturning the proposed privatisation of student debt and delaying cuts to DSA.
3. That post-16 education should be seen as a social good, and collectively funded, rather than as a private investment to achieve comparative advantages in the job market.
4. That our vision for free education is part of a wider transformation of the education system to achieve a liberated and accessible education system for all, at any point in life.
5. That cuts to FE and area reviews are unprecedented and extreme in comparison to reforms in HE.
6. That FE colleges are life-changing for the poorest and disadvantaged in society
7. That fees, cuts to EMA, and closing colleges in FE are a financial barrier to HE and therefore
8. That, through working, as we should, with allies within the student movement, trade unions and other campaign groups, an effective and broad based campaign can be built and sustained to fight and end the marketization of education, including putting forward a different vision of what our education should look like.

Conference Resolves

1. That NUS should continue to oppose and campaign against all methods of charging students for education – including tuition fees.
2. That NUS should continue to campaign for truly free education for all students in FE and HE.
3. That NUS should continue to place this campaign within a broader context of fighting for a liberated education such as the fight for a liberated curriculum, the abolition of student debt, open and public access to universities and colleges, democratically-controlled institutions free from surveillance and harassment by police, Prevent, and immigration officials, and the abolition of all fees for home and international students.

Amendment HE213b | Raise voice against increases in student tuition fees:

Submitted by: The Students' Union at UWE, University of West London
Action: Add
Speech For:
Speech Against:
Summation:

Conference Believes

1. Students contribute massively to the UK economy
2. From 2017, thousands of students applying for university places face a rise of 2.8 per cent in line with forecasted inflation in terms of tuition fees

3. Further growth in fees is detrimental to the accessibility of education.
4. There is a crisis in HE caused by cumulative effects of repeated reforms in the sectors, which have underfunded education and set it up to function as a market-place.
5. We believe in education that is free at the point of access, as well as free from the dictates of the market: an education that is designed beyond the narrow aim of moulding learners into tools for the workforce.
6. Whilst believing in free education is crucial, prioritising student hardship and stopping further free increases have to be our tactical focus in the year ahead.

Conference Further Believes
1. Increases in tuition fees for students can create negative impact in their mind-set

Conference Resolves
1. To support students, it is an essence to raise voice against increases in student tuition fees and formulate appropriate policies to make it stable against the increasing trend of tuition fees
2. To maintain materials that put forward a vision for a publicly funded and universally accessible post-16 education sector but prioritise stopping fee increases.

Amendment HE213c

Submitted by: Goldsmiths Student Union
Action: Add
Speech For:
Speech Against:
Summation:

Conference Resolves:

1. To endorse and support the Goldsmiths fee strike for MA Social Work students after bursary cuts sored tuition fees by 86.5%

Motion HE214| Partnership is (almost) dead, long live student power!

Submitted by: Reading University Students' Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. The concept of partnership between institutions and students' unions has served as a useful framework in pushing back against seeing students as consumers.
2. In the face of government and institutions recently appropriating the language of 'partnership' and putting 'students at the heart of the system' in order to conceal further marketisation of the system, supposedly done in our 'interest', this romanticised notion no longer serves our needs.
3. 'Partnership' is often invoked by our institutions to ensure both the students' union and institutions work on the same agenda, and claim its breach whenever our agendas diverge.
4. Students' unions are often accused of undermining 'partnership' for representing the interests or democratic will of their membership.
5. Partnership is exactly supposed to rebalance the power dynamics between students and those running their institutions, but is too often twisted to disempower us.
6. Unions and students taking campaigning on issues universities dislike or don't align to, from opposing government's restructuring of funding, to standing in solidarity with staff taking industrial action, to using the NSS boycott as leverage against the Teaching Excellence Framework, are often faced with threats from their institution, or removed from committees or communication channels.

Conference Further Believes

1. Partnership cannot exist when one party is allowed to pull the plug on collaboration when they perceive their interests to be threatened.

2. Students' Unions should never find themselves in a position where they're told they're working against the university's interests when they're doing exactly what's right by their students.
   When SUs are forced to back down in order to preserve a notional 'partnership', we are no longer fulfilling our purpose.
3. Students need actual power to create change on their terms, not shiny laminated statements made by universities who won't blink in taking actions against them.

Conference Resolves

1. To work with students' unions on identifying political and lobbying power by organising student groups and creating truly engaging mass campaigns.
2. Support students' unions to change partnership agreements/charters to reflect an agreement of expected behaviours from parties should disagreements occur, with an expectation that the SU will act as a 'critical friend'.
3. To support students' unions whenever universities take action against them for simply enacting their democratically agreed policies.
4. To support and provide guidance to membership on democratising student representation and decision making within universities.

Motion HE214a | HE Reform

Action: Add
Submitted by: University of West London
Speech For: University of West London
Speech Against:
Summation:

Conference Believes

1. Students are not consumers, but outright rejecting aspects of the student-institution relationship covered by consumer law fails students who need protections.

Conference Resolves

1. To campaign for OfS to focus on student protections.
2. To embrace elements of the "students as consumers" agenda by working with OfS, CMA and Which? to provide guidance for Students' Unions on using consumer law to protect students' interests.

Motion HE215| Continue to Boycott the NSS

Submitted by: KCLSU and Aberdeen
Speech For:
Speech Against:
Summation:

Conference Believes:

1. The current Higher Education reforms, including the TEF and easier access to university status for private providers, are an attack on of public education. They need to be resisted as a whole - it is not enough to oppose individual elements, such as fee increases.
2. The reforms would have a devastating impact on education workers and students, and student-staff solidarity is essential to resisting them.
3. NUS has a policy to boycott the NSS until the reforms are withdrawn.
4. A long-term boycott of the NSS will cause significant disruption to the HE system and the implementation of TEF, and could give students required leverage
5. Given that the NSS scores are averaged over three years for use in the TEF, the boycott will have maximum impact if continued nationally - this has always been the case.
6. We can build on the impact of the boycott this year to have even greater participation in future years.
7. The way to improve the quality of education is through adequate public funding and democratising institutions. Our alternatives to metrics and marketisation must be based on the principle of democracy, not tokenistic student representation.

8. The current Higher Education reforms, including the TEF and easier access to university status for private providers, are an attack on of public education. They need to be resisted as a whole - it is not enough to oppose individual elements, such as fee increases.
9. The reforms would have a devastating impact on education workers and students, and student-staff solidarity is essential to resisting them.
10. NUS has a policy to boycott the NSS until the reforms are withdrawn.
11. A long-term boycott of the NSS will cause significant disruption to the HE system and the implementation of TEF, and could give students required leverage
12. Given that the NSS scores are averaged over three years for use in the TEF, the boycott will have maximum impact if continued nationally - this has always been the case.
13. We can build on the impact of the boycott this year to have even greater participation in future years.
14. The way to improve the quality of education is through adequate public funding and democratising institutions. Our alternatives to metrics and marketisation must be based on the principle of democracy, not tokenistic student representation.

Conference Resolves:

1. To maintain the NSS boycott in future years, as a tactic in a wider campaign against the whole HE reforms, not just limited to fee increases and their link with the TEF.
2. To actively reach out to and encourage all SUs to participate in the boycott, and promote the action to all students.
3. If the HE reforms pass into law, to continue the campaign with a call for their reversal and advocate for a publicly-owned education system, run democratically for social good.
4. To work closely with UCU on the campaign.

Amendment HE215a | National Ballot risk assessment and equality impact assessment

Submitted by: Free
Action: Add
Speech For: Free
Speech Against:
Summation:

This amendment is submitted in accordance with clause 41 of the Articles of Assocation of NUS, which require that policy passed by National Ballot (as this was in December 2016) be re-submitted to the following National Conference.

Conference Resolves

1. NUS should conduct and publish a risk assessment and equality impact assessment before finalising the NSS boycott/ sabotage action

Amendment HE215b | Don’t Boycott the NSS

Submitted by: University of West London SU
Action: Delete All and replace
Speech For:
Speech Against:
Summation:

Conference Believes:

1.NSS response rates in University after University are up and fees will rise regardless of NUS’ failed boycott.
2.The NSS provides students incredibly valuable data to drive change within demographics, protected characteristics and departments in Universities.
3.By using NSS results student reps at course level, faculty level and institutional level have argued for and secured massive improvements to the student experience.

4.Since last spring HEFCE have announced a refocussing of the NSS on students' academic experience. This will mean that students' unions' education and representative function gets recognition, focus and funding.

Conference Resolves:
1. To oppose any boycott or sabotage of the NSS.

Amendment HE215c | Stop attacking Universities, it's the government that has implemented the TEF!

Submitted by: University of Leicester Students' Union
Action: Delete and Replace
Speech For: University of Leicester Students' Union
Speech Against:
Summation:

Conference Believes
1. The NSS is a poor survey that measures student satisfaction and not teaching quality.
2. That being said Universities value the NSS because student satisfaction is as important to them as quality.
3. It is not Universities' fault that the TEF is linked to the NSS and as a result will lead to increased fees.

Conference Further Believes
1. The current strategy on an NSS boycott has failed. In February 2017 the response rate saw an increase of 14% compared to the same time last year.
2. Many articles are claiming that this is due to the boycott itself, by raising more awareness of the survey we have given publicity to students who have decided to make up their own mind[19].
3. Unions can negotiate extra funding for student representation as Leicester has by engaging in positive discussions with their own institutions.
4. The NUS should not advise students to systematically ruin their relationships with their Universities for a boycott that hasn't even worked[20].

Conference Resolves
1. For the NUS to not advocate a boycotting of the NSS for the academic year 2017/18.
2. To work with and support students unions in their conversations with institutions to obtain the best results for their membership while maintaining relationships.
3. To support the autonomy of those Unions who would still wish to boycott in their Unions during the 2017/18 academic year.

Amendment HE215d | A Student Lead HE Framework

Submitted by: University of Surrey Students Union
Action: Add
Speech For: University of Surrey Students Union
Speech Against:
Summation:

Conference Believes
1. The National Union of Student's Conference's decision in April 2016 to boycott the National Student Survey presents Students' Unions with a problem.
2. The ability to benchmark is crucially important to Student's Unions. The results of the NSS are utilized by Student's Unions as a representative lobbying tool
3. The ability of English Institutions to raise their tuition fees relies on the report of NSS survey as a major metric of the Teaching Excellence Framework

[19] www.independent.co.uk/student/news/students-boycotting-nus-national-student-survey-oxford-university-warwickcambridge-tef-tuition-fees-a7598216.html
[20] www.nus.org.uk/en/take-action/education/boycott-the-national-student-survey/

Conference Further Believes

1. Without valid and comparable data, there is no way of institutions knowing where they stand from a national perspective, and no way of Student's Unions knowing how the experience of their members compares to others.
2. Across the board this is fundamentally crucial in the sharing of best practice nationally, and for many Student's Unions this essential data in terms of widening participation, funding and giving greater lobbying power to Students' to apply pressure to their institutions, all things that the NUS should promote
3. Furthermore there needs to be an alternative survey, brought in by the NUS, which can be adopted by institutions to properly measure student satisfaction and the student experience.
4. If created through a wide and intricately detailed consultation via the employment of the right experts in data collection and research, this survey could rival the NSS and provide a useful tool which could (in the long term) be adopted by the TEF scheme as a form of measurement
5. A boycott of the NSS will always be problematic for some Unions with no alternative to the NSS

Motion HE216 | A national demo as part of a strategy to stop the HE reforms

Submitted by: City and Islington College Student Union & Manchester Students' Union
Speech For:
Speech Against:
Summation:

Conference Believes:

1. Our education system is under unprecedented attack
2. The vicious cuts in Further education are devastating the sector
3. The HE Bill, even as amended, threatens further fee rises, privatisation and marketization on our campuses
4. Schools and sixth-forms are also facing a funding crisis, with schools in some areas facing up to 30% budget cuts
5. That we need a strategy against the government's attacks on education, including the HE reforms to be repealed if they pass into law. As well the NSS boycott, this must involve protests locally and nationally.
6. That national demonstrations have multiple important aims:

a. To gain national coverage and create a platform to get out a simple and clear message.
b. To put pressure on the government.
c. As something concrete and exciting to build for, as a good rallying cry to energise existing and new grassroots activists.

7. That the name and headline demands of the demo should be clear, specific demands.
8. That a demo in November sits well within the academic year for continuing momentum built.

Conference Further Believes

1. NUS must place itself at the heart of the struggle to defend education across further and higher education, working together with the trade union movement, in particular the education trade unions.
2. It must also oppose the attacks on schools and sixth-forms and should seek to support these students organising in a common struggle to defend education

Conference Resolves:

1. To organise a national demo in November to stop the HE reforms and other attacks to education.
2. To call the demonstration "Free Education not Marketisation" with the headline demands:
   a. Democratic Education: Stop/Repeal the HE reforms
   b. Fund Further Education: Reverse the Cuts
   c. #GrantsNotDebt
   d. Free education: tax the rich
3. To closely reflect these demands through communication in the build up to, during and after the demo.
4. To reach out directly to Student Unions and local grassroots activist groups to support and encourage them to build excitement for the demonstration. Where sabbatical officers cannot be persuaded, NUS should reach out to other activists.
5. That NUS should support and encourage related meetings and creative actions in the lead-up.

6. To call for and support action after the demonstration, in part by calling multiple follow-up days of action based on the demonstrations' political demands.
7. To use this as the launch for a sustained and escalating campaign
8. To organise further local and national action – including protests, strikes and occupation

Amendment HE216a | No automatic national demo

Submitted By: University of West London SU
Action: Delete all and Replace
Speech For: University of West London SU
Speech Against:
Summation:

Conference Believes

1. NUS tactics of prioritising a national demo over lobbying have seen the student movement win nothing at all in the HE Bill.
2. In every SU in the UK we know that lobbying and campaigning have to involve different tactics at different times.
3. There is a worrying narrative in some parts of the student movement that suggests that lobbying, student representation and campaigns that don't involve demos are somehow selling out.
4. Using the right tactic at the right time is what our affiliation fees are for and we should never shy away from our role in speaking truth to power.

Conference Resolves

1. To reject the notion of an "automatic" NUS Demo every winter and to only consider a demo if the NEC judges it to be the right tactic at the right time

Amendment HE216b | Motion for education zone – for a national demo

Submitted by: Belfast Met
Action: Delete and Replace
Speech For: Belfast Met
Speech Against:
Summation:

Delete Resolves 1 & 2, and replace:

Conference Resolves

1. To call and fully mobilise a mass student demonstration in the autumn, under the header "defend education, end austerity"
2. The demonstration should demand:
    - An end to cuts in FE, HE, schools and colleges
    - Fully funded, free education across all sectors
    - The scrapping of the HE Bill
    - Living grants

Amendment HE216c | National demonstrations

Submitted by: University of Arts London Students Union
Action: Add
Speech For: University of Arts London Students Union
Speech Against:
Summation:

Conference Believes:

1. That FE students and school students are particularly affected by the government's attacks to education. They are directly affected by attacks to schools and Further Education institutions, but also because attacks to Higher Education will affect lots of them later. Such attacks make going to university impossible or more difficult for many, and for more still will make their Higher Education worse.

2. That school and FE students can bring a lot of energy and play a core role in fighting the government's attacks to education.
3. That despite the majority of NUS membership being in FE NUS engages significantly more with HE students.
4. Attacks to education harm education workers as well as students. The government and the management of our education institutions try to pit students against workers. It is vital that we unite in opposition to these attacks.
5. That if the NUS is to organise a national demonstration in autumn, it should aim to be large, exciting, visible and disruptive.

Conference Resolves:

1. That if NUS is to organise a national demonstration against government attacks to education in autumn, to:
    a. To start building for the demonstration in summer, and begin in earnest as soon as term starts.
    b. To organise the demonstration on a weekday to make them more visible and disruptive.
    c. To design the route to go past politically relevant places and to maximise visibility and coverage of the demo, and maximise possible disruption. Politically relevant places mean for example the Department for Business, Innovation & Skills. The route should aim to facilitate an exciting protest.
    d. To seek in the stewarding of the protest to highlight to protesters the political relevance of particular places, and to support protesters' in finding their way around and knowing the route of the demonstration. As such, stewarding should be minimal and not seek to control protesters or limit the protest, but contribute to an exciting, visible and potentially disruptive demonstration.
    e. To start the demonstration with speeches, rather than end with them. This contributes to an increased sense of political purpose from the beginning and an escalation of the excitement throughout the day.
    f. NUS should consult closely with activists with such experience successfully organising demonstrations and activism locally and nationally from the start.
    g. Make out a concerted effort to reach out to FE students and school students.
    h. To invite education trade unions to support this demonstration and promote it to their members.

Motion HE217| Education Service

Submitted by: Sheffield Student Union
Speech For: Sheffield Student Union
Speech Against:
Summation:

Conference Believes
1. That NUS has a commitment to supporting a free, democratic and accessible education system.
2. That the National Education Service (NES) is the Labour Party's flagship free education policy.
3. That Labour leader Jeremy Corbyn reaffirmed his support for this policy during the 2016 leadership campaign and included a commitment to abolishing tuition fees and providing free childcare services[21].
4. That work is being done by the grassroots activist organisation the National Campaign Against Fees and Cuts (NCAFC) to develop the idea of what a National Education Service would look like[22].

Conference Further Believes
1. That the NES currently represents our most realistic chance of achieving a free education system in the foreseeable future and represents a positive vision of what we can argue for in opposition to the Conservative Government's attacks on education.
2. That the NES is an exciting framework for expanding ideas on what our education system should look like, from schools to Further and Higher education.
3. That we should have a free, publicly owned, democratic, secular and accessible education system and support the commitments to abolishing fees and providing free childcare that are already a part of the NES policy.
4. That any future National Education Service should have, at its core, a commitment to:
i. Providing adequate funding to education institutions, providing universal living grants to students and secure jobs with good pay and conditions for workers, and abolishing tuition fees.
ii. Removing the barriers to education that exist because of society's structural and cultural inequality, such as oppression based on class, gender, sex, sexuality, race and ethnic background, and disability.

[21] www.huffingtonpost.co.uk/ana-oppenheim/national-education-service_b_11581140.html
[22] anticuts.com/2017/03/15/what-should-a-national-education-service-look-like-tell-us-what-you-think/; anticuts.com/2017/03/21/the-national-education-service-as-a-radical-vision-for-free-education/

iii. Being a life-long education service available to anyone regardless of age.
iv. Expanding the democratic control of education institutions by students, staff and other campus workers.

Conference Resolves

1. To officially affirm our support for a National Education Service and argue that it should be based on the core commitments outlined above.

Motion HE218| No To Fit to Sit

Submitted by: Northumbria Student Union
Speech For: Northumbria Student Union
Speech Against:
Summation:

Conference Believes:

1. Some professional accreditation bodies, e.g. the Solicitors Regulation Authority, require Fit to Sit policies as part of courses that qualify for their recognition;
2. Increasingly, institutions are considering whether to introduce such policies on a wider scale;
3. Students' Unions at some institutions have opposed the introduction of Fit to Sit and related policies such as 'Fitness to Study';
4. Unions which have successfully opposed the introduction of Fit to Sit should be commended on this work and best practice shared

Conference Further Believes:

1. Fit to Sit and similar policies are ineffective tools for addressing the extenuating circumstances that students may face, and can discourage a supportive and trusting ethos in the handling of students facing personal difficulties;
2. Fit to Sit and related policies can significantly disadvantage disabled students, particularly those with mental health conditions;
3. Universities have an obligation to ensure that such disadvantage does not take place and their policies promote an inclusive environment that allows all students to participate in their studies without undue disadvantage or discrimination;
4. NUS and Constituent Members should oppose the introduction of Fit to Sit policies and any related policies that would disadvantage groups of students already marginalised within society and HEIs.

Conference Resolves:

1. To conduct national research looking into policies relating to fitness to sit assessments, fitness to study and extenuating circumstances more broadly;
2. To issue revised guidance to Students' Unions to support them in challenging such policies where they may be detrimental to students;
3. To lobby Universities UK and other sector bodies advising against the introduction of Fit to Sit policies and other policies that may discriminate against students with mental health difficulties;
4. To lobby professional bodies that require students to declare themselves 'fit to sit' before completing an assessment, to remove this requirement and adopt student-friendly policies for the handling of students with extenuating circumstances.

300 Union Development Zone

Motion 301| Civic Engagement through political action

Submitted by: Union Development Zone Committee, Middlesex Students' Union
Speech For:
Speech Against:
Summation:

Conference believes

1. Young people are repeatedly affected with the impact of policy decisions they do not agree with. There are many recent examples including unwanted reforms to education, the UK leaving the European Union and spiralling costs of living.
2. This is because young people are not involved enough in our national democracy. In addition to when young people are actively shut out and not given a vote, we know much of this comes from lack of confidence.
3. Confidence means understanding the issues and understanding how participation can make a difference.
4. Older generations are likely to have this kind of confidence through experience.
5. Students' unions are uniquely positioned to level the playing field, providing an education in politics and power to a generation of young people.
6. That Wednesday afternoons spent engaging with SU's through co-curricular activities, sport and volunteering are crucial forms of civic engagement

Conference resolves

1. NUS should aim to offer an accredited course in political literacy to every under 24 year-old in education or training.
2. NUS should double efforts to provide excellent leadership opportunities to young people, including encouraging democratic communities in student clubs, societies and other groups.
3. NUS should seek curriculum change so that every tertiary education course will reflect on and react to live local and national political issues.
4. NUS should invest in student media with regular, quality coverage of local political affairs.
5. NUS should review how young people respond to the language of politics and power.
6. All of this activity must only be delivered by offering products and services to students' unions as the members of NUS. NUS will not impose one-size-fits-all initiatives.
7. 70% of investment and activity should be targeted towards FE students' unions. This is representative of NUS membership and will be a more effective use of resources.
8. To ramp up the National Keep Wednesday Afternoons Free Campaign (NKWAFC)

Amendment 301a | No Title

Submitted by: Warwick Students' Union
Action: Delete and Replace
Speech For: Warwick Students' Union
Speech Against:
Summation:

Conference believes:

Delete believes 1, 2, 3, 4 and replace with:

1. Young people are repeatedly affected with the impact of policy decisions they do not agree with. There are many recent examples including unwanted reforms to education, the UK leaving the European Union and spiralling costs of living. These policy decisions are harmful, in particular to working-class people and people from other oppressed groups, and to young people within these groups
2. One aspect of this is because progressive young people are not politically engaged and active enough. In addition to when young people are actively shut out and not given a vote, we know much of this comes from lack of confidence. Another core reason for harmful policy is because our society and democracy is ran for the interests of the richest in society, old and young, and so contrary to the interests of the working-class and other oppressed groups, in particular young people in these groups.
3. Confidence involves understanding the issues and understanding how participation can make a difference. There is also a necessary aspect of confidence which develops through active participation in struggle, especially struggle which is at least partly successful.
4. Young people are not the only group who are often shut out of politics and are less politically confident - so are working class people and oppressed groups, and young people from those groups are particularly impacted.

Add to believes:

1. A significant and necessary proportion of this education can and should be achieved by supporting and encouraging young people to actively engage in progressive struggle. This also helps us develop the skills and organisations necessary to bring about further progressive change.

2. Barriers to young people's and students' participation in politics also include policies restricting activism, such as anti-union laws and Prevent, as well as universities trying to silence dissent.

3. Political education can be liberating and empowering, but it can also be sanitised, teaching only "safe" and "respectable" forms of civic engagement and used to discourage radical action.

4. Direct action can be a necessary and effective tactic in achieving social and political change, as countless examples in history prove - from the mutinies that ended WW1 to suffragettes, strikers to the civil rights movement, and poll tax non-payment, to name just a few.

Conference Resolves

1. Delete "accredited" from resolves 1
2. Delete resolves 5 and 6 and replace with:

   5. NUS will take a democratic approach to political education, seeking to empower and support students to educate themselves and each other, and to engage in political struggle. NUS should support member unions in supporting their students in doing so.

   6. As part of supporting their political education, to support students in struggling for the interests of our class and other oppressed groups, and struggling to create a better society for everyone. To support students to develop the skills and organisations necessary to do so.
3. Add to resolves

   7. That the political education we offer should include information about different forms of direct action and the ways it was used in history to fight injustice.

   8. To resist attacks on our political rights and freedoms, including the disarming of our collective organisations through anti-union laws

   9. To defend students' unions, activists and student journalists whenever they are being victimised, by the state or by universities, for their political activity.

Motion 302 | Student-friendly SU Student Groups

Submitted by: Keele Students' Union
Speech For: Keele Students' Union
Speech Against:
Summation:

Conference believes:

1. Many SU student groups (societies and clubs) operate their funding through the Student Union, often through a cash office.
2. This requires students to go to the Student Union in person in order to operate their student group finances.
3. Many students would need to organise student group events over holiday times. This means that to organise their funding they need to go into the Student Union cash office in organise their student group events. This poses as great difficulty to the student group committees.
4. This poses particular problems for distance learners and mature and part-time students, and student unions with satellite campuses.

Conference resolves:

1. Work with Student Unions to help transfer all student group finances to an online system so that students can organise society events remotely.
2. Help Student Unions to develop a user-friendly student group interface.

Motion 303 | Free Periods

Submitted by: University of Birmingham Guild of Students
Speech For: University of Birmingham Guild of Students
Speech Against:
Summation:

Conference believes:

1. Students are now one of the hardest hit groups in society due to the Government's austerity policies, rises in tuition fees, the scrapping of maintenance grants and student housing crisis.
2. The 'Tampon Tax,' the 5% rate of VAT imposed on luxury products, was abolished in March 2016 but this still leaves students with a uterus using 11,000 sanitary products and having to spend on average £18,000 in their lifetime.

Conference further believes:

1. Student Unions including Birmingham Guild of Students and UAL have implemented successful schemes for students to pick up free sanitary products from their unions.
2. These initiatives had a huge impact on their students but this needs to be scaled out on a national level.

Conference resolves:

1. To include sanitary products, including but not limited to tampons, menstrual cups and sanitary pads, into the NUS Purchasing Consortium.

Motion 304 | It's All About The Tactics

Submitted by: University of West London Students' Union
Speech For: University of West London Students' Union
Speech Against:
Summation:

Conference believes:

1. That in the past 20 years there has been a dramatic increase in the amount of outsourcing of services in universities and colleges
2. Many services previously run by student unions are now run by private providers
3. In many cases student unions no long run any commercial services
4. NUS Services currently provides support for unions who run services like bars, shops, café's and nightclubs
5. NUS Services currently doesn't provide services for unions where the bar, shop, cafe or nightclub are run by a private provider
6. NUS Services is a core part of the NUS offer

7. A Freedom Of Information (FOI) request at Sussex University revealed contract conditions whichwere negative for students

Conference further believes:

1. Outsourcing in the public sector to profit driven private providers leads to a focus on profiteering
2. Outsourcing compounds the challenge of students being treated like consumers and not partners
3. Outsourcing leads to increased costs and reduced quality
4. Outsourcing is a favoured trick by this Tory government
5. Student unions have no divine right to run commercial services and have in some cases run services poorly
6. That some student unions have conducted boycott's against outsourced providers
7. That boycotts are a legitimate tactic
8. That other student unions have chosen to constructively engage
9. That constructive engagement can lead have a positive impact and that through dialogue constructive engagement can produce incredibly positive impacts
10. That the student movement has a long and proud tradition of constructive engagement which has changed the world for the better
11. That constructive engagement is a legitimate tactic
12. That constructive engagement should always be the first approach taken, and boycotts should be reserved for when constructive engagement has broken down
13. That the Sussex University FOI proves that making FOI requests can produce insightful results
14. That unions with no commercial services should also receive support relating to their campus services
15. That unions with no commercial services have the least favourable member benefit statements
16. That the number of unions not running commercial services is increasing
17. That NUS Services not providing support to those unions in relation to campus services provides a major strategic risk to the student movement
18. That addressing this risk should be an absolute priority

Conference resolves:

1. To do something about this…
2. For NUS to make a FOI request to every institution in the UK regarding the details of its outsourced contracts
3. To make the results of these FOI requests publically available to all student unions
4. To highlight any patterns, trends or concerns which this reveals
5. To include working with outsourced providers in the NUS Services work plan for 2016/17
6. For this to include providing support for unions seeking to improve campus services which they do not control
7. To open discussions with the main providers of university catering, cleaning and security to seek national improvements to standards and costs
8. To publish guidance to student unions on the legal status of provision which is not directly delivered by either the institution or the SU
9. To constructively engage nationally on behalf of students wherever possible as a first resort

Motion 305 | Make University Sports Inclusive For Trans And Intersex Students

Submitted by: Durham Students' Union
Speech For: Durham Students' Union
Speech Against:
Summation:

Conference believes:

1. That trans and intersex students should be able to train and compete in whichever sports team best fits their gender identity;
2. That external associations, which some university sports clubs choose to affiliate with, should revise their policies to work towards complete inclusion for trans and intersex students; and
3. That trans and intersex students should not be asked to disclose their legal gender or personal medical information to participate in university sport, including details regarding hormone replacement therapy. These

demands act as barriers and can make sport inaccessible for trans students who cannot or do not wish to medically transition and can alienate and prevent those who are medically transitioning from partaking in sport. Furthermore, intersex students can feel unwelcome in gendered sports teams altogether.

Conference further believes:

1. That the policies produced by BUCS, the FA, and the RFU regarding trans and intersex athletes are not suitable for higher education, due to their outdated language and exclusionary demands for medical information and gender certificates from students; and
2. That Durham Students' Union's recent policy regarding trans and intersex inclusivity is appropriate for all higher education institutions, for it allows trans and intersex students to compete and train in whichever team best fits their gender identity, providing the team is not affiliated with external sporting associations and their policies.

Conference resolves:

1. To ensure that the NUS Vice President (Union Development) works with the NUS Trans Officer to produce a set of good practice guidelines for trans and intersex students for all HE/FE institutions to follow, which encourages institutions to write a policy, that allows trans and intersex students to compete in whichever team best fits their gender identity without having to disclose any personal medical information, including details regarding hormone replacement therapy, or their legal gender, with obvious exceptions for sport teams bound by policies from external affiliations;
2. To lobby external sporting associations to revise current policies or to create a specific higher education policy to ensure that university sport is wholly inclusive of trans and intersex students;
3. To ensure the NUS Vice President (Union Development) is consulting with the NUS Trans Officer and continually working together with HE/FE sports organisations to ensure they are aware of the laws protecting trans and intersex students in the UK; and
4. To ensure that NUS campaigns on LGBT+ inclusivity in sports also highlight the difficulties trans and intersex students face in sport.

Motion 306 | If We Don't #Lovesu's Then Nobody Will!

Submitted by: Edge Hill Students' Union
Speech For: Edge Hill Students' Union
Speech Against:
Summation:

Conference believes:

1. Students' Unions are a vital source of engagement, satisfaction and improvement in education, the UK and the world.
2. Students' Unions continue to be at threat due to an aggressive and hostile policy environment which undermines the work which we do.
3. That the TUC campaign highlighting the positive impact of Trade Unions has helped to change the narrative about their role and impact.
4. That championing Students' Unions is a vital role, which NUS should always continue to play.

Conference resolves:

1. To reaffirm our position that the work of Students' Unions must be effectively championed by NUS.
2. To hold an annual #LoveSUs week highlighting positive stories from around the movement.
3. To provide materials to student unions to allow them to #LoveSUs locally.
4. That the Vice President Union Development must tweet using the #LoveSUs at least once a week.

Motion 307 | The Inclusion Journey Continues

Submitted by: Derwen College Students' Union
Speech For: Derwen College Students' Union

Speech Against:
Summation:

Conference believes:

1. NUS is the self-professed national voice of students, with around 600 affiliated students' unions
2. NUS members include higher education institutions, further education institutions and apprenticeship providers. Within our members are specialist institutions including Derwen College, a specialist residential FE college for learners with learning difficulties and disabilities
3. NUS liberation campaigns are at the heart of our work, fighting for liberation from oppression
4. NUS this year has continued to develop the training programme – FE Leaders – developed specifically for learners with learning difficulties and disabilities and has made an effort to begin to address inclusive practice

Conference further believes:

1. Learners with learning difficulties and disabilities are entitled to a voice within our structures, entitled to have their views listened to and their voice heard
2. NUS prides itself on access awareness, but, despite some raised awareness, still falls short for learners with learning difficulties and disabilities. Our campaigns and national conference remain inaccessible to this group
3. NUS has a continuing duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation
4. Learners with learning difficulties and disabilities are very limited in their choices for further education, and it is essential that their rights are promoted, defended and extended
5. Whilst some valuable work has been ongoing within NUS on addressing accessibility issues for this group of learners a more dedicated and consistent programme of training and a considerable organisation wide cultural shift is required

Conference resolves:

1. To further develop and maintain the FE Leaders programme developed specifically for learners with learning difficulties and disabilities and to deliver a minimum of two training sessions per year
2. A further call for elected NUS Officers to review NUS information, seek and undertake relevant training and produce accessible versions
3. A further call for elected NUS Officers to visit Derwen College Students' Union and other specialist providers to gain an understanding of how specialist colleges function to ensure that training is relevant to need

Motion 308 | NUS Extra Card

Submitted by: University of Manchester Students' Union
Speech For: University of Manchester Students' Union
Speech Against:
Summation:

Conference believes:

1. The Chinese food is a popular cuisine in the UK
2. That NUS Extra Card is promoted to students to purchase to be able to access discounts
3. That there are not many Halal and Kosher options with the NUS Extra Card

Conference further believes:

1. That NUS Extra cards do not have any discounts for Chinese restaurants thus reducing their appeal amongst students
2. Discount inclusion of some multi-chain Chinese restaurant can promote the sale of NUS extra

Conference resolves:

1. That NUS Extra should work to diversify their offer to include cuisines from other cultures including Halal and Kosher offerings.
2. That NUS Extra should proactively approach some multi-chain Chinese restaurants to introduce student discounts.

Motion 309 | It's Not A Bar It's A Union

Submitted by: Keele Students' Union
Speech For: Keele Students' Union
Speech Against:
Summation:

Conference believes:

1. One of the largest sources of revenues for Student Unions is taken at the Bars and Pubs.
2. Majority of Student Union events take place in Union Bars and Pubs.
3. Student Unions require a minimum bar spend when societies wish to use the Bars and Pubs for events. This encourages a culture where alcohol consumption is central to events.
4. This culture makes many students feel uncomfortable or unwelcome in their Union or society socials.

Conference further believes:

1. Alcohol related welfare concerns, such as alcoholism, binge drinking and crime & disorder could be combated through increased alternatives to alcohol related activities.
2. Student Unions have a duty of care to discourage alcohol related crime and disorder.

Conference resolves:

1. To encourage Student Unions to develop alternatives to bars and pubs as locations for society socials.
2. To ban the minimum bar spend for student societies when they hire Student Union bars and pubs.
3. To encourage Student Unions that are redeveloping their Union building, to increase non-alcohol related social venues i.e. cafes, canteens and restaurants.
4. NUS to provide training for Student Union staff in order to provide alcohol free alternatives for society and Student Union events.
5. To work with Student Unions to provide training for SU staff in raising awareness of alcohol related issues.
6. To utilise the NUS Alcohol Impact Survey in the development of Student Unions and Societies.

Motion 310 | Make the NUS impartial and inclusive of all students regardless of any established political stance

Submitted by: Huddersfield Students Union

Speech For: Huddersfield Students Union
Speech Against:
Summation:

Conference Believes:

1. The NUS is run by left-wing officers who publicly endorse parties such as Labour.
2. Public statements made by NUS Officers about certain political parties, such as Labour, have been endorsed by the NUS on social media.
3. The endorsement of specific parties excludes many members, making NUS unrepresentative.

Conference Resolves:

1. The NUS should ensure its representatives do not publicly endorse certain political parties during their time in office.
2. The NUS should only focus on issues affecting students directly, regardless of political ideology.
3. NUS should actively follow article 6 of the Articles of Association and "be independent of any party-political organisation" rather than stating this as merely De Facto

Motion 311 | Digital NUS Card

Submitted by: Northumbria Students Union

Speech For: Northumbria Students Union
Speech Against:
Summation:

Conference Believes:

1. The physical NUS Extra Card is unnecessary for most students and cutting it out or cutting it down would reduce plastic waste
2. NUS Extra commission rates benefit Students' Unions with small block grants less than £10,000
3. The NUS Extra Card app allows for photo identification
4. The NUS Extra Card is managed by NUS Services Limited
5. The NUS Extra Card is rivalled by free service UNiDAYS who manage their discounts without a physical card
6. Companies such as Marks and Spencer have digital cards available on their app which can be scanned at the checkout

Conference Further Believes:

1. NUS' mission on sustainability outlines that they 'will provide leadership on social responsibility and sustainability in the sector' and 'will research sector trends and deliver impactful change programmes'
2. Students' Unions can still have a role in registering users, but abolishing physical cards would save them time on printing
3. Northumbria Students' Union data shows that 3311 cards were sold online between August 2015 and July 2016, plus 447 sold in-person
4. Reduction of printing, plastic and transport of cards would be a positive sustainability win on a national scale
5. More app users would create opportunities to engage students through occasional promotion of key NUS messages
6. Students' Unions could gain more footfall from the app by introducing discounts in their own venues

Conference Resolves:

1. To mandate the Vice President Union Development to lobby NUS Services Limited Board to:

    a. Upgrade the NUS Extra App to allow for a digital card

    b. Phase out the physical NUS Extra Card over the next 3 years

    c. Work closely with ISIC to negotiate if this will work, and if not, implement a system where those who request ISIC can have a physical card delivered to them on request

400 Welfare Zone

Motion 401 | We Do not comply: Preventing Prevent

Submitted by: Welfare Campaign Committee, Liverpool Hope SU
Speech For:
Speech Against:
Summation:

Conference Believes

1. In September 2015, the Government made the Prevent Agenda a statutory duty so that institutions across the education, health and the prison service now must have "due regard to the need to prevent people from being drawn into terrorism"
2. Frontline workers such as teachers, academics and health professionals are now obliged to carry out its recommendations.
3. In some institutions, Prevent recommendations have led to CCTV cameras have been installed in prayer rooms and Qur'ans being destroyed. In others, e-mails have been routinely monitored.
4. Student Unions are affected differently depending on their legal status, whether they are FE or HE, and their relationship with their "parent" institution.
5. The Prevent Duty has been condemned by a number of organisations for its reliance on racial profiling, from the Trades Union Congress to the Parliamentary Joint Committee for Human Rights and the Institute of Race Relations[23].
6. In addition, many academics and MPs have spoken out on the impact Prevent is having on freedom of speech. Members of the Lords, including Alf Dubs, have attempted to remove education institutions from Prevent legislation[24].
7. Due to a lack of state infrastructure, private companies such as INVICTVS have started delivering training in schools and other workplaces, for a fee.
8. More than half of referrals to Prevent have involved people who identify as Muslim, while many more identified as non-White[25].
9. NUS has launched an independent helpline for students and sabbatical officers, to report incidents on campus and to seek advice on campaigns.
10. NUS is currently carrying out research on the impact of Prevent on UK campuses.

Conference Further Believes

1. The Government's counter-terrorism/security policy is fundamentally flawed in its approach; its concepts of 'extremism' and 'radicalism' are ill-defined and open to abuse for political ends.
2. The implementation of this policy has had dire consequences: from FE students being stopped from campaigning for Palestinian human rights, to postgrads being interrogated for reading core texts.
3. Regardless of a Student Union's legal status or relationship with its "parent" institution, our movement has a duty to challenge and refuse to partake in any element of state-sanctioned racial profiling.
4. Islamophobia is on the rise across Europe and legitimised by the mainstream media. Alienating already marginalised communities is actually counter-productive to preventing violent extremism.
5. The identified 'warning signs' of radicalisation, used in Prevent training, are highly problematic and render suspect those with mental health difficulties, new friendship groups or who have recently made changes to their appearance.
6. Islamic societies should not have more scrutiny than other societies, and unions should not put unnecessary barriers in place that inconvenience societies, their events and their members.

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[23] www.parliament.uk/business/committees/committees-a-z/joint-select/human-rights-committee/news-parliament-2015/counter-extremism-bill-evidence-15-16/
[24] www.theguardian.com/uk-news/2017/jan/27/bedfordshire-local-education-authority-admits-racial-discrimination-brothers-toy-gun-school-police
[25] www.npcc.police.uk/FreedomofInformation/NationalChannelReferralFigures.aspx

7. There is a danger of Prevent being used to stifle activism on everything from the environment to foreign policy. A more specific worry is regarding the counselling service, and that Prevent could mean any "signs of radicalisation" were a reason to break confidentiality[26].

Conference resolves

1. Continue to resource the NUS Prevent Helpline and use the recommendation from the research to inform future campaigns.
2. Begin targeting the private companies who profit from the implementation of Prevent, including direct action and shaming campaigns.
3. To mandate NUS Officers not to engage in Prevent at all, nor take funding from Prevent initiatives.
4. For NUS to encourage non-compliance by Students' Unions, and to provide guidance on lobbying institutions to leave section E of the Higher Education Funding Councils' Prevent reports blank, ensuring universities fail their submission.
5. Build links with Parliamentary groups, trade unions and other organisations in order to build a co-ordinated lobby for Prevent to be removed from all education institutions.
6. To continue calling for the Prevent Duty to be scrapped altogether, and encourage and support industrial action aimed at disrupting its implementation.
7. To call immediate national days of action on campuses where heavy-handed Prevent policy is identified, in coordination with SUs and relevant student groups

Motion 402 | Mental Health and Hardship

Submitted by: Welfare Campaign Committee
Speech For: Welfare Campaign Committee
Speech Against:
Summation:

Conference believes

1. A number of sources have reported a growth in the number of students experiencing mental health issues in recent years. An NUS survey has showed that 8 out of 10 students say they experienced mental health issues in the last year, while a third said they would not know where to get mental health support from at their college or university if they needed it.
2. Alongside a rise in mental health concerns, students are under an increasing amount of financial pressure due to higher levels of debt, the scrapping of maintenance grants, bursaries and EMA; and a higher cost of living.
3. Student suicides are increasing. Data from the Office for National Statistics for England and Wales show that the number almost doubled in the years 2007 – 2014.
4. Research indicates a correlation between mental health issues, financial hardship and debt. A UK-wide survey of students by NUS found 63% of respondents worried about their finances very often and 33 per cent were considering work that may affect their wellbeing, such as night shifts. A further 38 per cent of Scottish students reported in the survey that they felt their mental health was being affected by financial concerns.
5. In many cases, not enough adequate mental health support is available to students. Institution provided services are facing increasing demand, especially with the student numbers cap being lifted in HE, and cuts affecting FE service funding. Freedom of Information (FOI) requests by The Times published in 2016 show a rise of 68% in counselling service users at Russell Group universities since 2011. NUS Scotland has similarly reported a 47% increase in students requesting mental health support services, based on data from 12 institutions between 2011/12 and 2014/15.
6. NHS mental health support services are under an increasing amount of pressure, with cuts to services and some departments being privatised. Average waiting times between referral and first appointments are also longer in NHS primary care services: 84 days versus 16 days at universities. YoungMinds also found that 75% of Mental Health Trusts, 67% of Clinical Commissioning Groups (CCGs) and 65% of Local Authorities froze or cut their mental health budgets between 2013/14 and 2014/15.

Conference further believes

1. Students in HE and FE should be able to access education with sufficient financial support that enables them a decent quality of life, and the ability to study without debt-induced anxiety. The current allowance of student finance does not go far enough in allowing students to live above the poverty line.

[26] www.cherwell.org/2017/02/14/c-presents-an-extra-investigation-into-the-prevent-strategy/

2. Financial hardship can adversely impact on the quality of students' learning experience, and is the main reason for contemplating leaving education, according to NUS's research from 2012[27].
3. Mental health support services, whether NHS or institution provided, need significant and serious investment in order to effectively serve the student population.
4. According to a tool developed by the Disabled Students' Campaign, the number of mental health practitioners required, as a ratio to students, needs to be higher in the majority of institutions.

Conference resolves

1. To re-affirm our support for universal living grants for all students, on the basis that education should be free and open to all, regardless of background, and launch a UK-wide campaign on these demands
2. To explore further the link between financial hardship, debt and mental health amongst students and use the findings to inform the campaign.
3. To calculate the sum of a living grant on the basis of the Living Wage Foundation's recommendations, taking into account certain benefits students have access to, e.g. council tax exemption
4. To support student unions to influence local decisions on the funding and nature of mental health support services.
5. To challenge institutions to evaluate the impact of their policies, such as academic appeals, and rules on students with mental health issues.

Amendment 402a | An alternative to universal financial support

Submitted by: Liverpool Hope Students' Union
Action: Delete and Replace
Speech For:
Speech Against:
Summation:

Conference Believes:

1. Adequate student support is a key driver for the access and retention, particularly of the most disadvantaged students.
2. Student support in both HE and FE is not rising despite sharp rises in living costs.
3. Calculations reveal that, on average, students in HE experience an annual financial shortfall of £9k presumably to be made up by parental contributions, savings or income from part-time work.
4. EMA and ALG were vital sources of support for FE learners.
5. OFFA is advising HEIs to move money out of bursaries
6. Student support needs to be considered within the wider cuts agenda; against the backdrop of the Government's attack on the welfare state; in particular on employment, disability, housing and childcare benefits.
7. The impact of student income support generally - or rather lack of - hits those who are already disproportionately affected by the cuts, i.e. women, disabled, black and LGBT students.
8. Any working system of student support should not rely upon, or consist solely of, merit-based awards systems.
9. They should be based on the needs of students rather than their attainment, and should consider the barriers that parental means testing poses, as well as how this money should be administered.
10. There are huge problems with means testing- but campaigning for universal student financial support that would benefit the rich is immoral and tactically stupid

Conference Resolves:

1. To delete Resolves 1 and Resolves 3, and add resolves
   "1. To draw together all existing knowledge of the student support landscape and its various components in a comprehensive literature review.
   2. To present an alternative vision of how student support should operate that supports those that need it when they need it - across the entire spectrum of post-16 education; from further education through to the post-graduate level.
   3. To lobby the Government to increase state investment in student support, making a case against student hardship and student inequality, based upon this alternative vision
   4. To campaign for targeted student financial support in a way that eradicates the problems identified by liberation groups with means testing."

[27] www.nus.org.uk/PageFiles/12238/PIYP_Summary_Report.pdf

Amendment 402b | Living grants for all!

Submitted by: Sheffield Students Union and Aberdeen University Students' Association
Action: Delete and Replace
Speech For:
Speech Against:
Summation:

Conference Believes

1. The maintenance grants and EMA were insufficient to live on
2. Many people fall through the gaps in any means-tested system that assumes parental support - in particular those with unsupportive families, such as many LGBT+ people. The "estrangement" system is broken, but even if we can improve it, it can only help those students who cut themselves off completely from their families.
3. NUS previously supported universal living grants, and NUS LGBT+ currently does.

Conference Further Believes

1. Universalism – public services available to absolutely everyone – is a core progressive principle for our movement.
2. There is plenty of money in society to restore universal grants, plus fund good public services – it's in the bank accounts and businesses of the wealthy.
3. Every student should be able to afford to live decently.

Conference Resolves

1. Delete Resolves 1, and replace with:
   "1. To re-affirm our support for universal living grants for all students with additional supplements reflecting the needs of student carers, disabled students and mature students, on the basis that education should be free and open to all, regardless of background, and launch a UK-wide campaign on these demands using the #GrantsNotDebt hashtag."

2. Add a new Resolves:
   "1. Demand this is funded through progressive taxation, such as an increase in corporation tax and taxes on the richest."

Amendment 402c

Submitted by: SOAS Students' Union, Oxford University Students' Union, Goldsmiths Students' Union
Action: Add
Speech For:
Speech Against:
Summation:

Conference Believes

1. With an increasing shortfall between loans and living costs students are forced to take on additional work, which already disadvantages those who struggle to work because of long term mental health issues, and, more broadly, negatively impacts the mental health of students struggling to juggle working with studying.

Conference Resolves

1. Encourage universities and colleges to limit the amount of work set outside of term-time, where possible, to make juggling work and study commitments and maintaining good mental health easier for students who are financially disadvantaged.

Amendment 402d

Submitted by: Oxford University Students Union
Action: Add
Speech For: Oxford University Students Union
Speech Against:
Summation:

Conference Believes:

1. Last year OUSU ran a welfare survey gaining 6000 responses, and which has provided a rigorous and robust data set driving change in Oxford
2. This formed the backbone of work on student welfare and mental health

Conference Further Believes:

1. a rigorous data set on student mental health and welfare does not exist
2. Benchmarking data is important for driving change and contextualising our demands.
3. NUS must help facilitate inter-institutional work and equalise the ability of unions to effect change.

Conference Resolves:

1. Produce a student mental health and welfare survey which can be rolled out to all Unions, including a section for unions to provide institution specific data
2. Consult with SU's on the content and then run a pilot
3. Write guides to achieving high response rates and to interpreting and using the data

Motion 403 | Dual GP Registration for Students

Submitted by: Huddersfield Students' Union, Students' Union at UWE
Speech For:
Speech Against:
Summation:

Conference Believes

1. There is currently a crisis in student mental health – a previous NUS survey has found that 80% of students experienced mental health issues in one year[28].
2. There is a lack of continuity of care for students who live away from home during term-time – long breaks over the Christmas period and summer leave students without help.
3. It's incredibly difficult to get a doctor's appointment. People are often waiting weeks for an appointment with a GP, and face waiting lists of over six months for mental health services.
4. Students cannot currently be registered with their home GP and a GP near their place of study
5. While students are able to temporarily register with a different GP's practice while away from University, students are likely to spend more than 14 days from their term-time address during the holidays.

Conference Further Believes

1. Students Need Flexability, especially as many students do not live in their university towns full time
2. The report from HEPI on student mental health released in September 2016[29] found that students with mental illnesses lack continuity of care between home and university, where making an appointment can be overwhelming in itself.
3. The HEPI report suggested that being registered with two GPs practices simultaneously will allow students who live away from home to have better access to care during their studies and whilst being back at home.

Conference Resolves

1. To lobby the government and the NHS to allow students to be simultaneously registered with a GP at both their home address and their University address.
2. To support universities and student unions in maintaining an on campus GP surgery, and lobby universities without a GP to set up a the provision for one to attend their campus health centre.

Motion 404 | Ticket to Ride

Submitted by: Canterbury College
Speech For:
Speech Against:
Summation:

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[28] www.theguardian.com/education/2015/dec/14/majority-of-students-experience-mental-health-issues-says-nus-survey
[29] www.hepi.ac.uk/wp-content/uploads/2016/09/STRICTLY-EMBARGOED-UNTIL-22-SEPT-Hepi-Report-88-FINAL.pdf, page 8

Conference Believes

1. Around 30% of FE students travel by train to College
2. That no discounted rail fares can be obtained using a 16-25 railcard before 10am
3. Rail fares have risen by over 25% on average since 2010[30]
4. Anyone studying more than 15 hours per week may purchase a 16-25 railcard
5. Apprentices over 25 are not eligible for a 16-25 railcard

Conference Further Believes

1. Most students who use rail to travel to their institution, travel before 10am
2. High rail fares are a huge barrier to many students accessing their education
3. Improving rail travel access is good for students education and the environment

Conference Resolves

1. For NUS to campaign to Department of Transport, ATOC & Transport Focus for lower rail fares for students and for the lifting of peak restrictions when using a 16-25 railcard.
2. NUS to campaign for all apprentices to be able to purchase a 16-25 railcard.
3. NUS to campaign for all new rail franchises to include student discounts.

Motion 405 | Work work work work work

Submitted by: UEA Students Union
Speech For: UEA Students Union
Speech Against:
Summation:

Conference Believes

1. NUS research shows that 3 out of 4 full time undergraduate students take out paid employment to make ends meet, in term time and/or during the holidays.
2. On average, students work 14 hours a week during term time but 29% work for more than 17 hours a week to fund their studies.
3. Almost half of all students who work believe it impacts negatively on their studies.
4. Student support is limited for students studying in their final year
5. Many students (final year and otherwise) have difficulty and face delays accessing student support.

Conference Further Believes

1. It is outrageous that anyone should be paid less than the minimum wage and that international students are suffering most.
2. It makes no sense for student support to decrease in the final year, when students are less able to put in the hours at a critical stage of their academic career.
3. Delays in accessing student support are unacceptable, and put many students in a position of further financial difficulty.
4. Trade Union membership is in long term decline and very low amongst the young
5. It is crucial that trade unionism adapts to new forms of precarious and temporary work.

Conference Resolves

1. To work with the TUC to promote students' rights at work.
2. To work with the TUC to secure Trade union membership for all NUS Extra Cardholders
3. To explore the effects of government's immigration rules on the exploitation of international students in the casual labour market and campaign for change.
4. To work with the trade union movement to campaign for improved workplace rights and protections, especially for casual, temporary and agency workers.
5. NUS to lobby the SLC to make timely financial support a reality, and a request for equal final year student support arrangements.
6. To campaign for an increase in the minimum wage and highlight the breaches by employers to the Low Pay Commission. To campaign for an end to age discrimination in the minimum wage.
7. To work towards better proportionality in taxes and contributions paid by part-time students in employment, expecting reductions, not exemptions.

[30] orr.gov.uk/__data/assets/pdf_file/0018/21591/rail-fares-index-january-2016.pdf

8. To further investigate the employment conditions of students, specifically postgraduate, and work towards guidelines for union-level support.

Motion 406 | Online Harassment

Submitted by: Leeds University Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. Social media is a significant part of our lives, and is used every day by a significant proportion of students.
2. In 2013, research showed that one in twenty lesbian, gay and bisexual people said they have been the target of homophobic abuse online in the last year, including seven per cent of those aged 18-24[31].
3. Of the 1,128 reports of anti-Muslim incidents from victims, witnesses and third-party organisations in 2015, Tell MAMA received 364 reports of incidents or crimes that they classified as 'online', meaning they occurred on social media or other internet-based platforms[32].
4. In a 2014 survey[33] by the Institute for Jewish Policy Research, it was found that ⅕ of respondents had experienced at least one incident of antisemitic harassment during the previous 12 months. In 68% of cases, comments about the Holocaust being a myth or Jews being responsible for the economic crisis had been heard or seen on the internet.
5. About 2,000 crimes related to online abuse are being reported to the police in London each year, according to figures released in 2013[34].

Conference Further Believes

1. Because of the emergence of social media in recent years, abusive individuals may have become emboldened because of the potential anonymous nature of social media platforms.
2. Students' Unions and Associations have a duty of care and protection to all their members' safety on and off campus, including on social media.
3. As with all forms of harassment and hate crimes, there is a problem of under-reporting.

Conference Resolves

1. For NUS to conduct research into online harassment to understand the number and type of online harassment that students are experiencing.
2. Based on this research, provide recommendations for Students' Unions and Associations to tackle online harassment on their campuses.
3. To lobby the government to implement legislation on online harassment and cyberbullying.
4. To work with the NUS Liberation Campaigns to produce a campaign to tackle online harassment that signposts the number of different ways to report it.
5. To make tackling online harassment a priority area of NUS' work for National Hate Crime Awareness Week in October.

Motion 407 | Food Allergies Are Not A Lifestyle Choice

Submitted by: Leeds University Union
Speech For: Leeds University Union
Speech Against:
Summation:

Conference Believes

1. Many students suffer from allergies, but at present these are categorised as 'dietary requirements' and not as access requirements.
2. Food allergies differ from dietary requirements in so far as the individual suffering from an allergy has diagnosed health risks if they are brought into contact with these foods.
3. Students who suffer from allergies may incur greater costs in order to have a 'free from' diet.
4. HE and FE staff do not necessarily understand the access requirements of students suffering from allergies

Conference Further Believes

1. At present Student Unions and NUS do not know how best to support students suffering from allergies as they are unaware of the requirements needed.

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[31] stonewall.org.uk/sites/default/files/Homophobic_Hate_Crime__2013_.pdf
[32] tellmamauk.org/wp-content/uploads/pdf/tell_mama_2015_annual_report.pdf
[33] jpr.org.uk/documents/Perceptions_and_experiences_of_antisemitism_among_Jews_in_UK.pdf
[34] bbc.co.uk/news/uk-england-london-24160004

2. Students who suffer from food allergies should be consulted so as to determine the most appropriate course of action to take in providing more extensive access needs for students who suffer from allergies.

Conference Resolves

1. SU's should implement measures to reduce costs for products sold on campus specifically for individuals with food allergies.
2. Include allergy awareness in the health and safety training for halls of residence staff and raise awareness of necessary access requirements. This could be through working with networks such as the Anaphylaxis Campaign, which helps to support people at risk of severe allergies.
3. Ensure that Welfare officers are aware of these requirements and take a leading role in implementing changes where appropriate.
4. To encourage SU's to conduct a survey of its members to ascertain which food allergies are more prevalent and consult students in the best ways that SU's can assist students.

Motion 408 | What Happens on Snapchat Stays on Snapchat

Submitted by: Leeds University Union
Speech For: Leeds University Union
Speech Against:
Summation:

Conference Believes

1. Revenge Porn is the sharing of private, sexual materials, either photos or videos, of another person without consent.
2. This content is shared with the purpose of causing shame, embarrassment or distress.
3. The images or videos are sometimes accompanied with additional personal information about the subject such as their name, address and links to social media profiles.
4. Sharing content does not have to be uploading to an online format but could be sharing content privately via text, email or by showing someone a physical or digital image in person.

Conference Further Believes

1. The affects of revenge porn are not just the cause of distress, shame and embarrassment but can include workplace discrimination, cyber-stalking or physical attack.
2. The victims of revenge porn can have their lives ruined as a result.
3. Many victims may find themselves ineligible for future career prospects as content, once uploaded, is severely difficult to take off the internet.

Conference Resolves

1. To work closely with support organisations to provide resources to HE and FE institutions to support victims of revenge porn, specifically the Revenge Porn Helpline.
2. To raise awareness of the dangers of revenge porn and the devastating impact that it can have on victims.
3. To provide training to Welfare Officers at Student Unions of the dangers of revenge porn and how to prevent it in our institutions.

Motion 409 | Mental Health: A Culturally Competent Framework

Submitted by: University of Birmingham Guild of Students, University of Bristol Students' Union and University of Aberdeen Students' Association
Speech For: University of Bristol
Speech Against: Free
Speech For: University of Aberdeen Students' Association
Speech Against: Free
Summation: University of Birmingham Guild of Students

Conference Believes

1. Mental Health provision in HE is poor and in FE, almost non-existent. Even if it exists it is under resourced.
2. At any time, 1 in 6 people experience a diagnosable mental health condition; a further 1 in 6 experience symptoms related to a condition but would not qualify for a diagnosis[35].

[35] Office for National Statistics: Psychiatric Morbidity Report, 2011

3. Suicide is the leading cause of death in men aged under 35 and men have a greater risk (3 times) of suicide than women[36].
4. Gay and bisexual men are more than 4 times as likely as heterosexual men to attempt suicide[37].
5. Lesbian and bisexual women are almost twice as likely as heterosexual women to attempt suicide[38].
6. The Trans Mental Health Study in 2012 found that 35% of trans people had attempted suicide at least once and 25% had attempted suicide more than once[39].
7. Often, mental health services are difficult to access for international and students racialised as non-white[40].
8. NHS UK has recognised the difficulties faced by Black and Minority Ethnic (BME) groups and the discrimination faced in the mental health service, with many only being sought at the 'point of crisis'[41].
9. A University of Nottingham report shows that definitions of mental health are westernised and catered towards the needs of those with westernised understandings of mental health, that are culturally incompetent for students from non-westernised countries or non-white ethnicities[42].
10. Precarious working conditions for PhD students and young academics are becoming increasingly common (over 33% of HE contracts) causing increasing pressure and stress on students and staff[43].
11. Overworked and casualised staff are less able to provide effective support and guidance to students.
12. Mental health first aid is an extension of the first aid practice however is not taught in most first aid training courses. It is the provision of initial support until appropriate professional help can be received.
13. Mental health first aid can provide individuals with the skills to understand and identify symptoms of mental health problems and the confidence to assist individuals before professional help can be reached.

Conference Further Believes

1. Funding for NHS trusts to provide mental health services has fallen by 8.25% (£600 Million) in real terms over the course of the last parliament[44].
2. According to Black Mental Health UK, BME people are more likely to be diagnosed with a mental health issue, more likely to experience a poor outcome from treatment and yet are under-represented in accessing services[45].
3. Time to Change has found 93% of BME people with mental health issues have faced discrimination and 80% feel unable to talk about their experiences[46].
4. With the government's racist Prevent Act, ensuring mental health services are trained against biases that discriminate against Muslim and BME students is vital.
5. The struggle against casualisation and for appropriate recognition of mental health issues in Higher Education go hand in hand.
6. Award schemes such as Green Impact and Best Bar None have seen increased popularity and action amongst SUs.

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[36] Mental Disorders, Suicide, and Deliberate Self-Harm in Lesbian, Gay and Bisexual People: a Systematic Review (2007), National Institute for Mental Health England.)

[37] Mental Disorders, Suicide, and Deliberate Self-Harm in Lesbian, Gay and Bisexual People: a Systematic Review (2007), National Institute for Mental Health England.

[38] Mental Disorders, Suicide, and Deliberate Self-Harm in Lesbian, Gay and Bisexual People: a Systematic Review (2007), National Institute for Mental Health England.

[39] The Trans Mental Study, 2012, McNeil et al, Scottish Trans Alliance, [Online Resource, Available at: www.scottishtrans.org/wp-content/uploads/2013/03/trans_mh_study.pdf

[40] NUS Mental Health Survey 2015

[41] NUS Mental Health Survey 2015

[42] www.nottingham.ac.uk/studentservices/documents/investigation-into-the-mental-health-support--needs-of-international-students-with-particular-reference-to-chinese-and-malaysian-students.pdf

[43] eprints.uwe.ac.uk/25241/1/March_2015_Chen_Lopes.pdf

[44] Mental Health Foundation, 2015, *Improving England's Mental Health: The First 100 days and Beyond,][Online Resource, available at:* [www.mentalhealth.org.uk/news/national-organisations-call-new-government-make-mental-health-priority-emergency-budget]

[45] www.mentalhealth.org.uk/a-to-z/b/black-asian-and-minority-ethnic-bame-communities

[46] www.time-to-change.org.uk/news/black-and-minority-ethnic-communities-faced-double-levels-discrimination

7. The number of mental health practitioners required, as a ratio to students, needs to be higher in the majority of institutions and must be trained to support students of different races, ethnicities and cultural backgrounds.
8. Students' Unions, FE and HE institutions are all required to have on-call first aiders however none are required to be trained in mental health first aid.
9. NUS and SU's are currently committed to campaigning for increased mental health provisions and so providing mental health first aid is essential in doing so.

Conference Resolves

1. NUS should set up a Mental Health focused award scheme catered to the Student Movement similar to Green Impact.
2. This award should encourage SUs to participate in preemptive and awareness activities alongside working with their institutions to improve service provision for students. It should acknowledge the higher prevalence of mental health issues among various demographics and promote tailored best practice to address this.
3. To support SUs to influence local decisions on the funding and nature of mental health support services.
4. To challenge institutions to evaluate the impact of their policies, such as academic appeals, and rules on students with mental health issues.
5. To work with NUS BSC and DSC on working with NHS and Black Mental Health UK on conducting research into barriers and experiences of accessing mental health support.
6. NUS to release guidance for SUs and lobby institutions on how to engage in addressing culturally competent mental health services.
7. To campaign and pressure UUK to put investment in better Mental Health services for students at the heart of their strategic project for the sector.
8. To highlight the connection between casualisation and the current mental health crisis in HE, through research and collaborative work with the PGR representative, the UCU and other bodies that represent casualised workers such as the 'FACE' campaign.
9. To lobby BEIS, DoE, AoC and UUK to form a national student mental health task force, with student representation
10. To encourage that all NUS affiliated institutions, on call first aider will be trained in mental health first aid as well as physical first aid.
11. To ensure that all welfare support officers in Students' Unions are trained in mental health first aid.
12. To provide Students' Unions with the resources to assist student societies in gaining mental health first aid training.
13. To raise awareness about the importance of mental health first aid provisions.
14. To work with organisations such as Mental Health First Aid England.

Amendment 409a

Submitted by: Oxford University Students Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. IAPT (Improved Access to Psychological Therapies) is an NHS stepped program, which provides mass provision of treatment for mental illnesses along with targeted and evidenced based CBT treatment.
2. IAPT is free and crucially available via self-referrals.
3. In 2013 the ring-fencing of IAPT funding was removed and fund allocation was delegated to local commissioners[47].
4. The program suffered from the reorganization of the NHS's administration.

Conference Further Believes

[47] www.theguardian.com/society/2016/may/09/nhs-mental-health-funding-is-still-lagging-behind-says-report

1. The IAPT program has helped to correct the BME imbalance on mental health referrals
2. The program should be fully rolled-out so all people with need can access
3. Due to funding pressures on the NHS this is a critical lobbying time for a program that has a direct benefit for students.

Conference Resolves

1. Mandate NUS to lobby for the protection of government funding for IAPT and for it to be rolled-out fully.
2. Mandate NUS to work with IAPT to work out how the program can be made fully available to students.

Amendment 409b

Submitted by: Liverpool Hope Students' Union
Action: Add
Speech For: Liverpool Hope Students' Union
Speech Against:
Summation:

Conference Further Believes

1. Political activists may represent another identifiable group at elevated risk for a series of mental health issues.
2. There is an emotional cost to being 'woke' or 'conscious'. Working on injustice means you're focusing your energy, rage and frustration on taking action. This can leave you feeling energised when you see things change. But it can also be draining, especially if your actions are in response to something that has happened to you personally or to those you support.

Conference Resolves

1. Using best practice from existing coaching initiatives such as 'I Will Lead The Way', NUS will create a 'buddy scheme' using online platforms, for' pairing up activists within local areas. The scheme should pay particular attention to intersectionality.

Amendment 409c

Submitted by: Royal Holloway Students Union
Action: Add
Speech For: Royal Holloway Students Union
Speech Against:
Summation:

Conference Resolves:

1. To develop ways that mental health support and understanding can be embedded into the structures of students unions by supporting unions to:
    a. Lobby for relevant and appropriate training for all staff
    b. Ensure that academic policies do not cause undue additional mental distress for students experiencing mental health issues
    c. Ensuring support services and institutional policies are clearly advertised at recruitment and pre-arrival stage and that disclosure of current or previous mental health problems is actively encouraged at application stage
    d. Integrate mental health into the widening participation agenda, both nationally and locally by providing outreach to people who may not have continued in education as a result of theirmental health problems and including mental health in OFFA agreements.
2. To defend the use of counselling as a professional service run by trained staff, and oppose moves by institutions to replace or undermine it with unpaid student "peer" networks.
3. Help students unions to win on achieving well-supported, appropriate services for students, which are responsive to the feedback of students and service users and flexible to students needs both in terms of the type of service, but also the nature of the service (i.e. number of sessions available, services available in the evenings where possible).
4. Support students unions to develop joined-up approaches across institutions and external services, including the NHS.
5. Work with British Association of Counsellors and Psychotherapists to defend the pay and working conditions of counsellors and keep them in-house – not privatised.

Motion 410 | Accomodating religious students

Submitted by: Kent Union, University of Nottingham Students' Union, University of Bristol Students Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. In Judaism, the Jewish Sabbath begins on Friday afternoon/evening.
2. During the winter, the Sabbath can begin during university hours.
3. There are certain acts that religious Jews do not do on the Sabbath that include not writing, carrying, travelling, using electricity and handling money.
4. In Islam, Fridays communal prayers are obligatory for observant Muslims.
5. Friday prayer times are 12.45pm in the winter and 1.15pm in the summer. Students need to be there some time before for ablutions.
6. Jewish festivals, such as Shavuot, often fall during summer exam periods and have similar prohibitions that apply to the Jewish Sabbath.
7. Ramadan and other Muslim festivals and fast days fall during summer exam periods.

Conference Further Believes

1. Religious students can be deterred by unhelpful and unaccommodating HE and FE institutions from fully practising their religion.
2. HE and FE institutions often do not make necessary steps to reach out to religious students to ensure that their needs are catered for.
3. Students' Unions should be more accommodating when scheduling events, taking into account the needs of students of faith and belief.
4. Students can also be deterred from engaging in Students' Union activities if they are regularly scheduled on days that clash with religious festivals or fast days.

Conference Resolves

1. To launch a campaign that would lobby HE and FE institutions to make sufficient changes to their timetabling that would
   a) Ensure that no mandatory classes/lectures are scheduled on Friday afternoons, and where this is not possible they are recorded.
   b) Ensure that extenuating circumstances or similar provisions are well publicised so that religious students are able to access it.
   c) Include into summer exam timetabling provisions for students observing religious festivals, such as avoiding placing exams on certain days.
2. To work with faith and belief organisations to better understand the challenges facing students of faith and belief.
3. To work with Students' Unions and faith and belief organisations to ensure that their calendars are up-to-date with the various religious festivals.

Amendment 410a| Encourage harmony to all belief system on campus

Submitted by: The Students' Union at UWE
Action: Add
Speech For: The Students' Union at UWE
Speech Against:
Sumamtion:

Conference Believes

1. Students can be encouraged by promoting harmony among all belief systems on campus
2. There should be a balance in the right to freedom of expression with sensitivity to individuals' religion or belief

Conference Further Believes

1. Student satisfaction can be increased by maintaining good relationship and communication among all of them

Conference Resolves

1. To improve student satisfaction, harmony among all belief systems on campus should be promoted and NUS should lobby with student union of universities to have shared prayer room where students can say their prayers in different occasions based on their religious belief.

Motion 411 | NHS Bursaries

Submitted by: Sheffield Students Union
Speech For: Sheffield Students Union
Speech Against:
Summation:

Conference Believes

1. Nursing, Midwifery and other allied health professional students do not currently pay tuition fees. They receive bursaries and a reduced-rate student loan to help with living costs.
2. A fixed number of places are funded based on local 'workforce plans', designed to fulfill the needs of the NHS.
3. The government plans to end these bursaries from 2017, replacing them with tuition fees and maintenance loans
4. The Royal College of Nursing oppose this as 'unfair and risky' and the Royal College of Midwives (RCM) as 'threatened the future of maternity services in England'[48].
5. Nursing, midwifery and allied health admissions have fallen by 20% this year – in some institutions almost 50% - compounding the NHS understaffing crisis[49].
6. Many current healthcare students are mature or graduates, but graduates will be unable to access loans.
7. Many healthcare students have strong vocational training commitments alongside summative academic work, making further paid work difficult.
8. The bursary is currently insufficient to live on.

Conference Further Believes

1. All medical, dental and allied health professional students should receive bursaries, or living grants, which are sufficient to live on without other sources of funding.
2. The removal of the bursary will reduce access, particularly for graduates
3. The experiences and backgrounds of mature students, graduate students and students from lower socio-economic backgrounds contribute to the diversity of healthcare professionals, which is important.
4. Other healthcare students' bursaries are at risk.
5. Healthcare workforce planning should be planned to meet the needs of the population.
6. Universities will likely cut less popular, specialised courses while expanding popular courses, meaning students may gain vocational qualifications for which there are no jobs, whilst other job vacancies and health needs go unfilled.
7. The NUS should campaign for an end to fees and marketised education and for living grants for all students. However, the specific situation of healthcare students means that separate NHS Bursaries campaigning can make different alliances and win easier victories.

Conference Resolves

1. To campaign for reinstatement of, retention of and expansion of NHS bursaries for healthcare students.
2. To work with relevant trade unions and engage with healthcare students to campaign on this.
3. To highlight the particular situation of healthcare students in broader campaigns against marketisation of education and fees, and for living grants.

Motion 412 | Housing

Submitted by: Middlesex Students' Union, Belfast Met, Coventry University Students' Union, Royal Holloway Students Union
Speech For:
Speech Against:
Summation:

Conference Believes

[48] www.theguardian.com/society/2016/jul/21/nhs-bursaries-for-student-nurses-will-end-in-2017-government-confirms
[49] www.theguardian.com/education/2017/feb/02/nursing-degree-applications-slump-after-nhs-bursaries-abolished

1. Students are facing a housing crisis
2. Poor housing condition can cause stress, ill health and aversely affect a student's attainment and overall experience.
3. Intimidation tactics used by landlords and letting agents to encourage students to 'panic buy' their accommodation should be condemned.
4. Effective accreditation improves the quality of student housing across the UK
5. Marketization of education goes hand in hand with the rapid expansion of privately owned student accommodation, which can be extremely expensive, push up the general cost of housing, and represent a real barrier to accessing education.
6. NUS has already committed to campaign for demands including scrapping letting agents' fees, taxing empty homes and multiple homes, scrapping council tax, permanent tenancies, a council house building program, and rent controls.
7. The housing crisis is only getting worse for both students and the rest of society.
8. The new Housing & Planning Bill is a huge further attack on social housing and will:
   a. Force councils to sell off good quality council housing to private landlords.
   b. Remove secure tenancies from council housing residents.
   c. Push up rents for many council tenants.
   d. Cut investment in social housing
   e. Undermine the rights of travellers and gypsies.
9. The UCL rent strike was successful and the NUS now has a stance towards supporting further rent strikes
10. The rent strikes primarily affect students in University accommodation and Halls, the private sector is scattered and so harder to organise action in.

Conference Further Believes

1. Affordable, decent housing is of huge importance to student welfare and to access to education.
2. Students at several campuses have shown that rent strikes are a powerful weapon against exploitative landlords – winning compensation, bursaries and rent freezes
3. The establishment of Tenant's Unions can help organise students in the private renting sector
4. Tenant's Unions would be able to campaign on city wide issues, like rent or local housing regulation. This would not only benefit students but the whole of the community in areas which have seen a dramatic increase in rent with a rising student population, like Coventry.

Conference Resolves

1. Support efforts by students and students' unions to secure affordable and quality housing.
2. Support CMs in developing activities to ensure that students are informed consumers.
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 students' experience, and financial risks.
5. To lobby strongly for regulation of letting agents
6. To call for compulsory smoke alarms and carbon monoxide detectors in all rented housing.
7. To create modules of Tenant Activist Training
8. Work with the "Kill the Housing Bill" campaign, which is a coalition of trade unions, local tenants' federations, activist groups and gypsy & travellers associations.
9. Produce and promote useful information about how to campaign for decent, affordable housing and how to organise rent strikes, and provide support and assistance to student rent strikers.
10. To promote the establishments of Tenants Unions and provide training and help to universities that wish to take up the initiative.
11. Continue our commitment to cooperating with non-student housing campaigns and tenants' organisations, aiming in the end to have unified democratic tenants' unions for all in every town, city and region.
12. To mandate Vice President for Welfare to coordinate this as part of their official duties.

Amendment 412a | Renters Rising

Submitted by: Northumbria Students Union
Speech For: Northumbria Students Union
Speech Against:
Summation:
Action: Add

Conference Believes:

1. The number of private renters has doubled in the past decade to 11 million, making it the second largest housing tenure in the UK.

2. National trends indicate we are moving towards being a nation of long-term renters.
3. Rent prices and fees, alongside evictions, and complaints about unhealthy homes are on the rise.
4. ACORN's #RentersRising campaign intends to train and build community groups to campaign locally against unfair landlords, agencies and a Government which encourages their unethical behaviour. The movement has built a 6000 strong network in Bristol and are now supporting renter activism in Birmingham, Newcastle, Reading and Weston Super Mare.
5. #RentersRising workshops focus on:
    a. Educating tenants on their rights and identifying non-present rights that need to be campaigned for.
    b. Developing strategy and campaigns on a local level.
    c. Building local leadership teams and organising the #RentersUnion

Conference Further Believes:

1. As a representative body of students and apprentices affected by rising rents and poor quality housing; NUS should collaborate with ACORN, support Students' Unions to campaign for fairer renting conditions, and challenge agents' and landlords' unethical behaviours locally.
2. As the generation of students most likely to stay within the private rented sector the longest, it is essential to challenge the unethical behaviours of the sector to prevent the cycle of rising rent, poor conditions and a lack of accountability.
3. Students without a UK guarantor are unfairly treated by landlords and agencies
4. The decision by the Chancellor to remove admin fees is welcomed by students – however it is imperative these fees do not manifest themselves in other hidden charges.

Conference Resolves:

1. To continue to support Unions engaged in rent strikes with their institution and campaigning for positive changes to the sector.
2. To mandate NUS to work with ACORN in supporting strikers community organising within Students' Unions.
3. To support regions and nations in establishing #RentersRising workshops.

Motion 413 | Supporting students with financial hardship

Submitted by: University of Bristol Students Union
Speech For: University of Bristol Students Union
Speech Against:
Summation:

Conference Believes

1. Students in FE and HE institutions are subject to government reforms to education that financially impact on student's access to education.
2. Government cuts over the last couple of years have resulted in cuts to maintenance grants, NHS bursaries, EMA, a higher cost of living and institutional bursaries for students for low income and working class families.
3. With the replacement of grants with loans, numerous sources have indicated a decrease in financial support for students, increased debt and the increasing strain of financial pressure on students.
4. Research shows there is a connection between debt, mental health issues and financial hardship. For example, an NUS UK wide survey has found a 63% increase in worries around finances and a 33% of participants were considering work that would impact on their mental health (e.g. night shifts)

5. According to the annual National Student Money survey, the maintenance loan leaves the average student "around £265 short each month".

Conference Further Believes

1. Education should be free and including all access and support during our education.
2. Financial support enables a better quality of life which all students should have a right to.
3. Students should not have to work in order to access education because of financial hardship.
4. Financial hardship negatively affects student's educational experiences, with an NUS 2012 research indicating financial pressures as a main driver for leaving education.

Conference Resolves

1. NUS to calculate the sum of a living grant on the basis of the Living Wage Foundation's recommendations, taking into account certain benefits students have access to, e.g. council tax exemption.
2. NUS to support the universal living grants for all students and to launch a UK-wide campaign on these demands.
3. NUS to conduct new research into the experiences of financial hardship in light of biggest government reforms to education, both FE and HE in recent years.
4. To work with FE and HE institutions in reviewing financial support packages currently offered.
5. NUS to challenge institutions to incorporate financial hardship into academic appeals, mitigating or extenuating circumstance and mental health support.
6. NUS to run to offer guidance on how student unions can lobby institutions to increase funding for students with financial hardship.

Motion 414 | Mental Health First Aid

Submitted by: Lancaster University Students Union, Keele SU
Speech For:
Speech Against:
Summation:

Conference Believes

1. First aid is the assistance given to any person suffering a sudden illness or injury and is provided to preserve life, prevent the condition from worsening and/or promote recovery. This can include intervention in a serious condition prior to professional medical help, whilst awaiting the arrival of medical help.
2. Individuals can go through first aid training courses which provide any layperson the basic skills and knowledge so as to aid in emergency situations when health care professionals are absent.
3. Mental health first aid is an extension of the first aid practice however is not taught in most first aid training courses. It is the provision of initial support until appropriate professional help can be received.
4. Whilst first aid training is required in many professional organisations, mental health first aid training has not been incorporated into this training.
5. Mental health first aid can provide individuals with the skills to understand and identify symptoms of mental health problems and the confidence to assist individuals before professional help can be reached.
6. Mental health first aid can also help train individuals in identifying mental illness so as to prevent the worsening of symptoms.

Conference Further Believes

1. Students' Unions, FE and HE institutions are all required to have on-call first aiders however none are required to be trained in mental health first aid.
2. NUS and SU's are currently committed to campaigning for increased mental health provisions and so providing mental health first aid is essential in doing so.
3. 1:4 British adults will experience mental ill health at some point in their lives. In 2013 15.2 million days of sickness absence across the UK were caused by stress, anxiety and depression. By learning to recognise symptoms this ratio could be improved[50][51][52].

[50] mhfaengland.org/why-is-it-important/
[51] webarchive.nationalarchives.gov.uk/20160105160709/ www.ons.gov.uk/ons/dcp171776_353899.pdf
[52] Sickness absence in the labour market: February 2014, Office of National Statistics, www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/articles/sicknessabsenceinthelabourmarket/2014-02-25 (accessed 22/03/2017)

Conference Resolves

1. To encourage that all NUS affiliated institutions, on call first aider will be trained in mental health first aid as well as physical first aid.
2. To encorage all welfare support officers in Students' Unions to be trained in mental health first aid.
3. To provide Students' Unions with the resources to assist student societies in gaining mental health first aid training.
4. To raise awareness about the importance of mental health first aid provisions.
5. To work with organisations such as Mental Health First Aid England.

Motion 415 | The Generation Game: Childcare and Student Parents

Submitted by: Abertay SA
Speech For: Abertay SA
Speech Against:
Summation:

Conference Believes

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

Conference Resolves

1. For the VP Welfare to use their position on the Student Loans Company stakeholder group, and other relevant bodies, to lobby for more funding to be made available for student parents to contribute to childcare.
2. For the VP Welfare to work with the VP Union Development in approaching childcare providers and seeking a student discount deal through NUS Extra.
3. NUS to call for unregistered child-minders (family and friends) to receive payment as incentives for looking after children whilst parents are studying or work placements.

Motion 416| Who Cares? We Care - Care Leavers In Education

Submitted by: Abertay SA
Speech For: Abertay SA
Speech Against:
Summation:

Conference Believes

1. Children and Young People who have been looked after ("in care") are more likely to see the inside of a prison than the inside of a university.
2. The Who Cares? Trust has produced an HE handbook for care leavers, a guide which sets out exactly what universities and colleges across England and Scotland offer care experienced students.
3. Looked after children face serious disruption in their education due to frequent moves.
4. Staff at our institutions are passionate about supporting care-experienced students but lack clear guidance on how best to do this.

Conference Resolves

1. For the Vice-President Welfare to work with The Who Cares? Trust and ensure that all HE institutions in the UK are represented in future editions of the HE handbook, and to work with them to produce a version for FE.
2. NUS to lobby all relevant funding bodies to embed statutory support for care leavers.

Motion 417| Student Mental Health

Submitted by: Queen Margaret University Students' Union
Speech For:
Speech Against:

Summation:

Conference Believes

1. For the past few years NUS Conference has approved policy on mental health yet NUS' action on these mandates has barely registered
2. Mental Health provision in HE is poor and in FE it is almost non-existent. Even if it exists it is under resourced.
3. NUS research shows that 8 out of 10 students experience mental health issues[53].
4. The same research showed that a third have had suicidal thoughts and a third said they would not know where to get mental health support from at their college or university if they needed it
5. 4 in 10 said they were nervous about the support they would receive from their institution.
6. That whilst most Colleges and Universities have well-meaning, overstretched services, almost none have coherent, comprehensive strategies in relation to mental health and wellbeing.
7. That too many Colleges and Universities focus on treatment instead of prevention
8. The combined pressures of the realities of the way education is being run and funded have contributed to the record levels of mental health issues faced by students. Yet mental health provision is often underfunded, cut, or simply not present.

Conference Resolves

1. To prioritise student mental health in the year ahead
2. To campaign for the Government to require all FEIs and HEIs to have a student mental health plan in place as a condition of funding
3. To prioritise mental health in the Welfare Zone in the year ahead.
4. To lobby BIS, AoC and UUK to form a national student mental health task force, with student representation
5. To ensure that Universities and Colleges consult and collaborate with SUs and student groups when formulating and implementing student mental health related policies.

Motion 418| Student Pastoral Care

Submitted by: The Students' Union at UWE
Speech For:
Speech Against:
Summation:

Conference Believes

1. Nightline systems are extremely important tools for students to use when they need support outside of university hours.
2. Not all Students' Unions can afford or have the infrastructure for such a system.

Conference Further Believes

1. Students all over the country should have access to out of hours pastoral care.

Conference Resolves

1. To set up or support an initiative that provides students nationally with out of hours pastoral support as some Students' unions lack adequate funding or resource to achieve an 'in-house' system.

Motion 419| International Students Safety

Submitted by: University of Manchester
Speech For: University of Manchester
Speech Against:
Summation:

Conference Believes

1. Students are often victims of crime
2. That International Students' are often targeted for crimes such a burglary, scams and robbery.
3. Students Unions have seen that International students are less likely to report crime.

[53] www.theguardian.com/education/2015/dec/14/majority-of-students-experience-mental-health-issues-says-nus-survey

Conference Further Believes

1. That Student Unions should provide tailored support for International Students who are disproportionately targeted
2. That Students' Union should provide advice and support which is accessible for International Students

Conference Resolves

1. To support Student Unions to launch campaigns raising awareness of crime targeting International Students.
2. To work with relevant organization to provide tailored support and advice for International Students
3. To support the NUS International Students Campaign on this matter.

Motion 420| It Stops Here/ Sexual Violence

Submitted by: Oxford University Student Union
Speech For: Oxford University Student Union
Speech Against:
Summation:

Conference Believes

1. Research has highlighted the problem of abuse and harassment by staff towards students, and faced by, particularly junior, women staff.
2. Last month UUK published the findings of its taskforce on campus sexual violence, alongside guidance replacing the outdated Zellick Report.
3. However, the guidance and report did not adequately consider harassment and abuse perpetrated and faced by staff.
4. The marketisation and cuts to HE make it harder for survivors to speak out, fearing for their careers

Conference Resolves

1. Produce resources to support students facing sexual violence perpetrated by staff, and to support existing campus campaigns
2. demand that universities record and make public all data on sexual violence, including that faced by staff
3. support campaigns against casualisation led by students and trade unions
4. produce guidance for SUs on student-staff misconduct and support them in developing campaigns and policies within their institutions

Motion 421| Student Landlord Cartels

Submitted by: London School of Economics SU
Speech For:
Speech Against:
Summation:

Conference Believes

1. A cartel is an association of manufacturers or suppliers with the purpose of maintaining prices at a high level and restricting competition.
2. Student letting agencies and landlords work closely to operate under common practices which result in increased costs for students.
3. These include:
   a) Requiring the payment of rent for a year when properties are required for an academic year of 9 months.
   b) False advertising whereby landlords pressure students to sign lease agreements as early as October.
   c) Establishment of an agreed upon standard which is often below an appropriate living standard.
   d) Maintenance loans and grants are wasted upon unnecessary housing costs which could be shed by the landlords.

Conference Resolves

1. Creation of an action plan to combat legal landlord cartels.
2. Creation of a pamphlet to raise awareness of the legal rights and entitlements of students when renting from landlords.
3. Lobby Parliament to enable 9 Month Contracts so students are not forced to pay rent longer than necessary.
4. Creation of a national Landlord rating database.

5. Establishment of an NUS Landlord award that can be awarded to honest and fair Landlords across the country.

Motion 422| Stop social media scams!

Submitted by: Aberystwyth Students' Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. During fresher's season, many different social media pages are set up by organisations/companies unrelated to universities/students' unions that advertise fresher's events allegedly being held at these same universities/students' unions.
2. A large number of these social media pages are scams to either sell students fake tickets, therefore stealing their money, or to get students to fill out a survey that will therefore steal their personal data. Students that partake in activity with fake social media pages will not get the product/event in return as promised.

Conference Further Believes

1. New intake students are particularly vulnerable and are therefore easily caught out by the scams that are spread via social media. When in the process of preparing to move to university, students tend to be enthusiastic about getting involved in fresher's events and will therefore be drawn in by these events and scams.
2. Many students, particularly new intake students, may be unaware of how university/students' union events are run/ticketed and will therefore be naïve to the scams in which they are partaking. This concern extends particularly to international students, as they are preparing to move to a different culture where they may not understand the possibility of such scams.
3. Moving to university is a stressful enough time for new students and finances can be difficult to manage at the best of times, therefore it is damaging for new students to be scammed out of money.
4. Currently, there is nothing that university/students' union marketing teams can do to stop these social media scams, due to the social media sites terms and conditions and because of the flawed system of reporting such scams. Students' unions can campaign to warn students of the dangers of these events, however this is not enough.

Conference Resolves

1. NUS should lobby with the relevant social media sites in order to reduce the risk of such scams taking place – to alter the way in which such cases are reported, removed and prosecuted.
2. NUS should work to raise more awareness of such issues amongst students.
3. NUS should give more guidance to students' union marketing teams on how to best resolve such situations.

Motion 423| Right to Pray

Submitted by: Royal Holloway Students Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. The provision of prayer space on campuses varies greatly, from adequate to inaneqaute and non-existent.
2. That all students of faith should be free to pray while on campus and provided with a safe, comfortable space in which to do it.
3. Since the introduction of Prevent, and the racial profiling that has come with it, prayer spaces have become a site for surveillance, with the Prevent Duty recommendations encouraging this.
4. That students themselves should be able to determine when, where and how they pray and use faith spaces – not university management, chaplains or the Government.
5. That monitoring student prayer spaces is unethical, breaches right to freedom of expression and given that Muslim students are more likely to make use of them – islamophobic.

6. That students who have not followed strict, bureaucratic university procedure when using prayer spaces have been forced outside, praying in toilets, library corridors or the rain and snow. This is inhumane, degrading and disrespectful.
7. That some universities have worked towards 'neutralising' prayer spaces, going to lengths of destroying prayer mats and shredding Qu'rans without consulting with students or students' unions.

Conference Resolves

1. To mandate the VP Welfare to work with student faith groups to launch a Right To Pray campaign that calls for statutory provision of prayer space in every college and university in the UK, approaching the Association of Colleges and Univiersities UK for support.
2. For NUS to produce guidance on best practise for prayer space in terms of provisions, opening hours and student autonomy.
3. For the VP welfare to support students who may face disciplinary action when avoiding surveillance while they pray – whether that means refusing to sign registers, masking cameras or otherwise.
4. To condemn the use of CCTV cameras in prayer rooms, the destruction of faith objects.
5. To oppose the use of university bureaucracy to dictate the terms of use of prayer spaces.

Motion 424| Dealing with Debt

Submitted by: Royal Holloway Students Union
Speech For: Royal Holloway Students Union
Speech Against:
Summation:

Conference Believes:

1. Many institutions have had longstanding regulations allowing them to apply academic sanctions to students to recover non-academic debt. This could mean students who have already paid thousands of pounds in fees being denied graduation, restricted access to services or even thrown off their course for falling behind on the rent or having unpaid library fees.
2. In 2013, NUS filed a complaint to the OFT (Office of Fair Trading), now CMA (Consumer and Markets Authority), against institutions who employed such regulations.
3. After an investigation, the OFT ruled in NUS' favour and ruled this practice as 'unfair, aggressive and probably illegal'.

Conference Further Believes:

1. There is evidence that some institutions have still not changed their policies in light of this ruling and are still placing unfair sanctions on students.
2. If institutions didn't charge such extortionate rent on their accommodation less students would fall into debt and behind on payments.
3. Institutions should treat students like individuals, providing support where needed, and not as a block number with a price tag attached to them.

Conference Resolves:

1. To undertake a review of institutions in breach of the CMA ruling.
2. The name and shame institutions in breach of the ruling and report them to the CMA.
3. To provide students' unions with support to successfully lobby their institutions to implement a fair approach to handling non-academic debt.

Motion 425 | Stop Doing Over Our Nursing Students

Submitted by: UEA Students Union, Staffordshire University Students Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. Following the scrapping of NHS Bursaries, English applications to British Nursing and Midwifery courses fell 23%.
2. These courses consistently score below average in the NSS.
3. Placements reduce access to union and university support.

4. Failure and dropout rates are high. Students report inadequate academic and wellbeing support.
5. The last NUS Charter for Nursing and Midwifery students was published 22 years ago.
6. Neither the relevant QAA nor NMC's education standards mention student support, representation or social activity.
7. Nursing and Midwifery Students contribute to NHS services without employment rights or financial compensation.
8. The NUS must act to support student Nurses and Midwives.
9. There are huge problems with academic failure and lack of support for nursing students, across all institutions
10. Many nurses and midwives are on placement for half the year and as a result, they are very unlikely to be involved with their Unions, societies and sports clubs
11. Nursing placements are often some distance from the institution therefore increasing isolation and reducing the amount of contact time for face-to-face support with their institution to a minimum
12. Students on nursing courses are often mature, with dependants and many institutions fail support those with these and other additional needs
13. Nursing failure and drop out rates are at epidemic levels, institutions average a 20% drop out rate but some report up to 50%[54]
14. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, misconduct and stress
15. Nursing students can be course terminated through the means of 'fitness to practice'

Conference Further Believes

1. Nursing bursaries have been scrapped with barely an adequate response from NUS
2. Year after year NUS passes motions on Nursing and Midwifery that never seem to go anywhere
3. The last NUS Charter for Nursing and Midwifery students was published 22 years ago
4. The NMC's standards for Nursing and Midwifery education (like the QAA for these courses) fail to mention student support, student representation or social activity

Conference Resolves

1. To address Nursing and Midwifery students specifically in future reviews of NUS governance.
2. To improve campus integration, including in student unions' sports clubs, societies and other services.
3. To work with all relevant trade unions to
    a. Improve wellbeing support for student Nurses and Midwives
    b. Campaign for increased financial support for these students, including an upfront allowance for placement expenses.
    c. Lobby Universities to adapt placement allocation to the needs of student carers, family cohesion and professional development.

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[54] www.nursingtimes.net/nursing-practice/specialisms/educators/review-identifies-vital-need-to-find-out-why-student-nurses-drop-out/5083209.article

'In 2015 the average dropout rate for student nurses at university in England was 20 per cent, with some schools experiencing up to 50 per cent attrition.34 The impact of this both monetarily and also in terms of ensuring that there are adequate carers entering the system has led Lord Phil Willis to brand attrition rates the "Achilles heel of the nursing world."35 The value of student nurses needs to be re-emphasised and those that are already training need to be effectively and properly supported to ensure they complete the course. In one interview a student nurse highlighted the difficulties that she and many others face. She described how courses "cram so much in, it can become very stressful," how "there doesn't seem to be much communication between placement and university," and also that: *"you have to be extremely strong emotionally and physically to be a nurse… Although we had practical lessons to prepare us for our placements, many of the students, including myself, did not know what to expect from working in a hospital."* 36'

d. Lobby for future versions of the NMC code to uphold freedom of expression and the right to personal life; removing restrictions on media co-operation and relaxing professional behaviour regulations, allowing student nurses to express themselves freely online (excluding hate speech/misconduct).
e. Create a national charter of rights for Student Nurses and Midwives
f. To hold a national summit on representation of Nursing and Midwifery students in conjunction with Unison, the RCN and the RCM
g. To lobby the NMC and other bodies to improve the standard of student representation, student social facilities and student wellbeing delivered by HEIs as a key part of nursing education standards
h. Support student whistle-blowers
i. Campaign for all UK Nursing and Midwifery curriculums to explore the health needs of minority groups.
j. Lobby Universities to improve their absence and "fitness to practice" policies so that disabled students in these fields do not suffer discrimination.
k. Respond to proposals for NHS staff to enforce "health-tourism" regulations.
l. protect placements and future jobs for current nursing students

4. To carry out research into the student experience of students on Nursing and Midwifery courses
5. To research the viability of the remuneration of student nurses for the hours undertaken on placement, which constitutes approximately 50% of the contact hours during their degree.
6. To campaign to expose the failure of student funding policy for nursing and reverse the changes
7. To look at integration of nursing across many Unions and their campuses to increase nursing representation

Motion 426 | It's Time To Combat Anti-Semitism

Submitted by: Sheffield Student Union, University of Ulster Students Union, Leeds University Union, University of Birmingham Guild of Students
Speech For: Sheffield Students Union
Speech Against:
Speech For: Birmingham Guild of Students
Speech Against:
Summation:

Conference Believes

1. NUS leadership at the time of writing have failed to take Jewish Students' concerns seriously in relation to anti-Semitism, on campus or within the organisation, according to the Home Affairs Select Committee, whose report stated that the National Presidents comments "smack of outright racism"[55].
2. 77% of Jews in Britain have witnessed anti-Semitism disguised as a political comment about Israel (YouGov 2015)
3. According to the Community Security Trust, there were 41 anti-Semitic incidents where the victims were Jewish students, academics, or other student bodies, compared to 21 such incidents recorded in 2015[56].
4. 15 of the 27 incidents between January and June 2016 involved the harassment and abuse of Jewish student activists on social media.
5. Anti-Semitic attacks are on the rise in Britain', with incidents such as brick attacks on synagogues, anti-Jewish graffiti and even bomb threats occurring in recent years.
6. The Community Security Trust (CST) recorded 924 anti-Semitic incidents across the United Kingdom during 2015.
7. The Community Security Trust draws a sharp distinction between anti-Israel activity and anti-Semitic activity
8. it is absolutely vital to integrate a radical analysis of, and opposition to, all manifestations of anti-Jewish hatred and oppression into the work we already carry forward.
9. The Universities UK, Chakrabarti Inquiry, Home Affairs Select Committee report and recent high profile incidents highlight a need to do more to tackle antisemitism on our campuses[57].

Conference Further Believes

1. All forms of racism and oppression are abhorrent and should be uncompromisingly opposed with as much effort and energy as can be mustered.
2. No student should ever face any kind of racism or discrimination on campus
3. Many Jewish students feel the NUS must do more to combat antisemitism on campus
4. Anti-Semitism is a specific form of racism, relating to Jews and Judaism.

[55] www.publications.parliament.uk/pa/cm201617/cmselect/cmhaff/136/136.pdf
[56] cst.org.uk/public/data/file/b/e/Incidents%20Report%202016.pdf
[57] www.publications.parliament.uk/pa/cm201617/cmselect/cmhaff/136/136.pdf

5. Anti-Jewish oppression is the system of ideas passed down through a society's institutions to enable scapegoating of Jews, and the ideological or physical targeting of Jews that results from that.
6. Anti-oppression ethics, coupled with a thorough understanding that multiple oppressions can manifest at one time and are often complex and multi-layered, is crucially important in our efforts to acknowledge anti-Semitism as still being a major problem in society today.
7. Universities have a clear legal obligation to ensure that students do not face discrimination or harassment as per the Equalities Act 2010.
8. NUS has a role in ensuring that safeguarding, anti-discrimination and harassment policies are implemented on university campuses.
9. Under current legislation, Jews are identified as members of a race as well as a religion and police record crimes against them as either racially or religiously motivated.
10. Debate relating to the Israel-Palestine conflict should never target Jewish people for their faith or affinity with Israel
11. It is important to draw a distinction between anti-Israel activity and anti-Semitic activity. Thus criticism of Zionism does not, in itself, constitute anti-Semitism.
12. Jewish students have the right to define what they constitute as antisemitism, as per the Macpherson principle which NUS upholds.
13. In recent years, NUS has been guided by the EUMC Working Definition of Antisemitism.
14. Recent work in the UK has identified the International Holocaust Remembrance Alliance (IHRA) as a more useful definition, partly because the UK is one of 31 signatory countries to this alliance.
15. The recent Home Affairs Select Committee report recommended that the IHRA definition be formally adopted by the UK government, law enforcement agencies and all political parties. NUS should be included in this list[58].
16. On 11 December 2016, the UK Government and the Labour Party adopted the IHRA definition of antisemitism[59].

Conference Resolves

1. To reaffirm its commitment to tackling anti-Semitism in all of its forms.
2. NUS is mandated to publicly oppose actions that are anti-Semitic based on the aforementioned definitions.
3. To mandate all members of the National Executive Committee, the President and Vice-Presidents to redouble their efforts to prevent anti-Semitic behaviour in the NUS
4. NUS be mandated to publish a bi-annual report detailing all incidents of racism, including anti-Semitic incidents and instances of anti-Jewish oppression.
5. The work of Jewish organisations, particularly Jewish student organisations, is consulted when developing work against anti-Semitism so as to ensure resources are provided to help Students to understand the nuances and fully comprehend these policies, in particular to produce a new and updated version of 'A Student's Guide to Antisemitism' for the academic year 2017/18.
6. To encourage discourse on the Israel-Palestine conflict which does not encourage or involve anti-Semitic behaviour.
7. To work with Students' Unions on work to combat hate crime online.
8. To lobby institutions to provide additional support to students during times of higher tension to ensure that campus remains a fair, open and safe space to all students irrespective of their religious, national, ethnic or racial identity, especially in light of the increase in hate crimes since Brexit.
9. To provide educational training on antisemitism as part of the Sabbatical Officer Summer training and throughout the year.
10. To adopt the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism.
11. To recommend that Students' Unions use the IHRA definition in guiding their responses to incidences of antisemitism.

Motion 426a | Definition of Anti-Semitism

Submitted by: University of Ulster Students Union
Action: Delete and Replace
Speech For: University of Ulster Students Union
Speech Against:
Summation:

Conference Resolves

1. Delete Further Believes 12-16 and add:

[58] www.publications.parliament.uk/pa/cm201617/cmselect/cmhaff/136/136.pdf
[59] www.theguardian.com/society/2016/dec/12/antisemitism-definition-government-combat-hate-crime-jews-israel and labourlist.org/2016/12/corbyn-backs-official-definition-to-stamp-out-repugnant-anti-semitism/

"11. A workable definition of anti-Semitism can be found provided by noted scholar Brian Klug who has defined anti-Semitism as a 'form of hostility towards Jews as Jews, in which a Jew is perceived as something other than what they are'[60]

2. Delete Resolves 10 and 11 and add:
   "10. Anti-Semitism can be defined but is not limited to the definition provided by noted scholar Brian Klug with the additional detail as available in policy passed by Ulster University[61]."

Motion 427| The far-right is alive and well; we must unite to stop it

Submitted by: NEC, Coventry University Students' Union, University of Nottingham Students' Union, Liverpool Guild of Students
Speech For:
Speech Against:
Summation:

Conference Believes

1. NUS must actively campaign against racism, islamophobia, antisemitism and fascism as these are dangers which threaten the welfare of millions of students.
2. In November 2016, we marked the 80th anniversary of the Battle of Cable Street, which brought the Jewish and Irish communities, local workers and local Labour and Communist parties together to defeat Oswald Mosely and the British Union of Fascists.
3. As wars continue to take place across the world and millions are displaced as refugees, a considerable wave of anti-migrant and anti-minority rhetoric is sweeping across Europe.
4. In 2017 there are elections taking place in a number of European countries where far-right candidates and parties have a strong chance of winning.
5. Campuses have often been the place in recent years where fascism and the far-right rear its head: in recent months Holocaust denial literature has been distributed at Cambridge and UCL and swastikas have been

[60] See Brian Klug, 'The collective Jew: Israel and the new Anti-Semitism', Patterns of Prejudice, vol. 37, no. 2, 2003, 117-138.
[61] Below is the additional definition, as defined by Ulster University Students' Union:
(i) Questioning the loyalty of Jews to their state of citizenship simply on the basis of their Jewish identity, which includes claims that Jews as a collective or a community engage in efforts to subvert or mislead the general population, as well as the claim that Jews are more loyal to the state of Israel than their country of citizenship, is an anti-Semitic position to hold;
(ii) Claiming or making any effort to create a reality in which Jews do not have the same rights as any other religious, cultural or ethnic group, including the right to free speech, free practice of religion, free use of native languages (i.e. Hebrew, Yiddish, Ladino, etc.) and self-determination;
(iii) Denying, trivializing and misconstruing the Nazi Holocaust. This includes denying the fact, scope, method, or motivation for the genocide of six million Jews at the hands of the National Socialist regime. It also includes the accusation that Jews or the state of Israel have fabricated, cause or over-exaggerated the Holocaust;
(iv) Calling for, aiding or justifying the killing or harming of Jews for the sake of their Jewish religion, ethnicity or identity;
(v) Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as Jews or for being Jewish. This includes accusations of Jewish control of the world, of our political structures and government, the media, as well as blaming Jews collectively for imagined and real atrocities;
(vi) 'Equating Jews or maliciously equating Jewish organisations and the polity of the state of Israel with the Nazi Regime. This includes, but is not limited to equating Zionism with Nazism and claiming that 'History is repeating itself' with regards to the Nazi Holocaust and the state of Israel. This also includes using Jewish symbols and religious imagery alongside Nazi symbols and imagery. However, this does NOT necessarily include reasonable analogies between historical events';
(vii) Using Jewish symbols to antagonize, harass, and intimidate Jewish students.
(viii) Assuming that because a person is Jewish that they will automatically hold particular political views and positions regarding Zionism and Israel;
(ix) Demanding a Jewish person or group of Jews collectively to present an opinion or position on the Israel-Palestine conflict and where those demands are often aggressive, intimidating and harassing;
(x) Labelling Jews that hold differing political positions on Zionism and Israel as 'kapos', 'self-hating Jews' or 'traitors';
(xi) Deliberately using terms 'Zio' and 'Zionist' as pejorative terms of abuse in order to isolate and attack Jewish students and members of Jewish communities.

daubed on halls of residences and university signs. Swastikas were also found at Durham, Goldsmiths and Coventry[62].

6. In June, the University of Leicester saw a banner promoting an Eid festival painted with the words 'F*** Islam'[63][64].
7. In the last year we have a rise in the number of attacks on migrants, especially following Brexit where only days after, xenophobic graffiti was found scrawled across the doors of the Polish Social and Cultural Association in Hammersmith[65].
8. In June 2016, Jo Cox MP was murdered by far-right extremist Thomas Mair who was then jailed for life in November 2016[66].
9. In 2016, the Community Security Trust recorded 1,309 antisemitic incidents nationwide, their highest annual total, which was a 36% increase from the 960 incidents recorded in 2015[67].
10. In December 2016, National Action became the first extreme far-right group to be proscribed as a terrorist organisation[68].
11. Despite this, the group are still appearing on campuses. In the past year they have been at Nottingham and Leicester, using stickers with the phrase: "Hitler was right"[69]. They have also been known to harass Jewish students on social media.
12. Years of austerity and neo-liberal economic agendas are leaving people desperate for change, and neo-fascist political parties and people are taking advantage of people's economic hardships to scapegoat people of colour, migrants, Muslims and Jewish people. In particular, this can be seen in the British vote for Brexit, the United States vote for Trump and the popularity of far right political parties across Western Europe. Following these events, the threat of discrimination and violence against marginalised groups has severely increased, as demonstrated by the spike in hate crimes reported in the UK[70].
13. As a national movement that has historically been a progressive voice for change, the NUS has a responsibility to protect student in liberation groups and international students against this increased threat.
14. Racism and fascism continue to be prevalent in our society.
15. The election of Donald Trump has legitimised racist rhetoric which we must stand against, especially his ban on Muslims from entering the United States.
16. The far-right are on the rise across Europe and it is our responsibility to stand firm against it.
17. Incidents of islamophobia, antisemitism and xenophobia have increased in the last year.

Conference Further Believes

1. It is the right of a minority group to define their own oppression as per the Macpherson principle.
2. It is crucial that NUS has a strong and well-functioning ARAF campaign.
3. In a time of rising islamophobia, racism, antisemitism and xenophobia, it is more urgent than ever to develop this area of work.
4. Currently the ARAF campaign has limited resources to be able to fully combat racism and fascism.

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[62] jewishnews.timesofisrael.com/holocaust-denial-leaflets-distributed-on-uk-campuses/, www.thejc.com/education/student/student-concern-over-spate-of-antisemitic-graffiti-at-london-university-1.62409, www.thesun.co.uk/news/1198255/sick-vandals-daub-swastikas-ss-symbols-and-auschwitz-on-student-accommodation/, antisemitism.uk/coventry-university-calls-in-police-after-swastika-found/

[63] jewishnews.timesofisrael.com/holocaust-denial-leaflets-distributed-on-uk-campuses/ www.thejc.com/education/student/student-concern-over-spate-of-antisemitic-graffiti-at-london-university-1.62409 www.thesun.co.uk/news/1198255/sick-vandals-daub-swastikas-ss-symbols-and-auschwitz-on-student-accommodation/ antisemitism.uk/coventry-university-calls-in-police-after-swastika-found/

[64] twitter.com/Leics_AHS/status/748153875610411008/photo/1

[65] www.bbc.co.uk/news/uk-england-london-36634621

[66] www.bbc.co.uk/news/uk-england-36550304

[67] cst.org.uk/data/file/b/e/Incidents%20Report%202016.1486376547.pdf

[68] www.theguardian.com/world/2016/dec/12/neo-nazi-group-national-action-banned-by-uk-home-secretary

[69] www.huffingtonpost.co.uk/2015/11/03/jewish-student-brave-stand-anti-semitism-vile-trolling-twitter_n_8461808.html www.thesun.co.uk/news/2377346/vile-new-hitler-youth-threaten-gun-violence-and-jewish-genocide-as-they-recruit-impressionable-supporters-online/

[70] www.bbc.co.uk/news/uk-38976087 and www.independent.co.uk/news/uk/crime/brexit-hate-crimes-racism-eu-referendum-vote-attacks-increase-police-figures-official-a7358866.html

5. Combatting racism and fascism must be at the heart of NUS' work.
6. University campuses, colleges, and sixth forms should be environments free from hate, intolerance, and prejudice.
7. It is unacceptable for any individuals or communities to become a physical target purely on the basis of their religious or racial identity.
8. Students' Unions and universities have a duty of care and protection to all their members' safety both on and off campus.
9. The NUS has a proud history of standing up to racist and fascist groups. The British National Party, the English Defence League, and National Action, are currently No Platformed by NUS.

Conference Resolves

1. To reaffirm its commitment to campaigning against racism, fascism, xenophobia, antisemitism, and islamophobia, wherever it may manifest, in our movement and in wider society
2. To unequivocally support the principle that those who face anti Semitism, racism and islamophobia should be the ones who lead the fight against it
3. To reaffirm NUS' No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students' Unions.
4. We should oppose state bans of organisations, including fascist organisations, as these strengthen the state's repressive powers, which are mostly used against the left, anti-racists and oppressed groups. As far right groups aim to take control of the state and use it against the left and oppressed groups, it is vital that the left does not strengthen the repressive power of the state and organises to oppose fascism without relying on it.
5. We must recognise that any level of fascist organisation represents a physical threat to us. We must seek to stop fascists marching and holding rallies, including through physical confrontation where necessary.
6. To ensure that the NUS ARAF Campaign is appropriately resourced to enable it to be a fully-functioning, year-round campaign that isn't simply a one-day conference.
7. To provide guidance to Students' Unions on the threat of the far-right and support them if incidents involving the far-right take place on their campuses.
8. To ensure NUS remains committed to fighting racism and fascism and to work with liberation and faith groups to achieve this.
9. To ensure that Students' Unions, academic institutions and campus security teams are educated and aware of the existence of far-right and fascist groups on campus.
10. Legitimising fascist ideology poses a real threat to millions of students, especially those who fall under liberation groups. NUS needs to support Students' Unions in refusing to promote fascist ideology where legally possible - including supporting Students' Unions in their involvement in localised campaigns.
11. NUS need to support Students' Unions in raising awareness and supporting discussion of antifascism.
12. The NUS need to commit to resisting PREVENT - which is a fascist and racist monitoring system of people who dissent from nationalist "British values", and provide support for students who are affected by it.
13. Further, the NUS needs to commit to actively organising around antifascism - including willingness to support and work with existing organisations committed to this cause and to continue the annual ARAF conference.
14. Lastly, the NUS needs to prioritise and centralise liberation work in including resistance against racism, antisemitism, sexism, transphobia, homophobia and ableism - recognising the support needed by student and groups most likely to be effected by fascism

Amendment 427a| Freedom of Speech

Submitted by: The Students' Union at UWE
Action: Delete and Replace
Speech For: The Students' Union at UWE
Speech Against:
Summation:

Conference Believes

1. Freedom of Speech is important to university life.

Conference Further Believes

1. Debate enabled by freedom of speech is the only way to fight extreme or bigoted opinions.
2. Students need to become familiarised with the values of freedom of speech.

Conference Resolves

1. Delete and Replace Conference Resolves 4 with 'For the NUS to initiate an independent review into the 'no-platform' and 'safe space' policy to ensure that they adhere to the values of freedom of speech'

Motion 428| Hate Crime

Submitted by: University of Manchester, Oxford University Students' Union, Reading University Students' Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. Hate crime has increased sharply over the last year in the UK[71].
2. One of the starkest fall-outs of referendum campaigns in the spring of 2016 has been a spike in hate crime directed at migrant and black communities[72]
3. 2015 saw a 326% increase in Islamophobic attacks in the UK[73].
4. Despite the national numbers for 2016 not being available yet, the number of Islamophobic attacks in 2016 doubled in London alone[74].
5. 2016 saw a rise of 11% in anti-Semitic attacks – the highest level of attacks since records started[75].
6. In the first three months after the EU Referendum Homophobic attacks grew by 147%[76]
7. During the EU Referendum campaign Jo Cox, a British MP, was shot because of her political beliefs[77].
8. That all the data shows that the perpetrators of these attacks are predominantly either associated to, or supportive of, far-right organisations and ideas[78].
9. The rise in hate crime was encouraged by the rhetoric in all political spheres[79]
10. The student movement in the UK has a long and proud history of opposing racism, fascism, and discrimination[80].
11. NUS have put fighting hate crime at the centre of its political priorities this year.
12. Students' unions have started to become hate crime report centres

Conference Further Believes

1. The rise of hate crimes, racism, homophobia, and other forms of discrimination must be fought at all cost.
2. Students' unions should be at the forefront of the fight for an inclusive and liberated society.
3. The normalisation of discrimination against one group in society, normalizes discrimination against all oppressed groups.
4. Our response to hate crimes needs to be as visible, vocal, wide reaching as the normalisation of hatred by politicians and media outlets is.
5. The rise in hate crime is related to the rightward shift of the political establishment and encouraged by the racist rhetoric of politicians.

Conference Resolves

1. Continue to work on hate crime, raise the profile of anti-hate crime work nationally, and encourage students' unions to take local action as well.
2. Work with other campaigns and trade unions in tackling hate crime and the normalisation of hate speech in the media and the political arena

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[71] www.theguardian.com/society/2016/sep/28/hate-crime-horrible-spike-brexit-vote-metropolitan-police
[72] www.bbc.co.uk/news/uk-politics-37640982
[73] www.theguardian.com/society/2016/jun/29/incidents-of-anti-muslim-abuse-up-by-326-in-2015-says-tell-mama
[74] www.huffingtonpost.co.uk/2015/12/01/islamophobic-crimes-paris-attacks_n_8686680.html
[75] www.theguardian.com/uk-news/2016/aug/04/antisemitic-incidents-rise-2016-jewish-labour
[76] www.theguardian.com/society/2016/oct/08/homophobic-attacks-double-after-brexit-vote
[77] www.bbc.co.uk/news/uk-37978582; www.theguardian.com/uk-news/2016/nov/14/jo-cox-killed-in-politically-motivated-murder-trial-thomas-mair-hears; www.bbc.co.uk/news/uk-politics-36590824
[78] www.theguardian.com/society/2016/sep/28/hate-crime-horrible-spike-brexit-vote-metropolitan-police; www.aljazeera.com/news/2017/02/uk-hate-crime-record-levels-brexit-vote-170215123414863.html
[79] www.theguardian.com/politics/2016/jul/22/politicians-blame-respectable-racism-lady-warsi
[80] www.nusconnect.org.uk/liberation/black-students/anti-racism-and-anti-fascism

3. Organise conferences, summits, demonstrations, and direct actions where appropriate, to raise the profile of our opposition to hate crime and hate speech, make clear to the victims of hate crime that they are not alone, and to challenge perpetrators – both as institutions and individuals.
4. Create group-specific guidance packs to facilitate the work of students' unions in taking action against the different forms of hate crime.
5. Continue the work of Students' Unions as Hate Crime Reporting Centres
6. Work with UCU and other trade unions
7. Support Students Unions to provide Active Bystander training
8. Support the Hate Crime Awareness Week

Amendment 428a

Submitted by: London Metropolitan University Students' Union
Action: Add
Speech For: London Metropolitan University Students' Union
Speech Against:
Summation:

Conference Believes

1. NUS must actively campaign against racism, Islamophobia and anti-Semitism as these are dangers which threaten the welfare of millions of students.
2. The Brexit referendum and Donald Trump becoming the US President has greatly fuelled a rise in racism and hate crime in society and our campuses are not immune.
3. Racist and xenophobia hate crime rose by an average of 37% in the two months following the EU referendum and the authorities have subsequently stopped publishing the data on this.
4. Rising hate crime is having an impact on campuses. For example student Bartosz Milewski was unable to return to university last September after being stabbed in the neck with a broken bottle for speaking Polish[81].
5. Many students of African, Arab, Asian and Caribbean heritage have reported abuse following the Brexit vote, from being told to 'go back home' to having their hijabs ripped off their heads.
6. Donald Trump's visit to the UK could encourage an increase in hate crime here in the same way that his election did in the US. The Southern Poverty Law Center (SPLC), a group that monitors hate crime, saw more reports of hate crimes in the days following the US election than in the previous 6 months. SPLC collected 437 report of hateful intimidation and harassment between Wednesday 9 November (the day after the US election), and the morning of Monday 14 November 2016.

Conference Resolves

1. To support Students' Unions in setting up hate crime reporting centres on campus and to encourage SU's to advertise local support services for students who are abused.
2. To actively challenge racism, Islamophobia, anti-Semitism and fascism.
3. To join the protests against Trump's visit to the UK.
4. Work with unions and anti-racist organisations to mark UN Anti-Racism Day.

Amendment 428b

Submitted by: FXU
Speech For: FXU
Speech Against:
Summation:

Conference Believes

1. That every student should feel safe on campuses, able to study free from discrimination.
2. That students of faith face consistent discrimination on campuses when attempting to practice their beliefs
3. Particular issues around worship, dress, diets and timetabling persist despite legislation that is supposed to prevent discrimination.
4. A number of Students' Unions have seen attempts to overturn the policy of "No platform for fascists".
5. All students deserve to have access to education, free from harassment, intimidation or violence; regardless of background.

[81] www.independent.co.uk/news/uk/crime/student-stabbed-in-neck-with-smashed-bottle-for-speaking-polish-bartosz-milewski-donnington-telford-a7313036.html

6. That hate speech threatens to disrupt good campus relations and can provide the 'mood music' in which hate crime flourishes.
7. That the freedom to express views can sometimes be tempered by the need to secure freedom from harm for students and communities.
8. The Spiked! free speech ratings are a ridiculous exercise but we believe they are encouraging people to think that hate crimes should be activity that is protected instead of opposed.
9. The securitisation of education is directed not only towards international students but also others through the Prevent program – especially Muslims.

Conference Resolves

1. To work with national student faith Originations on a major interfaith project
2. To work with the ECU on guidance to SUs on faith discrimination
3. Help local unions to participate actively in anti-hate crime work, developing local reporting facilities, and responding to specific incidents through the development of clear national guidelines, networks and resources.
4. To reaffirm NUS' commitment to combatting hate speech and ensuring that student safety and welfare remains a fundamental priority within our students unions and institutions.
5. To oppose the securitisation of education
6. To publicly reaffirm NUS' zero tolerance approach to Islamophobia, antisemitism and all forms of racism and discrimination.
7. To lobby government and others to provide clearer guidance to universities on balancing the freedom to speak with freedom from harm.
8. To encourage students' unions and universities to work collaboratively to protect both freedom of speech and student safety and welfare.

Motion 429| Gendered Islamophobia

Submitted by: NUS Black Students Campaign
Speech For: NUS Black Students Campaign
Speech Against:
Summation:

Conference Believes

1. Islamophobia is on the rise throughout society[82].
2. Muslim women face the sharpest manifestations of overt Islamophobia, particularly visibly Muslim women, facing verbal and physical assaults, and constant attacks on their choice of clothing.
3. The state's relationship with Muslim women is also fraught and inconsistent.
4. They are often used as a vehicle for furthering the government's counter-terrorism agenda, meanwhile, they also find themselves the object of that same agenda, accused of fostering a climate of "extremism" within their family homes.
5. In the eyes of the state, Muslim women are somehow both 'traditionally submissive' and 'the enemy within'.
6. Ofsted's former Chief Inspector has supported restrictions on the niqab/veil for Muslim women at schools and encouraged the down-marking of schools by inspectors in certain circumstances where they permit the niqab[83].

Conference Further Believes

1. Islamophobia is legitimised through the categorisation of the 'good Muslim' - i.e. the passive, unquestioning subject - vs the 'bad Muslim' - those seeking to challenge state oppression.
2. These dichotomies have emerged within NUS and the student movement - in tackling Islamophobia, we should never seek to legitimise racist binaries, or adopt the language of the oppressive state.
3. Incidents of Islamophobia often go un-reported, due to (understandable) mistrust between Muslim communities and the police/state.

Conference Resolves

1. Work with the Black Students Campaign, Women's Campaign, FOSIS and relevant Muslim student groups to conduct research into the experiences of Muslim women in education.

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[82] ihrc.org.uk/activities/press-releases/11542-press-release-uk-new-report-finds-islamophobia-at-unprecedented-levels
[83] www.gov.uk/government/news/statement-by-hm-chief-inspector-on-the-wearing-of-the-full-veil-in-schools

2. Campaign against any measures seeking to restrict Muslim women students' right to choose the niqab, hijab, or other articles expressing their faith.

Motion 430| Students suspending studies are some of the most vulnerable students in the country. We need to support them!

Submitted by: University of Leicester Students' Union
Speech For:
Speech Against:
Summation:

Conference Believes

1. The amount of students that are suffering from mental health problems in the UK can be as high as 1 in 4[84].
2. This number significantly increases with regards to students who self-identify from a liberation group.
3. The NHS budget towards mental health only accounts for 13% percent of the entire budget.
4. Universities are not prioritising the issue of student mental health making students turn to measures which can include the suspension of their studies[85].

Conference Further Believes

1. Many Students' Unions have very little policy on whether suspended students retain their membership while suspended, meaning that in some cases they lose their membership.
2. The loss of membership to a Union means students cannot vote or run in elections, take part in committee positions or hold a part time job in the building.
3. Unions can play a pivotal role in making sure suspended students receive the right support and guidance.
4. Not being a member of a Union and receiving support could have dire consequences involving students never returning to their studies.

Conference Resolves

1. For NUS to work with Unions in developing policy to support suspended students to take part in their activities.
2. For NUS to make a commitment to suspended students that they're voices will not be forgotten.
3. For Unions who wish to adopt policy on or support suspended students to liaise with the University of Leicester Students' Union and others that have made commitments for suspended students to retain their memberships of their Unions.

Motion 431| No discrimination on campus

Submitted by: The Students' Union at UWE
Speech For: The Students' Union at UWE
Speech Against:
Summation:

Conference Believes

1. Students coming from different backgrounds expect to treat them fairly
2. Higher education institutions have a responsibility to ensure that they provide a safe and inclusive environment and act swiftly so that students do not face discrimination, harassment or victimisation
3. In 2011, a report by the National Union of Students (NUS) found that one in six black students had experienced racism at their institution, and one third did not trust their university to handle complaints properly

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[84] www.telegraph.co.uk/education/2016/08/11/one-in-four-university-students-suffer-from-mental-health-proble/
[85] www.theguardian.com/education/2016/sep/22/mental-health-at-university-students-shouldnt-have-to-suffer-like-i-did and www.bbc.co.uk/news/education-37429394
[84] www.gov.uk/government/news/statement-by-hm-chief-inspector-on-the-wearing-of-the-full-veil-in-schools

Conference Further Believes

1. All students can contribute to economic development of a country and so fair representation to all students in friendly environment is quite important

Conference Resolves

1. To ensure equal opportunity to all students, it is quite important to formulate welfare policies for students coming from different background and promote prominent liberation campaign

Motion 432| Student Safety

Submitted by: The Students' Union at UWE
Speech For: The Students' Union at UWE
Speech Against:
Summation:

Conference Believes

1. No student should feel unsafe whilst they are on campus and there should be proper plans to emphasise on that for all students
2. Students should understand campus policies for alcohol and drug use and how violations are handled

Conference Further Believes

1. Proper security should be ensured alongside with friendly environment on campus.

Conference Resolves

1. To improve student safety, student union of universities can arrange excessive training program among consumers based on consumption of alcohol/drugs along with consequences of it and also raise awareness by running campaigns in this regard.

Motion 433 | Drug Education for the Nation

Submitted by: Northumbria Students Union
Speech For: Northumbria Students Union
Speech Against:
Summation:

Conference Believes:

1. Students are expected to take reasonable care of their own health and safety, and that of others around them. Universities and Students' Unions are equally expected to take all reasonable measures to ensure the health, safety and welfare of students.
2. Many accommodations, and hospitality services have 'Illegal Drugs (Zero Tolerance) Policies' (hereafter Zero Tolerance Policy) which can allow for:
    a. Eviction from student accommodation, or other disciplinary responses, for first-time possession of illegal drugs.
    b. Immediate entry into student rooms to establish the possession or sale of illegal drugs based on allegations or suspicions of drug use.
    c. The use of alcohol, tobacco, nitrous oxide, inhalants and novel psychoactive substances (i.e. legal highs) without consequence or sufficient concern for the health and wellbeing of students.
    d. The stigmatisation of students who use illicit drugs.
3. Drug testing kits that detect the presence of adulterants allow students to know what substances they are taking and in doing so support the NHS in identifying appropriate treatments should a person become sick.

4. Despite the Psychoactive Substances Bill, NSP's are still widely (and illegally) sold online and available within university campuses. The Bill does not seek to prosecute those simply in possession of the substances but instead targets individuals involved in the sale and distribution of NSP's.

Conference Further Believes:

1. Universities and Students' Unions should treat students with, fairness, dignity and respect.
2. The Drug Policies in conference notes 2a, 2b, 2c and 2d do not sufficiently achieve its Policy Aims, notably to:
    a. Give specific and sufficient notice
    b. Be a deterrent to illegal drug use
    c. Get students to contact emergency services in a drug-related emergency
3. Students should know what substances they are using.
4. Individuals' health and wellbeing should be prioritised by not prosecuting NSP users who are simply in possession of the substance; it is nonsensical to disproportionately punish users of soft drugs such as cannabis, despite no reported fatalities and considerable evidence supporting its medicinal benefit. NUS represents students who use cannabis medicinally and recreationally, these students are in breach of the law and are voiceless in having their arguments heard despite a number of other countries moving towards decriminalisation and the legalisation of medicinal cannabis.

Conference Resolves:

1. To mandate NUS to work with SSDP to create guidelines for evidence-based drug policies, focusing on wellbeing.
2. To mandate NUS to work with SSDP in creating a challenge drug zero tolerance campaign.
3. To mandate NUS to negotiate discounts on Drug Testing Kits for Students' Unions to purchase.
4. To mandate NUS to conduct a survey into the medicinal and recreational usage of cannabis to present to Government.

500 Society and Citizenship Zone

Motion 501: Brexit means Brexit or so we're told

Submitted by: Society and Citizenship Zone committee, LSE, London Met Students' Union, UEA Students' Union, Queens University SU, University of Bath SU, Kent Union, Lancaster University SU, Oxford University Students' Union, SOAS, Goldsmiths Students' Union, Reading Students' Union
Speech for: Society & Citizenship Committee
Speech against: free
Summation: Proposer of last amendment passed

Conference Believes

1. NUS is a member of the European Students' Union.
2. 25,000 UK students studied or undertook work placements in the EU as part of the Erasmus scheme in 2015/16; since 2014 Erasmus+ has included UK school students, volunteers and apprentices and invests nearly £100 million each year into UK mobility in Europe .
3. Hate crime in the UK surged in the aftermath of the EU vote, up 58% in July 2016 alone
4. This hate crime affected both EU and non-EU nationals, as well as people of colour more broadly
5. That while the Brexit vote left the futures of EU migrants uncertain, it has also caused damage and violence to non-EU migrants and communities of colour
6. European, ERASMUS and International students play a valuable part of our HE and FE institutions.
7. All students, regardless of European identity, can be and have been subject to racism and/or xenophobia in light of Brexit.
8. That around 73% of 16-24 year olds voted to stay in the EU.
9. The EU provides around £1bn/year2 to UK universities in research grants.
10. That the United Kingdom voted in a majority to leave the European Union;
11. That Northern Ireland and Scotland both voted to Remain, whilst England and Wales voted to Leave;
12. That the European Union currently provides a number of rights for disabled people;
13. Theresa May's hard Brexit proposal would bring about enormous cuts to education – 15% of UK university funding currently comes from the EU. A hard Brexit means this funding will be lost and the implications for Higher Education will be extremely damaging: entire institutions may be shut down, courses and departments slashed, the number of student places cut, jobs cut and there is a real threat that tuition fees will be increased once again in a bid to close the huge funding gap that would be created.
14. Membership of the Single-Market provides massive economic benefits to the UK through allowing for UK trade with the EU to be free from tariffs and many non-tariff and regulatory barriers.
15. Britain owes much of its working rights, workplace and environmental regulations to its participation in the European Union.
16. As set down by the precedent of the Supreme Court ruling, it is important for Parliament to be involved in negotiations and for the government to report on its withdrawal negotiations regularly to Parliament.

Conference Further Believes

1. The EU has not only enabled the free movement of millions of people across national borders and facilitated cultural exchange, but has done so while protecting their rights within the countries they travel to.
2. The UK's membership of the EU enables over 140,000 students to travel for study between the UK and Europe each year, which enhances the educational and cultural diversity of our colleges and universities as well as the educational experiences of the students who travel.
3. We must fight the idea that the problem is "Europe". We oppose the re-raising of national barriers. We need cross-European campaigns to defend and improve services and rights, and to defend migrants' rights.
4. The UK should remain a cooperative partner with EU countries and always seek to promote universal human rights, peace, stability and free movement within the EU and around the world.
5. That as students our future is at risk by the vote to leave European Union.
6. That NUS should work to defend students from a right-wing hard Brexit.

Conference Resolves

1. To assist lobbying efforts to find out what the Government's terms of withdrawal from the European Union are and what "Brexit means Brexit" actually means.
2. To campaign for free movement to remain a key principle of the UK's political engagement with the EU, and to remain in the single market.
3. To work with the European Students' Union to actively lobby Members of the European Parliament (MEPs) on issues which will impact students and education.
4. To support Students' Unions to lobby their MPs and the government, calling on them to remove international students from net migration figures.
5. To continue working with the Human Rights Act coalition to publically oppose and campaign against any attempt to repeal the Human Rights Act and replace it with the British Bill of Rights.
6. To lobby the Government to enshrine the preservation and extension of EU environmental protections in UK law after leaving the EU.
7. NUS should organise a campaign to showcase the non-academic benefits of European, ERASMUS and International students.
8. To work with other European focused campaigning youth organisations such as Youth for Europe and Undivided.
9. To work with organisations including Movement for Justice and Anti-Raids Network to support migrants.
10. For the 'Liberate Education' campaign to make central the demand that the UK retains its 15% university funding from the EU.
11. To lobby against the repeal of any European regulations that would water down rights, standards or protections on the environment, consumer protection, competition rules, workers' rights and workplace standards.

Amendment 501a | Remaining in the European Single Market

Submitted by: London Metropolitan University Students' Union
Action: Add
Speech for: London Metropolitan University Students' Union
Speech against: free
Summation: London Metropolitan University Students' Union

Conference Believes

1. If Theresa May's Tory hard Brexit goes ahead the UK will be ripped out of the Single Market, the Customs Union, the European Court of Justice and freedom of movement will be ended. This hard Brexit would cause serious damage to the UK's economy and society for generations to come if it goes ahead, making the majority of the population much poorer.
2. The UK needs to remain in the European Single Market as it is of enormous economic value to the UK. The alternative to remaining in the European Single Market, is a trade deal with Donald Trump, where he will put 'America first' and not the job prospects and living standards of the UK's population.
3. Theresa May's threat that the UK will leave the EU Single Market has already prompted major companies to announced that they will be moving thousands of jobs to other countries.

Conference Resolves

1. To vigorously campaign for the UK to remain a member of the EU's Single Market in order to defend jobs, living standards and freedom of movement.

Amendment 501b | Challenge the 'Students are not migrants' narrative

Submitted by: Aberdeen University Students' Association
Action: Add
Speech for: Aberdeen University Students' Union
Speech against: Free
Summation: Aberdeen University Students' Union

Conference Believes

1. The outcome of the EU Referendum was also in part caused by the fact that the major remain campaigns inadequately explained the genuine causes of and solutions (such as those outlined above) to the problems many people experience. As such, it did not properly challenge the narrative of many arguing for Brexit.
2. Recently announced plans to restrict international students' visas, including linking universities' ability to accept international students to "teaching quality," most likely measured by TEF scores or alternative measure.
3. In recent years, the government scrapped the post-study work visa, introduced NHS charges for non-EU students and deported tens of thousands of international students.
4. Often the response by Vice-Chancellors and sections of the student movement to such attacks is insistence that international students are not migrants and should be treated differently,
5. The arguments often emphasise how much international students contribute to the British economy by "funding our universities" (justifying sky-high fees) or emphasise the differences between students and migrant workers instead of challenging prejudice against both.
6. We must continue to defend free movement without shame, compromise or capitulation."The recent slide into anti-immigration, anti-free-movement politics by even some people on the left, including the Labour Party left.

Conference Further Believes

1. Free movement is not against the interests of working class people. Migrant workers are part of the working class too; our politics of fighting for workers' rights does not respect borders imposed by our rulers. Furthermore, the evidence shows that immigration does not substantially depress pay or conditions.
2. Restricting immigration will therefore neither help UK-born nor migrant working-class people. Instead, such politics divide students and workers, damaging our ability to organise and fight against the common enemy that is actually responsible for low wages, shortages of housing and jobs, and overstretched public services – the rich and powerful, and the parties and politicians who serve their class interests.
3. We need to politically combat anti-migrant ideas, and advocate real solutions in their place, not concede the debate to populist misrepresentations.
4. That attacks on international students and other migrant groups are based on the same racist and xenophobic ideology, and can only be defeated through active solidarity, not creating further divisions.

Conference Resolves

1. To campaign to defend and extend freedom of movement and the right to free, accessible education for everyone, regardless of nationality. Blame not migrants, but the rich and powerful, the ruling class, for the problems facing working class people.
2. To argue and campaign for a programme of immediate real solutions to the problems facing working class people, including: uniting migrant and British-born workers in trade unions to fight for improved pay and conditions for all; reversing anti-union laws; raising and enforcing the minimum wage; decent housing accessible for all; secure, decently-paid jobs, training and education for everyone; serious taxes on the rich and their businesses in order to redistribute wealth and reverse cuts to welfare and education, fund decent public services and rebuild the NHS.
3. To fight against any further attacks on international students, including through direct action if necessary.
4. To challenge the "students are not migrants" approach within the student movement and more broadly on the left, and to fight uncompromisingly against capitulation by the left and the student and trade union movements on migrant rights and free movement.

Motion 502| Placements, Apprenticeships and Education for Good

Submitted by: Society and Citizenship Zone committee
Speech For:
Speech Against:
Summation:

Conference Believes

1. The NUS-HEA sustainability skills surveys show a clear preference from students for more work-based experiential learning.

2. Many universities now offer paid placements for recent graduates, which helps them with their institutional employability statistics, but many of these placements seem tokenistic.
3. The Apprenticeship Levy starts on 01 April 2017, but there are, as yet, very few apprenticeship standards that relate to sustainability.
4. The TUC has published a new report outlining how the UK can undergo a clean energy transition to create high-quality jobs and secure a major share of the future clean energy industry, which is estimated to be worth $500bn dollars globally.

Conference Further Believes

1. The NUS-HEA sustainability skills surveys show a clear preference from students for more work-based experiential learning.
2. Many universities now offer paid placements for recent graduates, which helps them with their institutional employability statistics, but many of these placements seem tokenistic.
3. The Apprenticeship Levy starts on 01 April 2017, but there are, as yet, very few apprenticeship standards that relate to sustainability.
4. The TUC has published a new report outlining how the UK can undergo a clean energy transition to create high-quality jobs and secure a major share of the future clean energy industry, which is estimated to be worth $500bn dollars globally.

Conference Resolves

1. NUS to work with NSoA and other partners to establish new apprenticeship standards relating to sustainability, that equip students with skills for a low carbon and circular economy.
2. To use our collective lobbying power to support NSoA in their work with Institute for Apprenticeships (IfA) to ensure fair funding for sustainable apprenticeships.
3. NUS to establish a 'Placements for Good' scheme to sit alongside its Dissertations for Good scheme.
4. Lobby the IfA to include sustainability as a functional skill alongside literacy and numeracy within apprenticeships.
5. To collaborate with the National societies in the nations to ensure that this work is carried out in the most appropriate way in Wales, Scotland and Northern Ireland.
6. For NUS to work with TUC on sustainable careers and placement opportunities.
7. To work with Apprentice Extra, National Society of Apprentices and Trade Unions to facilitate ease of access and promote the benefits of union membership for apprentices and students.

Motion 503 | Solidarity with the free West Papua cause

Submitted by: Warwick Students' Union
Speech for: Warwick Students' Union
Speech Against:
Summation:

Conference Believes

1. That West Papua is the western half of the island of New Guinea, the other half being Papua New Guinea.
2. That Indonesia has occupied West Papua since 1962/3[86].
3. That the occupation was internationally legitimized by an 'Act of Free Choice' in 1969, whereby just over 1,000 hand-picked Indonesian representatives were bribed, coerced and threatened into voting for integration into Indonesia[87].
4. That international media and NGOs have been largely barred from entering the territory under Indonesian rule[88].
5. That credible estimates put the number Papuans killed since 1962 at over 100,000[89].
6. That several scholars have considered the term 'genocide' in relation Indonesia's actions[90].

[86] www.abc.net.au/news/2013-10-28/rollo-west-papua-complicity/5049204
[87] www.abc.net.au/news/2013-10-28/rollo-west-papua-complicity/5049204; wire.novaramedia.com/2016/04/5-things-you-need-to-know-about-indonesias-occupation-of-west-papua/; Saltford, J. (2002), *The United Nations and the Indonesian Takeover of West Papua, 1962-1969: The Anatomy of Betrayal*, Routledge: London.
[88] Human Rights Watch (2015), *Something to Hide? Indonesia's Restrictions on Media Freedom and Rights Monitoring in Papua*, Human Rights Watch: New York.
[89] www.abc.net.au/news/2012-08-27/human-rights-abuses-in-west-papua/4225844
[90] Sloan, J. S. & Tapol, *The Neglected Genocide: Human rights abuses against Papuans in the Central Highlands, 1977–1978*, Asian Human Rights Commission: Hong Kong & International Coalition for Papua: Wuppertal; Anderson,

7. That indigenous Papuans overwhelmingly desire independence from Indonesia, and are ethnically, culturally and linguistically distinct from Indonesians[91].
8. That Indonesia often runs operations to harass and intimidate the overseas independence movement[92].
9. That Papuan students have often led the campaign in the urban areas of West Papua to liberate their country, and have been met with brutal repression in turn[93].
10. That the UK has long supported the Indonesian occupation militarily, diplomatically and economically, and formally supports Indonesian sovereignty in West Papua[94].
11. The existence of several international campaigns for a new referendum in West Papua, including by the unified representative body of Papuans, the United Liberation Movement for West Papua, and by a British swim team. The swim team will be swimming a global petition up Lake Geneva in August 2017[95]."

Conference Further Believes

1. The Indonesian occupation of West Papua is illegitimate and should end immediately[96].
2. We should express solidarity with legitimate self-determination struggles, and particularly with students organizing to resist military occupation.
3. The Act of Free Choice was a farcical denial of self-determination, and a new, free and fair referendum on independence should take place in the territory. Such a referendum should include the eligibility of all indigenous Papuans.
4. The UK Government should cease all military training and arms transfers with Indonesia, and should cease supporting Indonesia's claims over the territory.

Conference Resolves

1. To release a statement of solidarity with the free Papua cause, Papuan students and with the Free West Papua Campaign based in Oxford.
2. That the NUS will give support to students in the UK engaging in solidarity work with the West Papuan struggle.

Motion 504| Scrap Trident

Submitted by: Warwick Students' Union, KCLSU
Speech For:
Speech Against:
Summation:

Conference Believes

K. (2015), 'Colonialism and Cold Genocide: The Case of West Papua', *Genocide Studies and Prevention: An International Journal*, 9(2), pp. 9-25; Brundige, E. et al. (2004), *Indonesian Human Rights Abuses in West Papua: Application of the Law of Genocide to the History of Indonesian Control*, Allard K. Lowenstein International Human Rights Clinic, Yale Law School: Yale; and King, P. & Wing, J. (2005), *Genocide in West Papua? The role of the Indonesian state apparatus and a current needs assessment of the Papuan people*, West Papua Project, Centre for Peace and Conflict Studies, University of Sydney.

[91] Ambassador Frank Galbraith, quoted in Simpson, B. (2004), 'Indonesia's 1969 Takeover of West Papua Not by "Free Choice"', *The National Security Archive,* George Washington University, available at: <nsarchive.gwu.edu/NSAEBB/NSAEBB128/>; Kingsnorth, P. (2003), *One No, Many Yeses: A Journey to the Heart of the Global Resistance Movement*, Simon & Schuster UK, p.175; Macleod, J. (2015), *Freedom in Entangled Worlds: Civil Resistance in West Papua*, UQP, p.245.

[92] lacuna.org.uk/protest/silencing-west-papuan-independence-supporters-overseas/

[93] MacLeod, J. (2014), *Merdeka and The Morning Star: Civil resistance in West Papua*, UQP, p.136.

[94] Politics of Papua Project (2016), 'Assessment Report on the Conflict in the West Papua Region of Indonesia', University of Warwick, p. available at: <www2.warwick.ac.uk/fac/soc/pais/research/researchcentres/ierg/westpapua/papua_assessment_report_final_uk_pdf.pdf>, pp.33-35; http://wire.novaramedia.com/2016/04/5-things-you-need-to-know-about-indonesias-occupation-of-west-papua/.

[95] www.ulmwp.org/global-petition-swim-west-papua-launched-westminster

[96] www.aljazeera.com/indepth/opinion/2012/03/201232172539145809.html

1. Parliament voted last July to renew the UK's Trident nuclear weapon system, at a cost of at least £205 billion[97].
2. It was discovered in January that the Government had covered up a June 2016 test failure of a Trident missile[98].

Conference Further Believes
1. The supposed "deterrent" value of nuclear weapons depends on willingness to use them, which would mean vast numbers of civilian deaths immediately and for years to come.
2. The government wants to spend billions on murderous weapons of mass destruction at the very time it is gutting public services. Our society is not short of money – there is huge wealth in the pockets of the rich – but this is a terrible way to spend those resources[99].
3. The shipyards producing nuclear weapon-carrying submarines can be converted to produce something socially useful, without job losses.
4. The workers involved in these projects should be guaranteed decent alternative jobs producing something socially useful, with no loss of pay or conditions.

Conference Resolves
1. To condemn the government's decision to replace Trident and any further use or endorsement of nuclear arms.
2. To campaign against replacing Trident and for nuclear disarmament on the basis set out above.
3. To facilitate student unions to campaign for free education, jobs and services instead of nuclear weapons.

Motion 505| Abolish the Monarchy

Submitted by: Warwick Students' Union
Speech For: Warwick Students' Union
Speech Against:
Summation:

Conference Believes
1. That Britain is still ruled by a hereditary monarch, who claims to be appointed by God, and who is the head of the official state religion[100]
2. That the Queen is due to receive an additional £2.8 million from the taxpayer in 2017-2018, making her total income in that year £45.6 million[101][102]
3. That in 1975 the Queen's representative in Australia used royal powers to sack a left-wing Labour government[103].

Conference Further Believes
1. That Church and State should be separate.
2. That the monarchy is an insult to human dignity: we ought to be equals and citizens, not subjects.
3. That the monarchy is dangerous for democracy.
4. That the monarchy should be abolished.

Conference Resolves
1. To issue a statement calling for a Republic.

Motion 506| Movement in Turkey

Submitted by: Sheffield Student Union

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[97] www.bbc.co.uk/news/uk-politics-36830923
www.independent.co.uk/news/uk/politics/trident-replacement-cost-nuclear-submarines-205-billion-independent-trident-commission-cnd-caroline-a7025956.html
[98] www.theguardian.com/uk-news/2017/jan/23/how-did-the-trident-test-fail-and-what-did-theresa-may-know
[99] www.gov.uk/government/news/defence-budget-increases-for-the-first-time-in-six-years
www.ifs.org.uk/publications/7765
www.newstatesman.com/politics/staggers/2016/03/budget-2016-pressure-public-services
www.theguardian.com/business/2015/apr/26/recession-rich-britains-wealthiest-double-net-worth-since-crisis
www.icanw.org/the-facts/catastrophic-harm/a-diversion-of-public-resources/
[100] www.royal.uk/queens-relationship-churches-england-and-scotland-and-other-faiths
news.bbc.co.uk/1/hi/programmes/monarchy/2013159.stm
[101] www.theguardian.com/uk-news/2016/jun/28/queen-28m-pay-rise-taxpayer-sovereign-grant
[102] www.theguardian.com/uk-news/2016/jun/28/queen-28m-pay-rise-taxpayer-sovereign-grant
[103] www.theguardian.com/australia-news/postcolonial-blog/2015/oct/31/gough-whitlam-40-years-on-the-dismissals-bastardry-still-intrigues

Speech For: Sheffield Student Union
Speech Against:
Summation:

Conference Believes

1. That following the failed coup attempt last July, the Turkish government has been stepping up repression – including by sacking or suspending over 100,000 public sector workers, including over 30,000 school teachers and 5,000 university staff (disproportionately in Turkey's Kurdish areas), with numbers rising all the time; imprisoning journalists; attacking free speech and the right to criticise the government; and more generally attacking workers' and students' rights[104].
2. That the Turkish state is continuing and stepping up its brutal war against the Kurdish people and their fight for self-determination[105].

Conference Further Believes

1. That UCU has protested against the Turkish government's violations of academic freedom and purge of education, and supported the fight for democratic rights in Turkey[106]. We should too.

Conference Resolves

1. NUS will release a statement of solidarity with students, education workers, the labour movement, journalists and the Kurdish movement in Turkey, opposing the Turkish government's repression against them.
2. NUS will write to Egitim-Sen (the Education and Science Workers' Union – one of Turkey's largest trade unions, which has suffered particularly heavily under the repression) offering our solidarity and seeking links.
3. To donate £300 to solidarity fund established by the Education International union federation to support Egitim-Sen against repression.
4. The VP Society and Citizenship, the NEC and the Zone Committee should investigate how we can build solidarity, including by establishing direct links with students' organisations in Turkey.

Motion 507| Commu Commu Commu Commu Commu Community

Submitted by: Middlesex Students' Union
Speech For: Middlesex Students' Union
Apeech Against:
Summation:

Conference Believes

1. That some unions have proven that working with their local communities can achieve great results, such as the work of Middlesex Students' Union who worked with their local Citizens UK group to resettle 50 Syrian Refugees.
2. That there are a number of issues that affect both the student body and the wider community that they live in, such as housing or crime.

Conference Further Believes

1. That Students' Unions should be the centre of their local communities.
2. That Students' Unions can achieve results much more quickly if they reach out, beyond the student body to other affected bodies and build a campaign alongside them.
3. That over the last 30 years the idea of a community has been eroded, leaving a society that is far more focused on the individual than it is on the collective, which is something the student movement should work to change

Conference Resolves

1. To work with students' unions to develop localised community strategies. Analysing big issues to local residents, responding to the perception of students in the local area and building a community strategy into the students' union and institution strategic plan.

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[104] www.ituc-csi.org/turkey-10-000-more-public-workers?lang=en
[105] www.hrw.org/news/2017/03/20/turkey-crackdown-kurdish-opposition
[106] www.ucu.org.uk/media/8235/UCU-letter-to-Turkish-ambassador-on-violations-of-academic-freedom-in-Turkey-Jul-16/pdf/ucu_lettertoturkishambassador_21jul16.pdf [PDF]

2. To support students' unions in hosting debates as well as holding national NUS led debates in the run up to assembly and parliamentary elections and working in partnership with local schools and sixth forms to encourage active participation and source questions for candidates and campaigns.
3. To pilot the creation of a student-led apprenticeship scheme to develop regional advice networks by students' unions delivering careers advice to students and to prospective students in the local community.
4. To support students' unions to organize welcome parties for refugees who are resettled in their local community and meet with local council leaders and MPs to discuss the number and details of refugees resettling in the area, bringing together local community groups with STAR groups on campus to create a local action plan.
5. To support students' unions to become local refugee welcome hubs with advice and support about the local community and who to speak to as part of local community open days supported by NUS.
6. To encourage students' unions to lobby their institutions to provide more open classes and lectures to the local community.
7. To develop a trade standard corporate responsibility mark through the Quality Students' Union programme that can raise revenue for sustainability and community projects by undertaking ethical audits for companies on a commercial basis.
8. To work with commercial teams in students' unions to develop local corporate social responsibility policies to actively change the way that companies work and engage with the local community.

Motion 508| Stand in Solidarity with Students Around the World

Submitted by: Lancaster University Students' Union
Speech For:
Speech Against:
Summation:

Conference Believes
1. With increased globalisation, students around the world are more connected than ever before. Political landscapes across the globe are rapidly changing, to the detriment of students in countries such as Venezuela and Mexico, and as such there are an increased number of student led initiatives occurring globally.
2. These initiatives are opposing restrictions on basic human rights affecting students, young people, and the wider populous of those countries, whether food shortages, forced disappearances, or restricted access to education. These rights are protected by the UN Convention and other global treaties and programmes.

Conference Further Believes
1. All students, wherever they study, have the right to food, security, shelter, access to education, and other fundamental human rights.
2. As an advocate for students across the UK, the NUS also have a role in influencing and advocating for student movements globally.
3. It is important to show solidarity with students across the globe that may be experiencing hardship.

Conference Resolves
1. For NUS to work with student movement initiatives that defend human rights where they occur around the world.
2. To stand in solidarity with such student initiatives globally.
3. For the NUS to lobby the Government to condemn states that revoke students' freedoms.
4. To offer support to these student groups and promote their cases to the wider public.
5. For the NUS to effectively communicate why it is important the NUS engages with students issues nationally and internationally.

Motion 509| Solidarity with #JobstownNotGuilty

Submitted by: Coventry University Students Union
Speech For: Coventry University Students Union
Speech Against:
Summation:

Conference Believes
1.In 2016 people in the Republic of Ireland built a mass campaign of non-payment and direct action to defeat the imposition of a tax on water. This charge was a first step towards the privatisation of water.
2. On 21 October 2016, a 17 year old was found guilty of false imprisonment in the Children's Court in the Republic of Ireland. He was 15 at the time of the 'false imprisonment', which consisted of participating in a protest against water charges and austerity on 15 November 2014, which resulted in Joan Burton's (the then Deputy Prime Minister) car

being delayed for 2.5 hours in Jobstown in Tallaght in the Republic Ireland. There was no allegation or charge against him of any violence[107].
3. However, the judge found him guilty of false imprisonment and listed the following justifications: He sat in front of a car and encouraged others to do so; He participated in a slow march; He momentarily stood in Joan Burton's way and asked to talk to her; He used a megaphone to chant "No way, we won't pay[108]."
4. The judge also disregarded the ECHR in order to convict the 17 year old[109].
5. The protesters are asking for international solidarity action to be taken to highlight the severity of the prosecutions

Conference Further Believes
1. It is clear that the student was protesting, not kidnapping.
2. The verdict prepares the way for convictions and imprisonment of 18 defendants next year, including an elected TD (MP), and a dramatic broadening of the definition of false imprisonment to include many forms of protest. Protests and occupations led by students could be classed as 'false imprisonment', as could any protesters who engage in a slow march or sit-down protest.
3. In England, Wales and Northern Ireland a system of law similar to that in the Republic operates. There is a danger that a successful prosecution of the Jobstown defendants could lead to similar tactics being used against protestors here.

Conference Resolves
1. Condemn the conviction of the 17 year old protester of 'false imprisonment'.
2. Recognise that "an injury to one is an injury to all" and this conviction is a threat to everybody's democratic right to protest and to effective unionism.
3.Call for all charges to be dropped against all the Jobstown protesters immediately.
4.Agree to send a message of solidarity to the #JobstownNotGuilty campaign and to publicise and support activities supporting the campaign.

Motion 510| Support Picturehouse Living Wage strikers

Submitted by: UCLU
Speech For: UCLU
Speech Against:
Summation:

Conference Believes
1. Workers at Picturehouse cinemas have been striking since September for the Living Wage, sick pay, maternity/paternity pay, and union recognition[110][111]
2. The owner of Picturehouse, Cineworld, made £30 million profit in the first half of 2016[112].
3. Many students are employees of Picturehouse
4. Picturehouse often sells memberships and conducts marketing through Student Unions[113].

Conference Further Believes
1. We support the demands of the Picturehouse workers and we want them to win
2. They set a good example for all low-paid workers and their victory will encourage others
3. Striking for better pay is an excellent way to fight inequality

Conference Resolves
1. To publicise the Picturehouse dispute and encourage members to support their strike fund
2. To encourage students who work for Picturehouse to join BECTU and find out about the dispute
3. To encourage student unions to deny Picturehouse access to Freshers' Fairs and other marketing opportunities until they concede their staffs' demands.

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[107] Anon. (2016) "Joan Burton: teen Found Guilty of False Imprisonment". BBC. [online], Available at: www.bbc.co.uk/news/world-europe-37729215. [20/03/2017]
[108] Tuite, T. (2016) "Schoolboy, 17, Found Guilty of Falsely Imprisoning Joan Burton and Advisor During Water protest in Jobstown in Dublin". The Irish Mirror. [online], Available at: www.irishmirror.ie/news/irish-news/schoolboy-17-found-guilty-falsely-9095295. [20/03/2017]
[109] O'Shea, J. (2015) "The Criminalisation of Social Protest in Ireland: The Jobstown Aftermath and the ECHR". *Human Rights in Ireland*. [online], Available at: http://humanrights.ie/international-lawinternational-human-rights/the-criminalisation-of-social-protest-in-ireland-the-jobstown-aftermath-and-the-echr/. [20/03/2017]
[110] www.bectu.org.uk/news/2610
[111] hackneypost.co.uk/2017/03/16/hackney-picturehouse-strikes/
[112] www.marketwatch.com/story/cineworld-profit-falls-as-currency-headwinds-weigh-2016-08-11
[113] www.bradfordcollege.ac.uk/events/2016/picturehouse-membership

Motion 511| Defend migrants and support free movement

Submitted by: UCLU, UEA, Goldsmiths
Speech For:
Speech Against:
Summation:

Conference Believes

1. Recently announced plans to restrict international students' visas, including linking universities' ability to accept international students to "teaching quality," most likely measured by TEF scores[114].
2. In recent years, the government scrapped the post-study work visa, introduced NHS charges for non-EU students and deported tens of thousands of international students[115].
3. Often the response by Vice-Chancellors and sections of the student movement to such attacks is insistence that international students are not migrants and should be treated differently[116],
4. The arguments often emphasise how much international students contribute to the British economy by "funding our universities" (justifying sky-high fees) or emphasise the differences between students and migrant workers instead of challenging prejudice against both.
5. The recent slide into anti-immigration, anti-free-movement politics by even some people on the left, including the Labour Party left.
6. That a sanctuary campus is one that offers protection to migrants and refugees and refuses to cooperate with government attempts to collect data on migrants and/or attempts to deport students
7. That migrants and refugees escaping from conflict have come under increased attack over the last year
8. That the government has increased attention on migrants and refugees to be seen in a negative light
9. That since the EU referendum in June 2016 there has been a spike in hate crime of around 50%[117]
10. That there is a decreasing amount of help and spaces available for migrant and refugee students to receive free help, guidance and protection from this rise in hate crime
11. That the Sanctuary Campus policy being used in the United States has been successful to the protect and stop the reporting and deportation of migrants and refugees in the United States.
12. That the rhetoric around immigration in the UK is toxic, with politicians from all parties lining up to attack migrants
13. That racist campaigns during the Brexit referendum have encouraged a sharp increase of anti-migrant rhetoric and hate crime across the UK.
14. That this situation has been fueled by the government's actions and words.
15. That the British government continues to aim to bring net migration under an arbitrary 100,000 threshold.
16. That the British government continues to deport, harass, and criminalises migrants, refugees, and international students.
17. That the British government canceled the student visas of over 50.000 international students on faulty evidence.
18. That the British government has announced a new cap on the number of Syrian refugee minors it will accept.
19. That the British government continues to refuse to offer free access to FE for unaccompanied migrant minors
20. That the British government has built a wall in Calais alongside its French counterpart, instead of offering sanctuary to migrants fleeing war, poverty, and persecution.
21. That across Europe and North America increasingly draconian anti-immigrant policies are being introduced.
22. That NUS has a long and proud history of standing in solidarity with the oppressed.
23. That students across the UK have repeatedly demonstrated their determination in fighting against anti-migrant policies and xenophobic movements and governments, including our own.

Conference Further Believes

1. We must continue to defend free movement without shame, compromise or capitulation.

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[114] www.theguardian.com/education/2016/oct/25/overseas-students-crackdown-lse-kings-soas-universities
[115] www.workpermit.com/news/uk-tier-1-post-study-work-visa-will-not-be-re-introduced-20160115
www.bbc.co.uk/news/health-38876527
www.independent.co.uk/student/news/home-office-s-shocking-treatment-of-international-students-needs-urgent-inquiry-says-nus-a6979146.html
[116] www.telegraph.co.uk/education/universityeducation/11053743/Foreign-students-should-not-be-classed-as-immigrants.html
[117] www.bbc.co.uk/news/uk-38976087

2. Free movement is not against the interests of working class people. Migrant workers are part of the working class too; our politics of fighting for workers' rights does not respect borders imposed by our rulers. Furthermore, the evidence shows that immigration does not substantially depress pay or conditions.
3. Restricting immigration will therefore neither help UK-born nor migrant working-class people. Instead, such politics divide students and workers, damaging our ability to organise and fight against the common enemy that is actually responsible for low wages, shortages of housing and jobs, and overstretched public services – the rich and powerful, and the parties and politicians who serve their class interests.
4. That attacks on international students and other migrant groups are based on the same racist and xenophobic ideology, and can only be defeated through active solidarity, not creating further divisions.
5. We need to politically combat anti-migrant ideas, and advocate real solutions in their place, not concede the debate to right-wing lies.
6. That it is important to have spaces that Migrant and Refugee students know they are safe and will be protected from being reported and possibly deported during their time in the UK.
7. That the rise in hate crime towards Migrants and Refugees is unacceptable
8. That help should always be available to migrant and refugee students to allow for them to feel safe in the UK and so they can always access have free and fair access to someone who can explain them their rights
9. That a sanctuary campus policy is the best and most accessible way for migrant and refugee students to be able to be secure and see as well as a recognisable place in most cities and towns with universities
10. universities offer a huge voice of resistance if they become sanctuary campuses as they represent a huge section of society.
11. That the election of Donald Trump and the sharp rightward shift across Europe will further embolden the UK government's anti-immigration stance.
12. That the United Kingdom can and should accept many more refugees than the current UK government is doing.
13. That migration brings benefits both to the migrants themselves and to the country they are migrating to.
14. That arbitrary national borders that prevent certain people entering a certain country are morally reprehensible and perpetuate racism and oppression, and justify the exploitation and oppression of those migrant who do make it to our shores
15. That freedom of movement should become the norm, not just across Europe but across the Globe.
16. That students have a key role to play in these campaigns.
17. That we should reject the argument that migrants bring down living conditions and wages, and instead point out that it is the ill-treatment and discrimination of migrant workers which facilitates these processes

Conference Resolves

1. To campaign to defend and extend freedom of movement and the right to free, accessible education for everyone, regardless of nationality. Blame not migrants, but the rich and powerful, the ruling class, for the problems facing working class people
2. To argue and campaign for a programme of immediate real solutions to the problems facing working class people, including: uniting migrant and British-born workers in trade unions to fight for improved pay and conditions for all; reversing anti-union laws; raising and enforcing the minimum wage; decent housing accessible for all; secure, decently-paid jobs, training and education for everyone; serious taxes on the rich and their businesses in order to redistribute wealth and reverse cuts, fund decent public services and rebuild the NHS.
3. To fight against any further attacks on international students, including through direct action if necessary.
4. To challenge the "students are not migrants" approach within the student movement and more broadly on the left, and to fight uncompromisingly against capitulation by the left and the student and trade union movements on migrant rights and free movement.
5. To launch a campaign that fully supports Sanctuary Campuses
6. To distribute information about Sanctuary Campuses
7. To help create and maintain any campus that wishes to become a sanctuary campus
8. To fight against the rise of hatred against migrants and refugees
9. To supply help to any Migrants and Refugee students that may be facing issues during their time in the UK or their right to remain
10. To express full solidarity with refugees and migrants and continue to work alongside other groups to achieve equal rights for migrants in the UK.

11. To lobby the UK Government to accept more refugees.
12. To condemn the aggressive anti-migrant policies of European governments including our own
13. To campaign for the closing of detention centers, such as Yarl's Wood, alongside other groups and unions.E.g. Movement for Justice, Women for Refugee Women, Anti-Raids Network
14. To continue to campaign for justice for the tens of thousands of international students targeted by the home office.
15. To continue to campaign for the right of international students to study and work in the UK both during and after their degrees.
16. To campaign for the right of unaccompanied minors to access post-16 education for free.
17. To campaign for the rights of migrants to enter the UK, settle and work, free of discrimination and exploitation, in education, at work, and in wider society.
18. To encourage students' unions to take actions in the same direction.
19. To work directly with migrant solidarity groups that seek to improve conditions in detention centres, combat fascist organisations, resist deportations and other actions in solidarity with migrants.
20. To support national demonstrations in solidarity with migrants and refugees.

Motion 512| Fight Climate Change!

Submitted by: UCLU
Speech For: UCLU
Speech Against:
Summation:

Conference Believes
1. The view of leading climate scientists that climate change exceeding 1.5°C is now likely[118]
2. Donald Trump's appointments of fossil fuel executives such as Tillerson; his executive orders favouring construction of new fossil fuel pipelines; and his statements contradicting climate science[119].
3. That the government admits that 2.3 million families were living in fuel poverty this winter[120].
4. That consumer energy prices are expected to rise 5% in 2017 – a price rise driven by gas prices[121].
5. Profits of the Big Six energy firms (British Gas, EDF Energy, E.ON, npower, ScottishPower and SSE) have increased tenfold since 2007[122].

Conference Further Believes
1. Organising our energy infrastructure for private profit instead of public use is wrong
2. Private ownership of the energy infrastructure in the UK hurts people and obstructs renewable energy development
3. Urgent action is needed on climate change – faster than is comfortable for the fossil fuels industry
4. The energy industry should be put under public ownership and democratic control.

Conference Resolves
1. To campaign for the nationalisation of the Big Six under democratic control as part of a renewed drive for student action against climate change
2. To support protests against Trump's rollback of progress on climate change

Motion 513| NUS supporting the Abortion Rights Campaign for free, safe and legal abortion in Ireland and Northern Ireland.

Submitted by: Union of Kingston Students
Speech For: Union of Kingston Students
Speech Against:
Summation:

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[118] www.theguardian.com/science/2016/aug/06/global-warming-target-miss-scientists-warn
[119] www.ft.com/content/c04f96e0-c21e-11e6-9bca-2b93a6856354 www.usatoday.com/story/news/politics/2017/01/24/trump-signs-five-more-orders-pipelines-steel-and-environment/96988428/ www.independent.co.uk/news/world/americas/donald-trump-paris-climate-change-deal-myron-ebell-us-president-america-pull-out-agreement-a7553676.html
[120] www.theguardian.com/society/2016/dec/30/millions-families-living-fuel-poverty-england-statistics
[121] www.telegraph.co.uk/bills-and-utilities/gas-electric/falling-energy-prices-this-is-the-best-way-to-take-advantage/
[122] www.telegraph.co.uk/news/earth/energy/11475989/Big-Six-energy-companies-profits-increased-tenfold-since-2007.html

Conference Believes
1. The Republic of and Northern Ireland have some of the most restrictive abortion laws in the European Union and in the world[123]
2. London Irish Abortion Rights Campaign call for the repeal of the 8th Amendment from the Irish Constitution, and to extend the 1967 Abortion Act to Northern Ireland[124].
3. London Irish ARC campaigns for access to free, safe, and legal abortion in both Ireland and Northern Ireland.
4. The Abortion Rights Campaign aim is to bring people in London together to campaign for free, safe, legal abortion by fundraising, lobbying, direct action, establishing partnerships with relevant people and organisations in the UK and building awareness through media and communication.
5. Women wishing to have an abortion in Northern Ireland must travel to England to receive this right.

Conference Further Believes
1. Ever since its formation, the NUS has been the natural home for generations of women campaigning for social justice and equality.
2. The fight for a Woman's right to choose is a global fight.

Conference Resolves
1. The NUS should stand in solidarity with the women and others of the Republic of Ireland and Northern Ireland
2. The NUS should support the London Irish ARC campaign to repeal the 8th Amendment in ROI and extend the 1967 Abortion Act to NI.
3. Student unions across the UK should support and raise the profile of the Abortion Rights Campaign in any way that they can to highlight the +160,000 women and others who have been forced to travel for abortion services from the Republic of Ireland since 1983[125]

Motion 514| Right to Protest Safely

Submitted by: London School of Economics SU
Speech For: London School of Economics SU
Speech Against:
Summation:

Conference Believes
1. The University must be a place where ideas are exchanged freely.
2. The right of freedom of expression includes peaceful protests and orderly demonstrations.
3. At the same time, the right to protest and demonstrate does not include the right to engage in conduct that disrupts the University's operations or endanger the safety of others.
4. Any interference with freedom of movement or with freedom from personal force or violence is a serious violation of personal rights.

Conference Resolves
1. NUS has a duty to ensure institutions are committed to advocating for constructive and non-violent ways for protests to occur, and should provide appropriate assistance via issuing guidance in ensuring the protection of students.

Motion 515| Solidarity with the Palestinian People

Submitted by: SOAS Students' Union, Goldsmiths Students' Union, Black Students' Campaign
Speech For:
Speech Against:
Summation:

Conference Believes
1. That since 2005 over 170 Palestinian civil society organisations, including every single Palestinian students' union have called for civil society around the world to impose Boycotts, Divestments, and Sanctions (BDS) on Israel and companies complicit in its on-going violations of international law and Palestinian Human Rights[126].

[123] www.bbc.co.uk/news/magazine-35980195
[124] londonirisharc.com/about
[125] www.ifpa.ie/Hot-Topics/Abortion/Statistics
[126] bdsmovement.net/call

2. That the BDS movement calls on these tactics to continue until Israel ends its illegal occupation of Palestinian lands, ends its blockade on Gaza, allows the Palestinian refugees to return in accordance to international law, and dismantles its illegal settlements[127]
3. That BDS is a non-violent and democratic means of resistance closely modelled on the international boycott movement, which helped bring down the South African Apartheid regime.
4. That the BDS movement is working. The companies Veolia and G4S have announced that they will cease all economic activities that profit from Israel's on-going occupation of Palestine[128].
5. That over 30 students' unions have adopted BDS policy
6. That NUS has held BDS policy since Israel's bloody assault on Gaza in 2014, which cost the lives of over 2000 Palestinians in Gaza
7. That the National Union of Students and NUS- USI also hold this policy.
8. That the EU has adopted a limited form of BDS' platform
9. The demands of the BDS movement are
   i. Ending Israel's occupation and colonisation of all Arab lands, and dismantling the apartheid Wall
   ii. Full equality for Arab-Palestinian citizens of Israel compared to Jewish citizens
   iii. Right of Return for, Palestinian refugees to return to their homes
   these represent the minimal conditions for a just, sustainable peace in the Middle East.
10. There have been a spate of recent concerted efforts to overturn democratically voted BDS policies through legal threats, intimidation and lobbying by external organisations of universities and SUs – a tactic known as 'lawfare'.
11. Taking lead from this, the government announced moves last year to 'outlaw' procurement boycotts by local councils, explicitly targeting Israel-related boycotts
12. This year they announce further measures to "stop [town] councils from introducing restrictions on the companies and countries they use – particularly by introducing boycotts on goods from Israel."
13. That BDS policy across the UK has been repeatedly overturned by unelected trustee board in a direct undermining of student democracy[129].
14. These represent an attack on both SU and local democracy
15. The practice of lobbying SUs or even university management to overturn democratically-voted policy is an affront to the autonomy of Student Unions and sets a dangerous precedent.
16. If we accept these attacks on BDS policy, we are laying the groundwork to allow institutions to stifle and undermine union democracy on the whole, and set back our movement.

Conference Further Believes

1. Israel is currently illegally occupying Palestinian territory in Jerusalem, the West Bank and Gaza strip.
2. That Israel is in breach of International law in respect to its obligations as an occupying power under international law.
3. Israel follows a policy of home demolitions and forced relocations to effectively control the demographics of those deemed undesirable by the state.
4. Israel does not allow Palestinian refugees or their descendants to return to the territory from which they were expelled in 1948 by Israeli forces both before and after the existence of the Israeli State.
5. The refusal to accept responsibility, or permit a viable solution to the refugee crisis which Israel itself created, is an obstacle to a just peace in the region.
6. Diverse range of Palestinian and Israeli organisations have called for a policy of boycott, divestment and sanctions against Israel pertaining to goods, services, economic ties and any other activities which assist the Israeli government in the continued oppression and occupation of Palestine.
7. Israel currently has over 50 active laws, which specifically target its Palestinian citizens[130].
8. Settlements built by Israel or Israeli citizens within the Occupied Palestinian territories are illegal under international law.

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[127] bdsmovement.net/call

[128] www.middleeastmonitor.com/20150829-veolia-completes-withdrawal-from-israel-in-victory-for-bds-campaign/
bdsmovement.net/news/bds-security-company-g4s-announces-plans-exit-israeli-market-0

[129] www.thejc.com/education/student/edinburgh-university-bds-vote-overturned-1.57905
uclu.org/articles/further-statement-regarding-policy-passed-by-uclu-council-on-8-march-2016

130 www.adalah.org/en/law/index

9. The current Israeli government is expanding settlements at a breath-taking speed and has now made the annexation of privately owned Palestinian land legal in order to accelerate this process.

Conference Resolves

1. To reaffirm our support for the Boycott, Divestment and Sanctions (BDS) movement.
2. Defend the right to boycott by SUs and town halls - opposing the government's proposals to limit local democracy, and attacks on SU democracy by external organisations.
3. To develop guidance and advice on the legality of BDS campaigns and policy run by SUs, to disseminate to activists and unions.
4. That support should be given to individual students and student groups that work to ending the ongoing Israeli violations of international law and human rights.
5. That NUS will continue to support the Palestinian calls for BDS.
6. That NUS will continue to facilitate events, speakers, debates, demonstrations and support for students across the UK.
7. That NUS will continue to demand freedom for Palestine, calling for an end to the military occupation of the Palestinian territories, the right to return for refugees who chose to exercise that right, the lifting of the siege on Gaza and the dismantling of illegal settlements.
8. That NUS will work with others to campaign for British universities to stop investing in arms companies which trade with Israel and other oppressive and violent regimes across the world.

Motion 516| Strengthening the student voice

Submitted by: KCLSU
Speech For: KCLSU
Speech Against:
Summation:

Conference Believes

1. The Electoral Commission has signalled students as one of the key groups who fail to register to vote[131].
2. It is imperative that students' voices are heard at both national and local elections.
3. The Government 2018 Review will reduce the number of constituencies in the UK to 600 from 650.
4. That the changes in parliamentary constituency boundaries are a direct assault on students' rights to representation – weakening the student vote.
5. That registering students and educating them as to why it is so important to vote is key to making sure students' voices are heard nationally and locally.

Conference Resolves

1. To provide resources and information for students' unions about voter registration and best practice.
2. To condemn the UK Government's boundary review which weakens the student voice.
3. To mandate the NUS VP Society and Citizenship to work on ways to highlight the important of student engagement in all elections, both nationally and locally to students across the UK.

Motion 517| Demilitarise Education! #StudyWarNoMore

Submitted by: KCLSU, Black Students' Campaign, Reading University Students' Union, SOAS Students' Union, Oxford University Students' Union and Goldsmiths Student Union, Surrey Students' Union
Speech for: Goldsmiths SU

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131 www.electoralcommission.org.uk/i-am-a/journalist/electoral-commission-media-centre/news-releases-reviews-and-research/electoral-commission-report-on-1-december-2015-electoral-registers-in-great-britain [Since 1 December, 1.3 million applications to register to vote have been made, following the significant registration activity that continues to take place across the UK in advance of the important elections in May 2016.
The Electoral Commission is also running a national public awareness campaign supported by a range of partners, ahead of the 18 April registration deadline. This includes TV, radio and digital advertising.
The campaign will reach all adults, with a focus on groups that the Commission's research has identified as being less likely to be registered to vote, such as students, young people, those who have recently moved home, people who rent their home, and people from some black and minority ethnic communities.]

Speech against: free
Summation: KCLSU

Conference Believes

1. By purchasing research, services & providing sponsorship, the influence of the military-industrial complex in HE is indicative of the general trend towards commodification of a neoliberal academia.
2. KCL invests over £1.5 million in firms that supply weapons & their components to Israel and Saudi Arabia, such as Elbit Systems and General Electric[132].
3. Manchester University has recently signed a partnership with BAE Systems, which has sold Eurofighter jets to Saudi Arabia. These jets are being used in the Saudi-led coalition's devastating bombing in Yemen[133].
4. BAE Systems, the UK's biggest arms company, made over £25bn in sales in 2015.
5. These companies are often also engaged, directly or indirectly, in the arms trade providing weapons and equipment used to fuel warfare in the Global South.
6. That the arms trade represents a serious threat to sustainability and the environment more generally
7. The urgent need for more equipment for the NHS and production of new technologies to meet the challenges of climate change.
8. The history of labour-movement led "conversion plans", such as the 1974 Lucas Plan, drawn up by workers at the Lucas Aerospace plant, which provided a detailed plan for converting the arms factory to produce hybrid cars, hydroelectric turbines and kidney dialysis machines instead of warplanes.
9. That Britain's manufacturing industry should be converted to socially useful production along the lines of what the Lucas Plan advocated

Conference Further Believes

1. Military involvement at UK universities is more rampant than generally acknowledged, with a disturbing lack of transparency and accountability[134].
2. Universities invest in the arms trade / border security and detention industry, making us complicit in the abuse and deaths of migrants and in creating the technologies that create refugees and enforce borders.
3. Arms technology companies often actively recruit students for graduate roles.
4. These companies target certain fields for recruitment – such as engineering and other STEM backgrounds – in which Black students are well represented
5. There are few more sordid practices than recruiting students to work on the very technology used to attack and bombard their home nations.
6. This has led to a culture of militarisation on campus.
7. It is students' responsibility to point out the hypocrisy of welcoming refugees on our campuses while being complicit in the destruction, displacement and detention of black, brown and migrant communities.
8. Students have a long tradition of campaigning against dirty alliances by their institutions with arms companies
9. Our vision for a free and liberated education must include breaking ties of complicity between our institutions with companies developing the technology visiting warfare and oppression abroad.

Conference Resolves

1. To campaign for full divestment from arms manufacturers including, but not limited to, Stockholm International Peace Research Institute's list of the top 100 arms-producing companies[135].
2. To lobby universities for transparency, accountability & democracy in their investments.
3. NUS to establish a central register of all university ties with military funding, connections and usages.
4. NUS to fund resources such as a campaign guide/handbook to support activists who are setting up local Demilitarise campaigns.
5. NUS/SU officers to receive training on the connections between universities, the arms trade and the border security and detention industry.
6. To instruct officers to refrain from any co-operation with BAE systems, of any kind.
7. Works with Campaign Against Arms Trade and War on Want and support student campaigns against the Arms Trade and institutional relationships with arms companies
8. To promote the history of labour-movement conversion plans such as the Lucas Plan.

Motion 518| Commemorating the slave trade and its role in our education system

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[132] Military involvement in UK universities, 2007, CAAT
[133] www.studywarnomore.org.uk/documents/KCL.pdf; www.independent.co.uk/news/world/middle-east/saudi-arabia-bombing-civilian-targets-in-yemen-is-helping-grow-bae-systems-sales-says-amnesty-a6882221.html
[134] www.manchester.ac.uk/discover/news/manchester-signs-partnership-agreement-with-bae-systems
[135] www.amnesty.org.uk/press-releases/saudi-arabia-led-coalition-has-used-uk-manufactured-cluster-bombs-yemen-new-evidence Behind Closed Doors: Military Influence, Commercial Pressures and the Compromised University, SGR, www.sgr.org.uk/ArmsControl/BehindClosedDoors_jun08.pdf www.sipri.org/publications/2016/sipri-fact-sheets/sipri-top-100-arms-producing-and-military-services-companies-2015

Submitted by: NUS Black Students Campaign
Speech For: NUS Black Students Campaign
Speech Against:
Summation:

Conference Believes
1. 25th March is marked the International Day of Remembrance for the Victims of Slavery and the Transatlantic Slave Trade.
2. Britain played an active role in the Transatlantic Slave Trade for centuries, the ill-gotten gains of which formed the basis of much of its wealth, industrial advances – and those of its universities - today.
3. Britain's role – including those of our institutions – is often underplayed and omitted from the curriculum; the discussion here more often centres the role of the now-USA.

Conference Further Believes
1. There is strong undercurrent of apologism and historical amnesia regarding Britain's role in the Slave Trade and colonialism.
2. This has allowed for a resurgent nostalgia for British imperialism – a recent YouGov poll found 44% of respondents as being 'proud' of Britain's history of colonialism, with 41% believing it to be a 'good thing'.
3. This is despite British imperialism and the Transatlantic Slave Trade representing among the greatest – if not the greatest – atrocities in human history.
4. 2015-2024 has been designated the International Decade for People of African Descent.

Conference Resolves
1. To encourage SUs to commemorate International Day of Remembrance for the Victims of Slavery and the Transatlantic Slave Trade, and provide resources to SUs to do this.
2. To campaign for greater acknowledgement of the roles of British universities in the Slave Trade and colonialism.
3. To provide support for local student campaigns aiming to expose and challenge these colonial legacies, and the historical whitewashing by universities.

Motion 519| Pay Inequality in Higher Education and Employment Rights of University Staff

Submitted by: University of Bath Students' Union
Speech For:
Speech Against:
Summation:

Conference Believes
1. The explosion in use of insecure zero-hour contracts at UK universities without the option of a full-time contract is immoral, unjustifiable and has a damaging effect on the lives of academic and university staff.
2. The demoralising effects of low pay and insecure zero-hour contracts on academic staff have a negative knock-on effect on students' education[136].
3. Postgraduate teaching staff are equally entitled to proper contracts as permanent teaching staff.
4. That research students are workers as well as students, and thus should be entitled to associated rights to limited hours, minimum pay, healthy and safe workplaces, holidays, sick leave, academic freedom, and protection from harassment and unfair dismissal.
5. Unjustifiable gender pay gaps exist in pay structures at UK Universities with female staff being paid an average of £6,103 less in 2013, with such pay gaps increasing to close to £10,000 at the worst offending universities. https://www.timeshighereducation.com/news/international-womens-day-universities-pay-gaps-highlighted
6. Universities are communities in which all students, academics, and workers contribute to the financial success and sustainability of the institution – not just the Vice-Chancellors and senior managers.

[136] www.theguardian.com/uk-news/2016/nov/16/universities-accused-of-importing-sports-direct-model-for-lecturers-pay

7. Vice Chancellors should not be earning salaries of 7 times their average paid member of staff on top of significant expenses – nor should their pay increase at a faster rate than their colleagues![137]

Conference Resolves

1. Campaign for all academic and university staff to be offered a full-time or part-time contract alongside a zero-hour contract rather than be forced to accept a zero-hour contract and lose statutory benefits and increased financial insecurity.
2. To campaign for proper worker rights and legal protections for research students and thus they should have rights to minimum pay, healthy and safe workplaces, holidays, sick leave, academic freedom, and protection from harassment and unfair dismissal.
3. To stand in solidarity and actively support the University and College Union's campaign for equal pay on campuses.
4. To campaign for alongside the UCU for a 10:1 pay ratio across all universities and for proportional increases in the pay academic and university staff receive to be the same for all regardless of position.

[137] www.ucu.org.uk/article/8096/Report-reveals-university-heads-pay-rises-and-perks

600 AGM

Motion 601 | Strengthening NUS Democracy

Submitted by: Democratic Procedures Committee
Speech For: Democratic Procedures Committee
Speech Against:
Summation:

Conference Believes:

1. National Conference 2016 voted for 12 principles for a more inclusive, transparent democracy that gives NUS' members real power to make informed decisions. (Appendix A)
2. All of the outgoing and incoming elected NUS full-time officers (FTOs) promised to work with the membership to return to National Conference 2017 with ideas for what this democracy could look like in practice. This motion contains those ideas.
3. Overseen by a Task Group of students, NUS officers, trustees and committee members (Appendix B), these ideas have been informed by a vast quantity of research, consultation and analysis, including but not limited to:
    a. An evaluation of NUS' democracy using the Quality Students' Union criteria informed by surveys of NUS UK conference delegates, NEC members, students and interviews with NUS and students' union officers.
    b. Desk-based research into processes used by democratic membership organisations and countries.
    c. A survey of 2839 students asking how they'd like to make democratic decisions.
    d. Two rounds of consultation with students' unions and a survey of 1430 students seeking their views on the ideas in this motion.
    e. A breakdown of motions debated at NUS UK conference in 2015 and 2016 to establish the extent to which they are relevant to members from the different nations of the UK.
    f. Support and advice from the Centre for the Study of Democracy at Westminster, and public participation experts Involve.
4. During the consultation and analysis, the following problems with NUS' democracy were consistently identified:
    a. FE students' unions are underrepresented in NUS' decision-making and face major financial and other barriers to participation.
    b. A hostile culture around NUS' decision-making puts people off from getting involved and speaking at democratic events.
    c. HE delegates and NUS FTOs, NEC and/or committee members deliver a disproportionate number of speeches at conference and men feel more comfortable speaking on stage than women[138].
    d. Turnout in delegate elections is low, as is delegates' accountability to students and students' unions.
    e. NUS has a lot of officers, too much policy and no way for members to prioritise policy effectively or hold officers to account.
    f. There often isn't enough time in the agenda at conferences to properly debate complex issues.
    g. There's not enough technical information to inform those debates.
    h. The democratic processes and language NUS uses are too complex.
    i. The vast majority of Education and Welfare policy debated at NUS UK events are specific to England and not applicable to members in devolved Nations (Wales, Scotland and Northern Ireland).
    j. NUS is yet to follow the lead of many students' unions who have moved online their democratic processes, increasing engagement.
5. These type of concerns about NUS' democracy have been consistently echoed by students at the 23 unions which have held NUS affiliation referendums since National Conference 2016.

Conference Further Believes:

1. That any behavioural change consistently called for within NUS' democratic culture cannot be achieved without structural change, because we adapt to fit the 'rules of the game' as they are at the moment.
2. As NUS celebrates its 95th birthday, it's vital that we consider whether practices and procedures that were relevant in 1923 - many of which we still use today – have a place in a modern democracy that needs to be responsive and relevant to our members.
3. The student movement is ahead of the curve on so many things but right now democracy is not one of them. Doing nothing is not an option. We must act to create a more inclusive, robust and transparent democracy. We have to change, and this is our opportunity to do it.

[138] 58% of men feel comfortable compared to 31% of women

4. The ideas in this motion are arranged into four sections: A, B, C and D. Each section aligns with the four principles for a good democracy:
   (i) Inclusiveness
   (ii) Considered judgement
   (iii) Popular control
   (iv) Transparency
   Graham Smith from the Centre for the Study of Democracy developed these principles which are central to the principles voted for by National Conference in April 2016. (Appendix A)
5. This part of the motion sets out the benefits of making these changes. The resolutions of the motion set out what we need to do to makes them happen. A table aligning each of the resolves to the principles and the problems they are designed to address can be found in Appendix E.

Section A. Ensuring members have access to and power over decisions affecting them

6. Holding meetings on a more regional basis would reduce the time and cost of taking part - making it more inclusive to less well-off FE and small HE students' unions. It would also help to build a sense of community and foster a culture of local collaboration between students' unions.
7. We will be a more powerful movement if there are clear roles specified for NUS, students' unions and students in achieving a policy demand and a network for coordinating this activity across the UK.
8. To ensure NUS UK policy proposals are always relevant to those debating them, NUS needs a means of debating and agreeing policy demands specific to England.
9. It is necessary to be clear which officers are responsible for leading on these polices in England. This would also help clarify which officers are accountable to all members, UK wide.
10. A more decentralised and federated structure that gives members the power to make decisions at the lowest level possible would help futureproof our democracy in the context of increasing devolution. NUS UK would be reframed as a joint endeavour between Nations and Regions which support (rather than undermine) each other in more stable, harmonious union.

Section B. Using inclusive, high quality debate to inform considered decisions

11. A lot of the policy proposals at conferences are generally agreed with by everyone. If these sort of policy proposals were agreed in advance, more time at conferences would be available for debating more complex and/or controversial issues.
12. If the style and language of the debate were more straightforward and simple to understand then it would be easier for those with less experience to engage fully in the process.
13. Giving more people the opportunity to have the time and opportunity to speak at conferences would broaden the range of views that inform the debate.
14. Requiring the policy proposers to include technical information in motions would expand the information used to inform the debate beyond the political arguments.
15. Good facilitation is crucial to ensuring a high quality debate and that a range of views are heard. If the person choosing who speaks has perceived factional allegiances, then it will lessen trust in the process.

Section C. Modernising our democracy to increase engagement

16. The 'plan of work' in the Nations has helped to democratically align the priorities of NUS Scotland, Wales and NUS-USI with their membership. A ballot of NUS' membership would help steer which NUS UK policies should be prioritised.
17. Enabling more members to vote online in NUS elections would increase the legitimacy of the elected NUS officers. Placing election speeches and manifestos online to enable members to vote after the event better reflects the financial and time demands placed on NUS' modern membership who may be at work (particularly in the case of apprentices) and/or in compulsory lessons (particularly in the case of FE students) during conferences.

Section D. Increasing the transparency and accountability of elected representatives

18. The only time members can directly hold FTOs to account is at conferences, which limits accountability those events, and those who have the resources to attend conferences. Greater accountability to members needs to be provided throughout the year.
19. The voting record of students' unions' delegates must be made public to increase transparency and the ability of students to hold them to account for decisions made in their name.

Conference Resolves:

Section A. Ensuring members have access to and power over decisions affecting them

1. Bring students' unions in England together on a regional basis instead of Zones to debate ideas and agree local actions. See Appendix C for a list of these regions. Similar gatherings would continue to be held by the Nations through NUS Scotland, NUS Wales and NUS-USI.
2. To establish an organising network for each Region and Nation. The purpose of this network is to co-ordinate action on regional and national policy decisions. The network will be democratically controlled, through students' unions, and include both HE and FE members in order to maximise activity across as many institutions as possible.
3. To introduce a conference for students' unions in these Regions to come together and agree policy that is specific to England. This conference will elect a Welfare Officer, FE and HE Officer to be accountable for leading on and delivering policy demands.
4. To establish a clear criteria based on the devolved powers of governments in the UK (for DPC to interpret) about which policy proposals are decided at which level; *i.e.* Region, Nation or UK-wide.

5. To bring the National Society of Apprentices into the membership of NUS so Apprentices can access the democracy and representation of NUS. For the purposes of delegate entitlement, each apprentice would be counted as 0.4 of a FT student as some apprentices are already counted as 0.6 of a FT student at an FE college already in NUS membership.

Section B. Using inclusive, high quality debate to inform considered decisions

6. Introduce a pre-conference ballot to agree more consensual policy proposals in advance.. This ballot would be designed to identify proposals that have a broad consensus, and so would require a significant majority (calculated including abstentions) to be passed without debate. Because not everyone will necessarily understand specific issues that students from liberation groups might face, the Liberation campaigns can force a debate on any proposals agreed using this ballot.

7. Add a optional section to motions for the policy proposer to include any financial, legal or other relevant technical information.

8. Add a section to motions for the policy proposer to specify what action NUS will take and what action students' unions could take in achieving the goal.

9. To replace the use of acronyms and jargon in our democracy with more accessible language wherever possible e.g. calling 'motions' 'proposals'.

10. Introduce a debating style for the controversial proposals that allows more time for small group discussion, for people to seek clarification and ask questions as well as comment on the proposal.

11. Replace the conference chair with a neutral student who is recruited by DPC and trained to facilitate the debate in an inclusive and impartial manner. Decisions regarding the democratic process (e.g. a count) will be made by DPC and will remain subject to democratic challenge.

Section C. Modernising our democracy to increase engagement

12. Introduce a post-conference ballot for members to prioritise the policy passed at conferences.

13. Increase the number of students' unions who can vote in NUS officer elections by streaming election speeches online and making candidates' manifestos available digitally for those who are unable or can't afford to attend conferences. These speeches will also be recorded so that those who are unable to watch them live can do so after the event. The ballot will be open in order to accommodate this.

14. To count the elections and priority ballots using the *inclusive Borda* count method (see Appendix D for an explanation of this process). In order to cast their online ballot, each students' union will receive a unique login password and be directed to NUS' website.

Section D. Increasing the transparency and accountability of elected representatives

15. Introduce online accountability surgeries for NUS FTOs. Appointments can be booked in advance by members so that questions and concerns can be raised with officers using a videoconferencing platform (for example Skype).

16. Introduce an online process for students' unions to register dissatisfaction with a NUS FTO. A member can request a petition to be placed on NUS' website with an explanation of their concern. If a substantial number of students' unions sign the petition (e.g. more than 10%) it will force a vote of no confidence, if less than

this number sign (more than 5%[139]), the officer has to prepare a formal report on their work.

17. Alongside sessions at events, as the accountability of officers will be conducted through the mechanisms above, it will no longer be necessary for the membership to elect a 'block of 15' onto NEC to do it on their behalf. However, vital engagement will be maintained by establishing an FE Network, HE Network and separate sections networks such as a postgraduate section network with members from different regions feeding into the relevant NUS FTOs.

18. NEC will function primarily as a body made up of the elected leadership of NUS to make timely decisions outside of conferences.

19. Make students' unions' delegates' voting records public in order to increase the accountability of these representatives. This will be done after the event so that the relevant constituencies can hold their representatives to account for decisions made on their behalf.

Further Resolves:

1. National Conference is the sovereign decision making body of NUS UK and is required to approve any changes to the Articles and Rules within its constitution including those that relate to NUS Wales, Scotland, NUS-USI and Liberation Campaigns.
2. Therefore if National Conference votes to approve the ideas in this motion then Democratic Procedures Committee (DPC) will work to write the specific changes that would need to be made to the Articles and Rules in the NUS UK constitution. These detailed changes will then be brought to an extraordinary National Conference to be scrutinised, amended and voted on.
3. To inform the decision of the extraordinary National Conference, these Rules and Articles changes will be subject to an Equality Impact Assessment.
4. If these Rules and Articles changes are approved by the extraordinary conference, then DPC will lead a formal review of the new system after a period of three years. This evaluation will be based on the principles outlined in appendix A and informed by feedback from students and students' unions.

Appendices

A – Principles voted for at NUS UK National Conference 2016

Vision: Democracy within NUS should take active steps to put the power in the hands of the members to make transparent decisions through informed and inclusive debate that ensures that diverse voices are heard.

1. Students' unions are the constituent members of NUS.

2. Students are members of their students' union and therefore their association with NUS is dependent upon their students' unions' membership of NUS.

3. Democratic decisions within NUS should be made by its constituent members

4. These democratic decisions are about reflecting what is in the best interests of students.

5. The membership should feel that decision-making processes are representative and inclusive. However once a decision is made representatives of NUS should remain conscious that not everyone will agree with the decision.

6. NUS and their elected leaders should act in the interests of students. The membership should then hold the elected leaders to account for their actions using a clear process that enables them to first question officers, and then take further action, within the democratic structures of NUS, if they are not satisfied with the answer.

7. The primary role of elected officers within NUS is to lead the movement and harness its collective power to achieve its goals. Their work should therefore focus on how to secure these demands.

8. Democratic decisions should be conducted using processes that maximise the principles of inclusiveness, popular control, transparency, considered judgement and efficiency as defined above and in Quality Students' Unions.

[139] At the time of writing NUS has 543 members

9. The complex and diverse decisions made during the policy cycle would be best made by a complex and diverse group of our members. NUS should therefore give guidance and assistance to students' unions to be more democratic and ensure that their representatives are diverse.

10. The autonomy of the Liberation campaigns should be supported so that those who define as such can determine the means via which they challenge their oppression across national borders whilst operating more centrally to make the wider movement more progressive.

11. The NUS Nations lead on and achieve the movement's goals within a specific national context. The scope of their autonomous policy setting focuses on how to respond to devolved policy.

12. There should be total clarity over what decisions are made where, why and who is accountable for the decision being implemented. The language used within our decision-making should be accessible and free from jargon and this language should be able to be replicated across Nations and different students' unions.

B – Stakeholder composition of the Task Group

- NUS UK National President*
- NUS UK Vice President Union Development*
- 2 members of NEC*
- 2 members of the Charity board
- 2 members of the Services board
- 2 members of the NUS UK board
- 2 Liberation officers*
- A Nations President *
- A member of Democratic Procedures Committee*
- A member of Elections Committee
- 2 Students' Union officers*
- 2 Students' Union staff
- Two officers from Scotland (to ensure coordination with the NUS Scotland Governance review)*

*Elected students or student officers

C – Regions

These regions are informed by a range of considerations including but not limited to major transports links, the Cities and Local Government Devolution Bill, Local Enterprise Partnerships and other third sector membership organisations. The proposal would be to start with these regions but leave sufficient flexibility in the Rules for us to try different configurations based on membership feedback:

- North West
- North East
- Yorkshire and The Humber
- West Midlands
- East Midlands
- East of England
- South East
- London
- South West

D – Inclusive Borda count

Inclusive Borda counting is more aligned with the values of the student movement as it moderates the risk of 'tyranny of the majority' by reducing the chances of a candidate being elected who is supported by majority of the electorate but strongly opposed by a large minority.

It is similar to single transferable vote (STV) in so far as voters number the options (candidates or ideas) in order of preference. But instead of having a quota, Borda simply adds up the number of points each option receives in order to identify a winner. The number of options dictates the number of points. So if there are 5 options then a first preference receives 5 points, a second preference receives 4 points and so on.

Without the quota, *inclusive Borda* counting affords greater value to voters' lower preferences than with STV as every preference counts. Therefore, it is possible for the majorities' first preference not to win if it is last preference of the minority.

E – Table of problems and solutions and principles

The table below seeks to clarify which problems (outlined in the Believes of this motion) the solutions (outlined in Resolves) aims to solve. Where relevant, it also outlines how each of these solutions satisfy the principles voted for by National Conference in 2016.

Problem (See Believes 4)	**Solutions** (See Resolves)	**Relevant principles** (See Appendix A)	**Explanation**
4A	1	8 (inclusiveness)	It reduces the cost and time of travelling to events, both of which are major barriers to FE engagement.
4A	12, 13 and 15	8 (inclusiveness and popular control) 3 and 6	If FE members continue to struggle to attend centralised events such as NUS UK conference, voting online ensures they still have a voice in elections and policy prioritisation. Online surgeries ensure they can question FTOs and hold them to account.
4B and 4C	10 and 11	8 (inclusiveness)	People are more likely to feel comfortable sharing their views and asking questions in small groups. Better facilitation will also help a more diverse range voices be heard.
4D	19	8 (transparency)	If delegates' voting records are made public then it will be easier for students to hold them to account for their actions.
4E	12, 13, 15	8 (popular control) and 6	These ideas will enable members to directly prioritise policy and hold officers to account.
4F	6	8 (considered judgement)	Agreeing some motions in advance will leave more time to debate more complex or confusing proposals.
4G	7	8 (considered judgement)	This will require those make policy proposals to provide technical information to inform the debate.
4H	9	8 (considered judgement and transparency) and 12	This will ensure that the language used within NUS' democracy isn't a barrier to engagement.
4I	3 and 4	7, 11 and 12	This will ensure that the debate is always relevant to everyone in the room. It will also make it clear which officers have the final say on devolved issues and make it clear who is responsible for which policies and accountable to which parts of the membership.
4J	6, 12, 13, 15, and 16	8	All these processes will be conducted online.

Amendment 601a | We want the best not the least worst

Submitted by: NUS Postgraduate Campaign, University of Bristol, SUARTS, University of Manchester
Action: Delete and Replace
Speech For:
Speech Against:
Summation:

Conference Believes:

1. That Single Transferable Vote (STV) is a method used by most Student Unions
2. That using STV at NUS will give more confidence to NUS voting procedures rather than implement a confusing and complex system of De Borda
3. De Borda voting will mean, a candidate with the most first preference votes, can more than likely lose in a tight contest
4. The student movement has big battles to win. Sometimes, this requires fresh or radical ideas, bold actions, or that we make difficult decisions between controversial choices. Our democratic systems should not encourage or reward shying away from new ideas and difficult issues. They should allow us to vote for bold new ways forward, not focus on electing "least-worst" options or push everything into a middle-of-the-road path that focusses on not disagreeing with people rather than making tough decisions and taking real action.

Conference Further Believes:

1. Electoral systems such as the Borda count reward the "least-disliked" candidates instead of the most-supported – candidates who shy away from difficult issues, or who are slippery and vague, trying to make themselves unobjectionable to as many people as possible by never committing to an opinion somebody might disagree with.
2. The Borda count also strongly rewards complex tactical voting, because expressing lower preferences can harm your higher preferences' chances of winning. This is bad for democracy, and gives more power to those very familiar with NUS over newer delegates with less knowledge.
3. If a faction floods nominations with multiple similar candidates, the Borda count actually rewards by making it more likely one of them will be elected – like a backwards version of the "spoiler effect".

Conference Resolves:

1. Continue using Single Transferable Vote, which does not have these disadvantages
2. Delete Resolves 14 and replace with "Maintain the widely used STV method in NUS elections"

Amendment 601b

Submitted by: NUS Postgraduate Campaign
Action: Delete and Replace, Add
Speech For: NUS Postgraduate Campaign
Speech Against:
Summation:

Conference Believes:

1. That the Welfare officer has UK-wide remit
2. Issues such as Mental Health, Housing and Student Poverty are UK-wide issues

Conference Resolves:

1. Delete Resolves 3 and replace with "To introduce a conference for students' unions in these Regions to come together and agree policy that is specific to England. This conference will elect a FE and HE Officer to be accountable for leading on and delivering policy demands."
2. Add "That the Welfare Officer shall have a UK-wide remit and will be elected at NUS National Conference, just as the VP UD, VP Soc & Cit and President are"

Amendment 601c

Submitted by: NUS Postgraduate Campaign, SUARTS, Bristol SU
Action: Delete
Speech For:
Speech Against:
Summation:

Conference Believes:

1. That a post-conference ballot for members is both confusing and unnecessary

Conference Resolves:

1. Delete Resolves 12

Amendment 601d

Submitted by: NUS Postgraduate Campaign
Action: Delete and replace
Speech For: NUS Postgraduate Campaign
Speech Against:
Summation:

Conference Believes:

1. That 10% is too low of a threshold to register satisfaction with FTOs
2. That 10% is a threshold which will risk the mental health of officers as it opens up the potential for abuse (through factionalism).
3. That 10% will advantage and encourage factionalism.
4. That the NUS has accountability measures in place through the NEC to register dissatisfaction

Conference Resolves:

1. Delete Resolves 16 and replace with "Introduce an online process for students' unions to register dissatisfaction with a NUS FTO. A member can request a petition to be placed on NUS' website with an explanation of their concern. If more than 40% of students' unions sign the petition it will force a vote of no confidence, if less than 40% and more than 30% of student unions sign, the officer has to prepare a formal report on their work."

Amendment 601e

Submitted by: NUS Postgraduate Campaign
Action: Delete and replace
Speech For: NUS Postgraduate Campaign
Speech Against:
Summation:

Conference Believes:

1. That some small FE and specialist HE unions cannot vote in NUS officer elections

Conference Resolves:

1. Delete Resolves 13 and replace with "That the smallest FE and HE unions can stream election speeches online and vote in an online ballot"

Amendment 601f

Submitted by: NUS Postgraduate Campaign, University of Bristol, University of West London
Action: Delete and replace
Speech For:
Speech Against:
Summation:

Conference Believes:

1. That the block of 15 are a valuable group of activists in our movement
2. That they hold a key accountability and policy role within NUS' democratic structures
3. That it enables a diverse group to be elected onto the National Executive Council, outside of the traditional constituency reps such as Nations, Sections and Liberation.
4. That the block of 15 increases accessibility to NEC for normal students rather than just sabbatical offcers
5. That online accountability may be inaccessible for many students
6. That online accountability puts FTO's at risk of harassment
7. That the mental health of officers is important, and monthly online accountability surgeries, will impact the mental health of officers negatively.

8. That the NEC should remain the main accountability body of NUS (5 meetings a year)

Conference Resolves:

1. NEC should continue to have 15 student members elected from the breadth of political views at National Conference, rather than leaving it to the Full-Time Officers to 'make timely decisions outside of conferences'
2. Delete Resolves 17 and replace with "To keep the Block of 15 as a diverse part of NUS NEC, which holds to account and formulates policy on behalf of students. Additionally, vital engagement will be maintained by establishing an FE network, HE network and separate sections networks such as a postgraduate section network with members from different regions feeding into the relevant NUS Officers"
3. Delete Resolves 18 and replace with "NEC will function as a body made up of the elected leadership of NUS to make timely decisions outside of conferences and hold UK-wide NUS FTOs to account"
4. Delete Resolves 15 and replace with "NEC is the main accountability body of NUS leadership, this accountability will take place by NEC members submitting questions to relevant FTOs. That students and sabbatical officers can ask questions to FTO's via the NEC as well"

Amendment 601g

Submitted by: NUS Postgraduate Campaign
Action: Delete
Speech For: NUS Postgraduate Campaign
Speech Against:
Summation:

Conference Believes:

1. That a section to include financial, legal or any 'relevant' information is both laborious and unnecessary
2. That this further bureaucratises the NUS democratic process.
3. That this will make NUS motions and motion writing inaccessible for student unions

Conference Resolves:

1. Delete Resolves 7

Amendment 601h

Submitted by: NUS Postgraduate Campaign, University of Manchester
Action: Delete
Speech For:
Speech Against:
Summation:

Conference Believes:

1. That there is no such thing as a neutral student. All students have opinions.
2. All students and officers are prone to factional recruiting which will influence the way that conference floor is conducted
3. That an FTO should be the chair of conference

Conference Resolves:

1. Delete Resolves 11

Amendment 601i

Submitted by: University of Bristol Students Union
Action: Delete and replace
Speech For: University of Bristol Students Union
Speech Against:
Summation:

Conference Resolves:

1. Delete Resolves 1. And replace with '1. Bring students' unions in England together on a regional basis instead of Zones to debate ideas and agree local actions, and introduce 'policy days' for officers to engage with each other in different zones/policy areas. See Appendix C for a list of these regions. Similar gatherings would continue to be held by the Nations through NUS Scotland, NUS Wales and NUS-USI.

Amendment 601j

Submitted by: University of Bristol Students Union
Action: Delete
Speech For: University of Bristol Students Union
Speech Against:
Summation:

Conference Resolves:

1. Delete Further Believes 10.

Amendment 601k

Submitted by SUARTS
Action: Delete and replace
Speech For: SUARTS
Speech Against:
Summation:

Resolves:

1. Delete "Resolves B6" and replace: "At the start of discussion for each proposal at conference, the chair should ask if any delegates object to the motion passing by show of hands. If 10 or more delegates object, discussion will proceed as usual, otherwise the proposal will pass immediately without discussion."

Amendment 601l

Submitted by: University of Bristol Students Union
Action: Delete
Speech For: University of Bristol Students Union
Speech Against:
Summation:

Conference Resolves:

1. Delete Further Believes 19.

Amendment 601m | Democratic decision-making needs serious, participative discussion

Submitted by: University of the Arts London Students Union
Action: Delete and replace
For: UALSU
Speech Against:
Summation:

Conference Believes:

1. NUS National Conference does not currently have the time to discuss a large proportion of the motions put to it, or to have the full and in-depth discussions needed for some complex issues.
2. This is made worse by how inaccessible the conference timetable is – we have extremely long days, with few real breaks, making it difficult for many of us to participate in all areas of discussion, or else we are too tired to participate fully even if we're present.
3. Democracy doesn't only mean the right to vote in a final decision, but to participate in collective discussion to inform that decision – to hear the perspectives of other members, and to contribute your own. We often change our minds in the course of such discussions, which is good.

4. As such, attending and participating in discussions, and giving others the chance to share their views with and perhaps persuade you, is vital part of to democracy.

Conference Further Believes:

1. It would be wrong to respond to the imbalances in confidence that cause the skewed ratios of who speaks in discussions by cutting down on discussion – instead we should offer training and other assistance to help delegates feel able to contribute fully.
2. The option to skip lengthy debate on motions that we all agree on is good, but we must not exclude the opportunity for minority viewpoints to be heard and potentially win us over, and moving decision-making processes outside conference favours those with more time on their hands, especially sabbs. Many of us with jobs and academic commitments don't have time to read lengthy documents, consider them and vote online, outside of the time we set aside to actually attend conference.

Conference Resolves:

1. NUS should return to holding 2 democratic national conferences per year, each of at least 3 full days.
2. Conference timetables should be redesigned, in consultation particularly with disabled students, to make days a more reasonable length and introduce more genuine breaks.
3. There should be public speaking training workshops at NUS conferences, relatively early in the agenda and not clashing with political or democratic sessions.
4. To make selection of speakers in motion debates unbiased, NUS should explore the possibility of delegates using electronic devices to volunteer, and selecting from the volunteers randomly.

Amendment 601n

Submitted by: Leicester Students Union , University of West London Students Union
Action: Add & Delete
For:
Speech Against:
Summation:

Conference Believes:

Add:

1. A motion was passed last year to task DPC to develop a new model for NUS democracy
2. DPC is accountable to NUS National Conference
3. Motion 601 has been developed by an unelected Task and Finish group

Conference Further Belevies:

1. Delete Further Believes 6 – 10

Add to FB:

1. It is not the role of DPC to decide on whether Nations or Regions have the right to pass policy on issues deemed to be 'UK-wide'
2. That it should be students and officers within NUS Nations and liberation campaigns that deliberate on the structures that are best for them autonomously, not a London based Governance review
3. If the NI power sharing assembly collapses again, these proposals would effectively shut down NUS-USI
4. Autonomous bodies like Nations and Liberation campaigns have the right to express a distinct view and run specific campaigns on UK-wide policy.
5. The proposals as drafted would prevent students in the Nations from expressing a distinct view in policy (or running a nation specific campaign) on things like social security, child support and pension law because these matters happen to be reserved to Westminster
6. Regional networks have tried and failed to invigorate a grassroots movement of officers, students and unions in organising locally. Zones as they stand provide an opportunity for officers and students to organiser thematically rather than regionally
7. The removal of Zones, particularly the removal of Further Education Zone, will deprive NUS of any meaningful FE involvement beyond the Vice-President Further Education

8. There is currently no clarification on the extent to which regional 'organising committees' are expected to implement national policy
9. Sections are currently the only spaces that carry out valuable work for postgraduates, mature students, part-time students and international students - work that is at threat with the removal of Sections
10. National Conference needs clarification on the costs of multiple regional meetings and a separate England conference
11. The opportunity for thematic policy development that Zones provide is valuable, and more should be done to take this activity online
12. The people who should decide what the students of Scotland should have policy on are students in Scotland not the DPC

Conference Resolves:

1. To reject wholesale any proposals related to Zones, Regions, Nations or Sections
2. To call on the DPC to ensure that the Zones and their policy development function are run properly and developed effectively
3. To reaffirm the principle of Nations and Liberation autonomy and to prevent future reviews from directly meddling in nations affairs
4. Delete Resolves A 1-4 and D17
5. Delete Resolves 1-4

Amendment 601o | extra-ordinary conference

Submitted By: Leicester Students Union , University of West London Students Union

Conference Resolves:

1. Delete FR2 and replace with: Running an extraordinary National Conference is unnecessary and a waste of NUS and Students' Union resources

Amendment 601p

Submitted by: University of the Arts London Students Union
Action: Add
For:
Speech Against:
Summation:

Conference Resolves:

1. Regions, like the Nations, must not have their decisions made by a committee of local sabbs and other officers, but by conferences or councils that meet regularly and to which any ordinary student may be elected as a delegate. The officers they elect should have the resources necessary to carry out the campaigns and activities they decide on, and should be supported with at least a part-time wage so that nobody is barred from doing the job by lack of money.

Motion 602 | Make NUS Events Accessible to Disabled Students

Submitted by: Durham Students Union
Speech For:
Speech Against:
Summation:

Conference Believes:

1. Access needs of disabled students are disregarded/overlooked in terms of conference member behaviour and NUS structures[140]
2. Safety and wellbeing of disabled students is compromised.

[140] An open letter to NUS National Conference about accessibility, signed by disabled students docs.google.com/document/d/10fOWha4rv2qKVKz_iCpP1Dd4MeJdpL68sP44QzaSr2g/edit?usp=sharing

Conference Further Believes:

1. Lack of accessibility within NUS is a huge barrier to participation of disabled students as the diversity of students' disabilities is not taken into consideration[141].
2. Members of conference are consistently violating the code of conduct through ableist[142] behaviours with no repercussions[143].
3. The culture surrounding disabled students and their access needs will not improve unless there is an active move to take disciplinary action against individuals breaking the code of conduct with regards to safety and inclusion of disabled students.
4. The failure of NUS to its disabled members is in direct contrast to the core value of NUS.
5. Lack of thorough vetting of venues for its accessibility exemplifies NUS's lack of commitment to its disabled members.

Conference Resolves:

1. To allow disabled student to bring enablers to all NUS events[144].
2. Ensure access breaks, lunch breaks and food for all dietary requirements provided at all events
3. Ensure an accessible registration queue is available at all conferences, and to make delegates aware of this
4. To reinforce to all delegates the requirement for adhering to practices to ensure meetings/conferences are accessible to all, including;
   a) Reduced cheering or unnecessary loud noises on conference floor, including whooping and clapping
   b) Consequences for those who ignore this requirement
5. For NUS to evaluate whether it's practices make events inaccessible, including:
   a) No food suitable for those with dietary requirements
   b) Long days affecting those with chronic illness causing physical symptoms
   c) Unfulfilled access needs
   d) Unsuitable accommodation
   e) Lack of publicity for accessible check ins
6. To actively implement consequences for individuals breaking accessibility practices
7. To ensure all videos have audio captions and British Sign Language
8. Accountability questions are put on the projector in rounds of 3 and alternative formats provided for those with visual impairments or learning differences.
9. To ensure microphones be used at all times along with interpretation on stage as people are speaking.
10. To ensure that accommodation for each conference/meeting;
    a) Meets accessibility standards
    b) Where possible, that delegates requiring an accessible room are not isolated from the rest of delegates and are close to the conference/meeting venue
11. To work with elections committee to advise the chief returning officer on setting and enforcing guidelines for campaign teams, including:
    a) areas they are not allowed to campaign in
    b) receiving consent before giving out material to delegates
12. To work with elections committee to advise the chief returning officer and to include all liberation campaigns and sections in how to make election procedures and conduct more inclusive and accessible.
13. To seek feedback on accessibility of events.

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[141] In the NUS 2014 governance review it stated that the most common reason for lack of attendance at DSC was the inaccessibility of going alone and we would stipulate that this is a barrier to attendance at all NUS events.
[142] www.stopableism.org/what.asp
[143] NUS code of conduct states that discipline action may take place if there is a breach, which includes: *"Acting without due regard for the safety of others; and infringement of equal opportunities, safe space, safeguarding, no platform or staff protocol policy"*. The open letter above outlines examples of breaches at national conference specifically.
[144] Disabled students have been refused enablers at a number of NUS events including NEC and liberation campaign committee meetings.

Motion 603 | Proposal to change the at least 50% self-defining women quota for NUS National Conference, NUS Scottish Conference and NUS Zone committees to include non-binary individuals, to be at least 50% women or non-binary individuals

Submitted by: Sussex Students Union
Speech For:
Speech Against:
Summation:

Conference Believes:

1. NUS should take an active stand on improving trans and non binary students within NUS
2. Trans inclusion is important within NUS because:
   "The place of trans people in groups that are historically for lesbian, gay and bisexual students is still somewhat contentious. Trans people do face very different issues, which are typically to do with gender identity and gender expression rather than sexuality. It is of course quite common for many trans people to identify as heterosexual. However, there are a number of good reasons for trans inclusion. Like lesbian, gay, bisexual and queer identified people, the existence of trans people challenges traditional ideas of how we should act and identify ourselves to others.
   Those with bigoted attitudes do not commonly distinguish between issues of sexuality and gender identity: trans people commonly face homophobia, and LGB people may face transphobia if they are seen to be undermining traditional gender roles. Lesbian, gay, bisexual and trans people fight similar battles for recognition, acceptance and respect, both on an interpersonal level and more widely in society. Trans people usually go through a process of self-identification, self-acceptance and "coming out" to others in a similar way to LGB people. Trans people have historically been greatly involved in the "gay rights" movement, from the Stonewall Riots to small-scale grassroots activism. LGBT societies can provide a valuable and much-needed safe space for trans students.[145]"
3. Further research and previous comments made by NUS show the need to better improve trans and non binary student experience.
4. "One in three trans students experience at least one form of bullying or harassment on campus. Research by the National Union of Students (NUS) found that trans students were twice as likely as LGB students to have experienced harassment, threats or intimidations, and physical assault on campus. We also heard evidence that in further education, the learning environment for LGBT learners might be more hostile than that in higher education."[146]
5. The rationale behind providing a self-defining women quota to NUS conference, NUS Scottish Conference and NUS Zone committees is to improve representation of an underrepresented group (women) within society, both historically and today. It is clear that those who define neither as men or women are also historically and in today's society also severely underrepresented. Therefore, a quota that aims to improve the representation of one gender identity (women) whilst at the same time not doing the same for another even more underrepresented group of gender identities (trans and nonbinary) does not help advance the representation of trans and nonbinary students within NUS and the student movement. Non binary is an umbrella term, so only including self-identifying women excludes other subsections of this umbrella (such as genderfluid or genderqueer) , and given that there's currently no other space for these other subsections to claim affirmative representation, this can be seen to constitute exclusion. However, a change in this quota to include women and non binary individuals does provide for better representation of non-binary individuals and ensures that they are included in these quotas which aim to improve the representation of underrepresented gender identities at NUS Conference, NUS Scottish Conference and NUS Zone committees.

Conference Resolves:

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[145] NUS A GUIDE TO BECOMING TRANS-INCLUSIVE FOR STUDENT ACTIVISTS AND OFFICERS- http://nussl.ukmsl.net/asset/News/6015/LGBT_TransGuide1.pdf
[146]https://www.publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/390/39009.htm#_idTextAnchor308

1. To change the appointment of Delegates to NUS national Conference to read:
   "320 Appointment of Delegates
   333 All delegations to National Conference must include at least 50% women or non-binary individuals, rounded down. Where a union is only entitled to send one delegate and that delegate is not a woman or a non binary person, the union's free observer place must be taken by a woman or a non-binary person."
2. Add to the appointment of Delegates to NUS Zones Committees to read:
   "800 Zone Committees
   801 Each zone will have a coordinating committee consisting of the following members:
   a. The Vice President (Full Time Officer) for that Zone who will act as the Chairperson
   b. The National President (Ex Officio) Eight individual members elected by and at the Zone Conference, where except for the FE Zone Committee and the HE Zone Committee at least two of which must be from the FE Sector. In the case of the FE and HE committees all of the individual members must be from the relevant sector and when the block is counted the RO will cause, if sufficient candidates have stood, at least 50% of the places (rounded down) to be allocated to self-defining women *or a non-binary person."*
   3. To change the appointment of Delegates to NUS Scotland Conference to read:
   "1221 The composition of the Scottish Conference will be as follows
   4. All delegations to NUS Scotland Conference must include at least 50% women or non-binary individuals, rounded down. Where a union is only entitled to send one delegate and that delegate is not a woman or a non binary person, the union's observer place must be taken by a woman or a non binary person."

Motion 604 | Gender Balancing Motion

Submitted by: Democratic Procedures Committee
Speech For: Democratic Procedures Committee
Speech Against:
Summation:

Conference believes:

1. Gender balancing for NUS committees was agreed by National Conference in 2014, but owing to a drafting error, the Democratic Procedures Committee were not included in it's provisions.

Conference further believes:

1. That elections to the Democratic Procedures Committee should be gender balanced.

Conference resolves:

1. Accordingly, to amend rule 501(a) by inserting, at the end of that section:
   "At least half of the candidates elected shall be self-defining women."

Amendment 604a

Submitted by: Democratic Procedures Committee
Action: Delete and Replace
Speech For: Democratic Procedures Committee
Speech Against:
Summation:

Conference resolves:

1. Delete and Replace Conference Resolves 1 with: 'Accordingly, to amend rule 501(a) by inserting, at the end of that section: "At least half of the candidates elected shall be self-defining women or non-binary people."'

Motion 605

Submitted by: York University Students Union
Speech For: York University Students Union
Speech Against:
Summation:

Conference believes:

1. That many unions are unable to run elections for NUS positions for various logistical reasons
2. That students should never be expected to pay in exchange for a vote, either directly or by purchasing an NUS Extra Card
3. That many students feel the NUS does not represent them, as demonstrated by mass disaffiliation campaigns
4. That many students do not engage with politics, and are further disenfranchised when they lose opportunities to have their voices heard

Conference further believes:

1. That the risks of the one student one vote system are massively outweighed by the benefits, and that any residual risk of one student one vote could be mitigated effectively
2. That holding elections separately to National Conference will reduce time pressures and produce valuable time for other democratic content
3. That some elements of the National Conference elections process, including physical campaigning and the result announcements, are inaccessible for delegates and that all efforts should be made to counter this
4. That Liberation and Regional Campaigns should always retain autonomy over how their Officers and representatives are elected
5. That Conference provides valuable networking opportunities and a forum for motions debate, which cannot be achieved by an online alternative
6. Democracy within the student movement is an inherently good thing
7. That democracy should be widened to allow maximum participation

Conference resolves:

1. To move towards a one student one vote system for the Full Time Officers set out in Rule 98 (National President, Vice Presidents)
2. To assure Liberation and Regional campaigns of their autonomy by allowing them to choose their election method
3. To change the Rules accordingly to allow this transition to take place
4. To facilitate one student one vote in the first year (2018 elections) by:
    a. Allowing Unions and other constituent members (CMs) which have already committed to participate, or those wishing to become involved, to run elections for the relevant roles, at any point following the deadline for challenging the eligibility of a candidate but no less than one week before Conference
    b. Allowing Unions and other CMs which do this to submit their vote as a fraction of the Delegate Entitlement, split by the proportion of the vote awarded to each candidate for each role
    c. Accepting this value in lieu of the CMs vote, and not issuing relevant voting credentials to Delegates whose CMs have already voted
    d. To review this process at Conference 2018, accepting feedback from the Chief Returning Officer, VP Union Development, as well as from CMs taking part
    e. To continue to expand the number of unions taking part, eventually using an online system for all individual members to vote centrally prior to Conference

Amendment 605a | We're the National Union of Students, not the National Union of Sabbs

Submitted by: University of the Arts London Students Union
Action: Delete and Replace
For: University of the Arts London Students Union
Speech Against:
Summation:

Conference Believes:

1. It is vital that decision-making in the student movement is not completely dominated by full-time sabbs. Too often, when people talk about "member unions" making decisions in NUS, it's in reality sabbs making those decisions, often behind closed doors with little reference to the wider student body.
2. Sabbs and union officers should not have the right to overrule, deprioritise or disrupt the decisions made by the conference delegates who were elected to make them.

Conference Resolves:

1. Wherever possible, decisions in NUS should be made by elected delegates, not simply by the officers of each union.
2. Just as NUS requires that delegates be fairly and openly elected, where a member union casts a vote or similar in an NUS process (e.g. calling a National Ballot or in officer accountability) this must be approved by open, democratic processes in those unions – referenda, elected councils or all-student meetings – not decided behind closed doors by officer-dominated execs, officer groups or trustee boards.

Motion 606 | National Postgraduate Representation

Submitted by: University of Birmingham Guild of Students, NUS Postgraduate Campaign
Speech For:
Speech Against:
Summation:

Conference believes:

1. We have more students opting for postgraduate study than ever before.
2. That increasingly difficult graduate employment markets and implementation of a postgraduate loan system has led to an influx of postgraduates- one that universities are simply not equipped to deal with.
3. Unions have realised the difficulties in engaging and providing for this demographic and responding to their needs which are intrinsically very different to undergraduates.
4. Many unions have been successfully integrating Full Time Postgraduate Officers to their structures.

Conference further believes:

1. That these PGOs lack adequate support that other Officers get in the form of training events like Lead in Change, relevant campaigns and full time officers to fight for their voice.
2. This year, PGOs from Birmingham and Nottingham organised their own networking and training conference where PGOs from across the country came together and overwhelmingly resolved that they needed more support in the form of a Full Time Officer.
3. NUS is looking to remove its existing structures in the form of the postgraduate committee so there is a danger that we will lose what we already have in the way of representation and support.
4. That a committee will help the 2 NEC reps to run and deliver campaigns
5. That regional networks will further the impact of the NUS PG Campaign for postgraduates across the UK

Conference resolves:

1. That the NUS implement a more effective model of representation in the form of a full time Postgraduate Officer, in line with the grass-roots movement in unions across the county.
2. This person will be responsible for national representation of postgraduates and take responsibility for coordinating and supporting training initiatives for Officers and unions so we can be best equipped to support postgraduates.
3. To re-establish the postgraduate committee of 5 in addition to the 2 NEC reps, all 7 to be elected at NUS PG Conference.
4. To establish a postgraduate section network, with regular regional meetings to deliver campaigns with postgraduate reps and postgraduates across the UK

Motion 607 | Create a full time Healthcare Student Officer (HSO) and Healthcare Students' Campaign

Submitted by: KCLSU
Speech For:
Speech Against:
Summation:

Conference Believes
1. The NHS is in crisis (BBC, 2017)[147].
2. NHS students are more likely to be from widening participation backgrounds (ECU, 2014)[148].
3. A publicly provided, funded and owned health service is the most efficient, safe and cost effective system (Commonwealth Fund, 2014)[149].

Conference Further Believes
1. Healthcare Students need a space to advocate for their rights during and after their course. They deserve their own campaign and full time officer to represent them.
2. The Healthcare Student Officer (HSO) should be a current or previous healthcare student.
3. The NHS should be protected for everyone, available to all irrespective of their nationality or background.
4. The NHS is one of our country's greatest achievements. It has been systematically dismantled because of 30 years of policies designed to reduce efficiency, capacity and confidence within the system. Ultimately this will harm patient safety and the pay and conditions of NHS staff who are likely to be recent graduates.
5. The destruction of the NHS will damage the economy. The public will be forced to buy costly health insurance thereby reducing consumer spending.

Conference Resolves
1. To hold a Healthcare Student conference with student representatives of grassroots campaigns and unions so that it is a member-led campaign. To elect the Healthcare Student Officer at this conference.
2. To proactively include healthcare students in the NUS, it's structures and constituent Student Unions.
3. To work with universities, NHS trusts and other stakeholders to make degrees that are intersectional and culturally sensitive.
4. Most importantly, to campaign, for a National Health Service that is nationally managed, delivered and funded through progressive taxation. The NUS will oppose the Internal Market, Staff Pay Cuts, Foundation Trusts, Private Finance Investments, Sustainability and Transformation Plans, the Removal of the NHS Bursary, the continued privatisation of the NHS and the sell off of NHS land and assets.

Motion 608 | NUS: Time to Care for Care Leavers

Submitted by: Huddersfield Students' Union
Speech For:
Speech Against:
Summation:

Conference believes:

1. The government's 2013 care leavers strategy reports that only 6% of care leavers go into higher education compared to 23% of their peers at 18.
2. According to Offa, in 2015 only one third of Universities referenced care leavers in their Access Agreements.
3. Despite this, there is currently no dedicated care leavers section in NUS.
4. Care leavers should expect and receive the same level of support and representation as other young people get from both the NUS and their educational institution.

Conference resolves:

[147] BBC (2017). NHS Health Check: Voices from the NHS frontline. Resource accessed at www.bbc.co.uk/news/health-38733633 on 15/02/17.
[148] ECU (2014). Equality in higher education: statistical report 2014 - Part 2: Students. Resource accessed at www.ecu.ac.uk/wp-content/uploads/2014/11/ECU_HE-stats-report_student_v19.pdf on 15/02/17.
[149] Commonwealth Fund (2014). Mirror, Mirror on the Wall, 2014 Update: How the U.S. Healthcare System Compares Internationally. Resource accessed at www.commonwealthfund.org/publications/fund-reports/2014/jun/mirror-mirror on 15/02/17

1. The NUS should establish a care leavers section.
2. The NUS should provide opportunities for care leavers to network, where possible.
3. The NUS should provide training for its staff, SU staff, and Sabbatical Officers to better understand the needs of care leavers.

Motion 609 | Make Policy Accessible to Improve Democracy and Engagement

Submitted by: Leeds Beckett Students' Union
Speech For: Leeds Beckett Students' Union
Speech Against:
Summation:

Conference believes:

1. The NUS100 Manifesto states that by the end of 2022 the NUS wishes to "create a more effective and democratic way of working with students and students' unions", "Use digital channels more effectively", and "Be innovative and nimble so we can generate resources and deliver our mission"[150].
2. That the NUS 2016 National Conference passed a motion entitled "Let's make policy more accessible, relevant and democratic" which focused on increasing transparency in relation to lapsing policy[151]
3. Currently Live Policy for the organisation is only available through a series of pdf documents.
4. It is not uncommon for these document to be large in size, with the policy documents for the NEC and the LGBT+ campaign both being over 100 pages.
5. In total, all current live policy as of February 2017 covers in excess of 800 pages[152].

Conference resolves:

1. Many live policies are titled with undescriptive or even joke names. This makes it difficult to search through policy documents to see if certain issues have already been addressed.
2. There is currently no way to search through every piece of NUS policy at once.
3. That presenting policy in such a manner acts as a barrier to engagement.
4. There is a need to modernise how NUS policy is presented.
5. That any attempt to improve NUS democracy will be undermined by the current state of policy presentation.
6. A better way of presenting live policy is needed where people are able to search through all policies via themes, keywords, conferences, zones, etc.

[150] www.nusconnect.org.uk/shape-our-work/project-100
[151] www.nusconnect.org.uk/shape-our-work/resources/agm-live-policy-2014-17
[152] www.nusconnect.org.uk/shape-our-work/how-we-work/our-policies