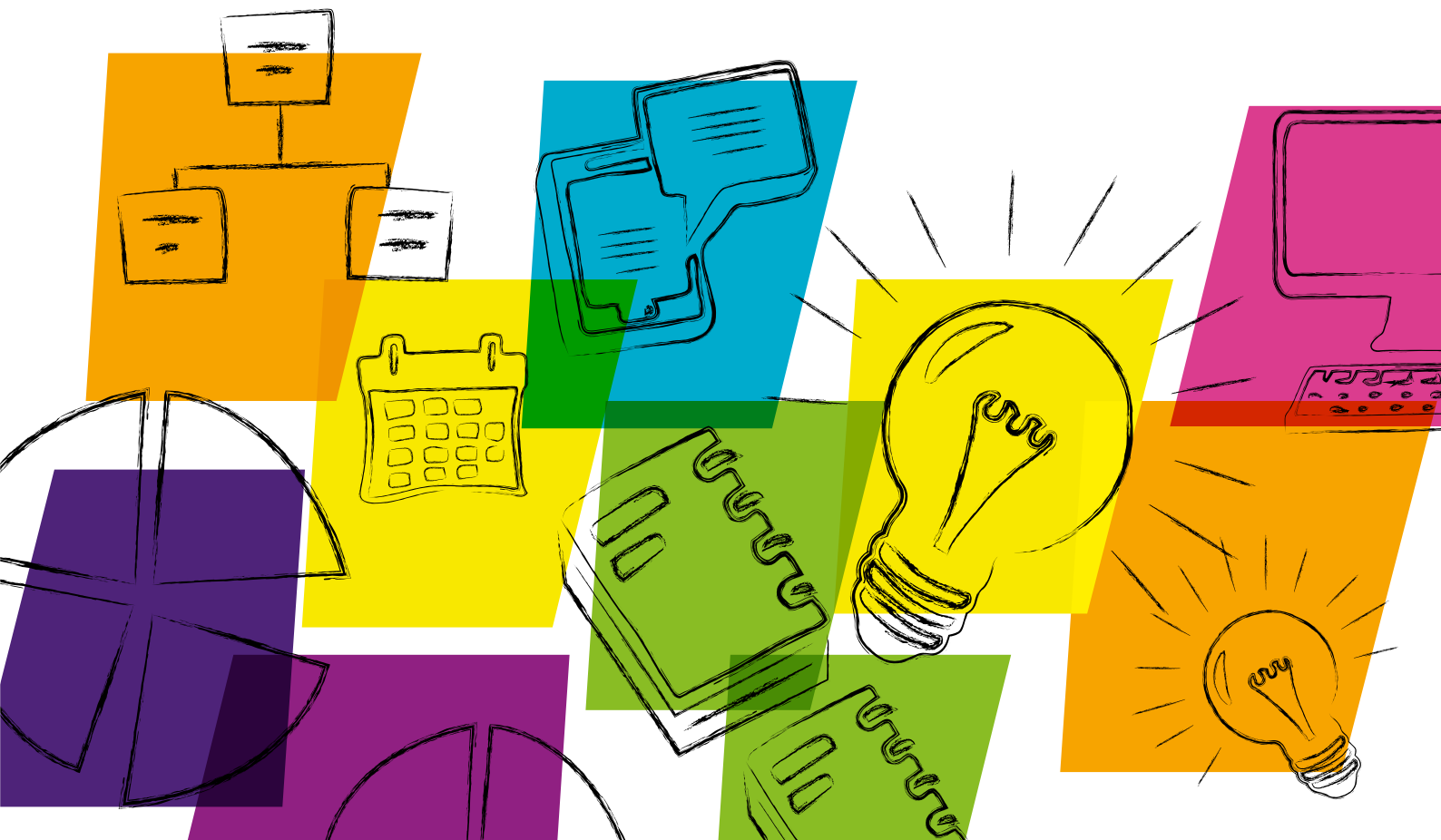


# NUS 100: Manifesto for a Just and Sustainable Future

Our progress from 2017 - 2018



# Introduction

**Post-16 education is changing in all four nations across the UK. Whilst there are some similarities we are also seeing diverging approaches to student funding and support in Scotland, Wales, Northern Ireland and England.**

The world is also changing at a pace politically, socially, economically and digitally. With change comes progress, opportunity and uncertainty. Nowhere is this more true than in the digital space. Access to, and the quality of education shapes individual, community and societal responses to those opportunities.

This is why we must never lose sight of the fact that education is a public good and it is why the UK student movement has worked tirelessly for decades to ensure that everybody is able to participate and achieve in post 16 education, whatever their chosen path.

As a student movement we have shown time and again that together we have the power and influence to shape post 16 education; the confidence and opportunity to speak truth to power; that we can be both ideological and pragmatic; that we are brave and willing to shine a light on issues that others shy away from, and that we find innovative solutions to both age-old and new problems. 2017-18 was no different.

This report – NUS 100: Our progress from 2017 to 2018 – sets out a small snapshot of the work that has been carried out this year. Thanks to all of you across the student movement for the contribution you have made.

We hope you enjoy reading it.

**This report sets out a small snapshot of the work that has been carried out this year**

## 2017 – 2018

### Our year in numbers

Delivered Race Equity Training to **94** CEOs and Senior Managers



From income generated by NUS Services, we returned **£4.5m** to students' unions and donated a further **£2.5m** to NUS Charity



We ran an equivalent of **42** days of events throughout the year

**2,531** delegates attended our democratic events during the year

A total of **6,666** delegates attended NUS events during the year

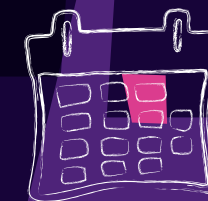


**24** National Society of Apprentices events with 26 members of their leadership team elected

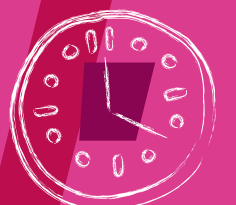


**70** sector meetings attended

**3,500** estimated press mentions



**758** hours spent in students' unions on membership engagement visits



# NUS 100 – our Pathway to a Just and Sustainable Future for Education

## Shaping education and empowering individuals

- ▶ Everyone can access – and excel in – post-16 education
- ▶ The learner voice creates change in education
- ▶ Wellbeing and welfare are central to the student experience
- ▶ Students have the confidence to engage in civic life

## Being an outstanding student-led campaigning and membership organisation

- ▶ Supporting excellence in students' unions
- ▶ Developing a strong and influential collective voice
- ▶ Putting data, evidence and digital at the heart of our work
- ▶ Attracting and retaining outstanding people

# Addressing the Attainment Gap

## Our work to close the Attainment Gap embodies the very core of why we are all here.

There are shocking and persistent attainment and participation gaps on the basis of class, disability, gender, race and country of origin. There are ongoing barriers that drastically reduce access, including: varying quality of information, advice and guidance; rising access and course costs and fees; perception of choices; visa requirements; and lack of flexibility for learners with additional responsibilities.

There are a number of attainment and participation gaps for different groups. Both colleges and universities have undertaken a range of activities to try and tackle them.

The Black Students' Campaign has pioneered work on the Black Attainment Gap over many years. Tackling the Gap is also a priority in the Higher Education Zone this year.

The Black Attainment Gap continues to remain a stubborn fixture in universities. We know there are many different ways to tackle the issues; we believe the student movement can really make the difference and get proper nationwide action to close the Black Attainment Gap and we will be launching a campaign for all us to get behind in 2018-19.

### Let's look at the hard facts:

- ▶ The Black Attainment Gap is a proven barrier that consistently prevents non-white students from having the same opportunities to succeed and achieve their potential in Higher Education
- ▶ We are working with Universities UK, the body that represents universities, who will be asking Vice Chancellors what they have done to tackle the attainment gap. However, we want to make sure that the student voice is loud and clear throughout this process which is why we are asking our members, student officers and student activists to get involved

- ▶ 77.1% of white students received a first or 2:1 compared with 61.7% of BME[ii]\* students in England
- ▶ 7.8% of BME leavers were unemployed six months after qualifying compared with 4.3% of white leavers
- ▶ Six months after qualifying, 61.2% white leavers were in both full-time work compared with 54.8% of BME leavers

*\*These all vary by ethnicity within the government definition of BME (Black and minority ethnic).*

# Shaping Education and Empowering Individuals



## Poverty Commission

### The facts

Financial and social barriers are preventing people in the UK getting in and on in education:

- ▶ 30 per cent of children in the UK are classed as poor (source: DWP)
- ▶ Millennials are significantly worse off than their parents were in their first years of employment (source: Resolution Foundation)
- ▶ An apprentice earning just £7,000 a year is not entitled to childcare grants (source: TES & NSoA research)
- ▶ There are up to 10 million people in insecure work in the UK (source: GMB)
- ▶ Working-class students face a 'poverty premium', often paying higher costs to access post-16 education, compounded by rising costs of accommodation and travel
- ▶ Drop-out rates are the highest amongst working-class students with a third of part-time students leaving before the second year and 10.3% of Black students

### Our aim

To address the barriers working class students face in regards to access and success in post-16 education and thereby make education truly accessible for all, both now and in the generations to come.

### Our task

To understand the barriers to students from working class backgrounds and who experience poverty, identify the ways to break these barriers down and work alongside key stakeholders to secure meaningful and sustainable change.

### Key outputs

- ▶ Creation of the #ClassDismissed campaign
- ▶ Convening board of 12 expert commissioners to bring together evidence on poverty and class in FE and HE
- ▶ Ground-breaking report launched in April 2018, making a series of recommendations to the Government and calling for a living income for all students

Education is a public good... make education truly accessible for all, both now and for generations to come



# HE & Research Bill and Office for Students Lobbying

## The facts

The Higher Education & Research Bill proposed significant reform to the architecture, infrastructure and regulation of the HE sector in England, most notably through the formation of the Office for Students (OfS). As part of the new HE architecture, the Teaching Excellence Framework (TEF) continues to be developed. The subject level TEF will be developed between 2017-19, while the provider-level TEF continues. There have been already some significant concessions, most notably the promise of an Independent Review into the TEF commencing Autumn 2018. Finally, alongside these exercises, the UK Wide Standing Committee on Quality undertook a review of the Quality Code – the document which contains the governing principles of quality across the UK.

## Our aim

2017-2018 presented a particular opportunity to effect positive change, and stem negative action, within the Higher Education sector particularly in England, but also across the UK, while tying these opportunities together with NUS' policy and values to create a strong influencing strategy for the coming academic year. Our key objectives were to exert some final influence on the inner workings of the Bill in the best interests of students and a liberated Higher Education sector; to shape and challenge the architecture and operation of the TEF in order to shape and steer quality for future generations of students; and to work to retain and enhance the role students and student engagement play within the Quality Code.

## Key actions

- ▶ Secure student representation on the OfS board, and extend and protect existing representation in the student interest across the OfS architecture
- ▶ Create a positive narrative of students as active partners within education, as part of our influencing for student engagement in Higher Education – from course level to nationally
- ▶ Support and empower a strong student voice in the independent review of the TEF, leading to a TEF closer to NUS' vision for Higher Education
- ▶ Cut the link between the TEF and tuition fees
- ▶ Support and empower a strong student voice in consultations around the Office for Students and the Higher Education Reform Act, both to bring about policy changes in line with NUS' vision for Higher Education and also to demonstrate the power and influence of the collective student voice
- ▶ Upskill project staff and officers to be powerful and influential in key sector engagement spaces
- ▶ Vocally support and protect students' unions and the student movement from negative attacks and undermining strategies in response to increased student power

## Key outputs

### Office for Students

Following the refusal to appoint suitable candidates associated with students' union connections to the OfS Board, we will continue lobbying against this and for meaningful student representation throughout the OfS.

NUS responded to all five HE & RB consultations and supported students' unions to take part whether through feeding into NUS' response or producing their own. This was achieved through written briefings, one-on-one support, dedicated workshops across England and Wales and at membership events such as Strategic Conversation. In total, over 80 unions took part in a workshop event, and we expect a similar number to have responded to at least one consultation. Information from the Quality Code consultation supports this level of engagement.

We met with all key sector agencies and bodies to discuss the role of students in the OfS, resulting in NUS influence being seen throughout sector responses.

NUS sat at all levels of the HEFCE architecture, and is a valued partner in decision making processes; we are building relationships to ensure this continues under the OfS.

The OfS has established a Student Panel, which features strong representation from across students' unions, and an ex-officio place for NUS, which Shakira Martin currently occupies.

### TEF

The link between TEF and tuition fees is currently suspended until 2022, to allow for the independent review to be carried out. This is a big success for NUS and the student movement upon which we will continue to capitalise.

The independent review is now stated to begin in 2018-2019, and a Chair should be in place by autumn 2018.

### Quality Code

Written guidance for unions on responding to the Quality Code Consultation (QCC), including encouraging unions to support the appointment of the Quality Assurance Agency (QAA). 46 students' unions responded to the Quality Code consultation, making up 17.6% of all responses.

We ran workshops on responding to the QCC across England and Wales, engaging with over 80 students' unions and submitting a joint response by NUS and TSEP.

NUS team meetings with sector bodies, including UUK, QAA, GuildHE, ECU and Russell Group, to discuss our responses and encourage them to include representations on student engagement.

In January, the QAA proposed an updated version of the Quality Code following the consultation, placing meaningful student engagement in both the core and enhanced aspects of the Quality Code, representing a major win for NUS ahead of expectations.

At the February meeting of the UKSCQA, the VPHE successfully pushed for a commitment to collective and individual student engagement in both the Core and Common practices of the Quality Code, representing a significant win in comparison to the draft that was put out to consultation.

# FE Unplugged and #MyFEJourney

FE Unplugged was launched in 2015 in response to the process of Area Reviews for colleges in England that was initiated by the government, following similar regionalisation processes in Wales, Scotland and NI. The Area Review process has shown that affordable and reliable transport is the most important issue for FE students and so #MyFEJourney was designed to help students' unions and students campaign on transport and travel in their area.

Over this year, we have focussed on understanding the cost and reliability of travel and the impact it has on students and apprentices to give unions the tools they need to campaign for better transport locally into 2018/19.

## Our aim

To ensure as many FE colleges as possible can access affordable and reliable transport, via civic engagement and active campaigning.



## Key actions

- ▶ Production of a campaign guide on how to run an impactful campaign, including a step by step activity plan, template letters, press releases, etc.
- ▶ Production of other campaign resources that help SUs to run their campaigns locally
- ▶ Design and delivery of workshops at Zones and Festival
- ▶ Design and delivery of a one day training at FE Lead and Change
- ▶ An online survey to collect a national picture of the cost of transport for FE students

## Key outputs

- ▶ 10 FE students' unions won some form of discounted travel for their students locally – be it through a local council initiative, their college or a local transport provider
- ▶ 20 FE students' unions ran FE unplugged transport campaigns during 2017-2018
- ▶ Around 100 students received training on how to run FE Unplugged campaigns through our zone conference and FEstival events
- ▶ 1,000 students involved in the campaign by sharing their experiences and stories of travel expense and giving the student movement the evidence it needs to address the barriers that poor quality and expensive travel creates

# Student Funding in Scotland

## The facts

The current system of student support funding in Scotland is underfunded, complex and lacks parity between Further and Higher Education.

YouGov research found that 40% of students felt that financial support was poor in meeting their needs, 70% of students had to supplement the financial support they receive and 14% of these students topped-up their finances with credit cards or other types of loans, including payday loans – with those in the lowest household income brackets more likely to supplement their income in this way.

## Our aim

To reform the student support funding system in Scotland to ensure a right to bursary support for FE students and increased bursary for the poorest students.

## Key actions

- ▶ NUS Scotland's Shaping Scotland's Future campaign secured an independent Review of Student Support in 2016. NUS Scotland joined the Student Support Review Board, chaired by Jayne-Anne Gadhia, CEO Virgin Money, and continued to make the case for students to be paid the equivalent of the Scottish Living Wage with increases in bursary for the poorest students

- ▶ The Review recommended in November 2017 that a new social contract for students was needed with a minimum student income of £8,100
- ▶ NUS Scotland's Budget for Better campaign saw the combined efforts of members across Scotland lobby their representative of the Scottish Parliament (MSPs)
- ▶ Overall the Review recommended that students should be entitled to a Minimum Student Income based on the Scottish Government's Living Wage, for most students this is calculated to be £8,100 per academic year

## Key outputs

£21 million total additional funding for students in Scotland, announced by Nicola Sturgeon, Scotland's First Minister in June 2018, broken down as:

- ▶ Over £5 million for £8,100 in bursary support for care-experienced students, starting this year
- ▶ £16 million additional annual investment in bursary support
- ▶ An increase to the point at which graduates repay their student loans – to £25,000

# National Society of Apprentices

## The facts

Apprentices are some of the most under-represented learners in the UK:

- **Pay** – The Apprentice Minimum Wage is £3.70 an hour. One in five apprentices are not paid the wage they are entitled to
- **Quality** – Apprentices should receive 20% off the job training and the education part of earning and learning. Half of employers are unaware of this
- **Voice** – For the first time in its long history, NUS has its first apprentice elected as a Full Time Officer but in a movement of 7 million three quarters of the 800,000 apprentices are still unable to participate in our democratic structures

## Our aims

The National Society of Apprentices (NSoA) delivers apprentice voice at a local and National and European level.

The NSoA help apprentices work collectively and amplify their voice through research, community engagement, and through working in partnership with training providers and employers to improve quality of delivery.

Women in Apprenticeships Group launched as NSoA first liberation group.

5 NSoA members on the Institute for Apprenticeships panel to embed apprentice voice.

European Apprentice Network (ESU for apprentices) – launched in spring of last year.

NSoA apprentices collaborated with Policy Connect to produce Spotlight on Social Mobility Report.

Learning and work report Sticking to the Rules on Apprenticeship Pay.

Cost of Living Survey with TES.

NSoA policy on apprenticeship levy and travel included in conservative manifesto. NSoA policy on travel adopted and developed by Labour party.

## Key outputs

- 1,000 apprentices engaged across 4 nations
- NSoA Leadership Team
- Extending work of the "Travel campaign in 2 hours for reduced travel fares for apprentices
- New priorities identified at membership events by Leadership Team including Apprentice pay, cost of living, travel and quality apprenticeships



# Learner Voice Framework

## The facts

Learner voice and partnership with students drives positive change and innovation in teaching and learning, but the marketisation of education and a quality system that is increasingly based on metrics and fees, risks the learner voice being sidelined at least or ignored at worst.

## Our aim

To achieve a culture shift that puts learners at the heart of future teaching and learning.

## Key actions

Our work centres on the importance of student engagement in driving quality and improvement through the development of new models of learner voice, underpinned by principles of partnership and collectivism. To achieve this we:

- Work with FE and HE providers to demonstrate positive value of an infrastructure that reflects students' views
- Support the development of effective approaches to learner and student involvement in curriculum co-design and enhancing teaching
- Raise awareness of how students, lecturers and students' unions can work together to embed liberation and education for sustainability within the curriculum

## Key outputs

- Launch of the framework (November 2017) based on five sector-shaped principles:
  - Partnership
  - Empowered Learners
  - Inclusive
  - Embedded & Valued
  - Being Invested, Strategic and Sustainable
- Creation of the Learner Voice Framework website: free for all students' unions and post-16 education providers with functionality for self-assessment against the framework and creation of their own personal development plan (January 2018).
- 38 organisations currently working through the Learner Voice Framework (June 2018)
- Membership Engagement team trained to support and coach all interested students' unions through the self-assessment framework (January 2018).



# Mental Health Scotland

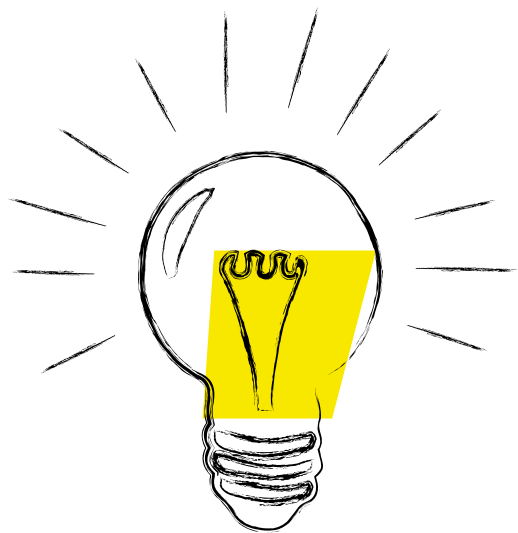
## The facts

Evidence shows that individuals must feel safe and well before they can learn; our own research has shown that 78% of FE and HE students experience mental health difficulties. These have been exacerbated by rising levels of student debt, poor housing and cuts to mental health services.

NUS Scotland's Think Positive project has pioneered the path towards supporting students experiencing mental ill health, tackling stigma and discrimination, and promoting wellbeing in colleges and universities.

## Our aim

To ensure a healthy, happy student population across Scotland, but even more so, we want a student population that can talk openly and without concern about their mental wellbeing.



## Key actions

- ▶ Think Positive brings student associations and their institutions together in a formal Student Mental Health Agreement to work jointly on mental health issues on campus
- ▶ Provide a framework for universities and colleges to build strong support for students and staff around mental health
- ▶ Understand the experiences of students living with mental ill health to find out what stigma and discrimination they are facing, and how they manage studying alongside their illness

## Key outputs

- ▶ The Scottish Government now expects all universities and colleges to develop a mental health strategy and ensure services are in place that are sensitive to the varying needs of students
- ▶ The Charter for Student Rights on Mental Health outlines ten rights that students believe underpin a positive mental health model for Scotland's universities and colleges
- ▶ Produce research on current mental health provision across Scotland's colleges and universities to highlight best practise and identify gaps in provision

# Wise Wales

## The facts

Wise Wales engages students as active participants in the leadership, management, development and delivery of their own educational experience and is a defining feature of Further and Higher Education in Wales.

## Our aim

To create a culture of meaningful partnership between educators, students' unions and students across Wales.

## Key actions

Wise Wales' partnering organisations and institutions work closely and collaboratively with learners to achieve joint aims and goals; reinforce, share and build upon current good practice in student partnership in Further and Higher Education; and learn from partners across the UK, Europe and elsewhere to help Wales enhance and improve the student experience.

## Key outputs

- ▶ Wise Wales' two annual conferences, Course Representative Conference and Partnership Conference, engaged with over 60 delegates overall and received largely positive feedback. 100% of delegates attending Course Representative Conference said they would recommend the event to others
- ▶ The work on the Pathways to Partnership Toolkit for Higher Education institutions was completed this year with the publication of a summary report outlining areas of good practice in Wales, as well as highlighting room for improvement
- ▶ The Pathways to Partnership project for Further Education institutions was also completed with the publication of seven learner voice resources alongside a Wales-wide overview report of partnership practices. The resources cover subjects such as Student-Led Teaching Awards and monitoring the diversity of course representatives

# Taking the Hit – Student Drug Use Survey

## The facts

Young people tend to use drugs at higher rates than the rest of the population yet there is little research exploring students' attitudes and experiences towards drugs in the UK. The education sector is diverse in its response to student drug use; some institutions operate zero tolerance policies towards drug use whilst others seek to provide support and help where it is needed. Students' unions are similarly diverse, some provide good quality information and advice around drugs whereas others are reluctant to engage in open and honest dialogue when it comes to illegal substances. Students from liberation groups are particularly impacted by drug policies. The silence and stigma around drugs is damaging; it prevents us from learning responsible behaviours, promoting healthy attitudes and keeping students safe.

## Our aim

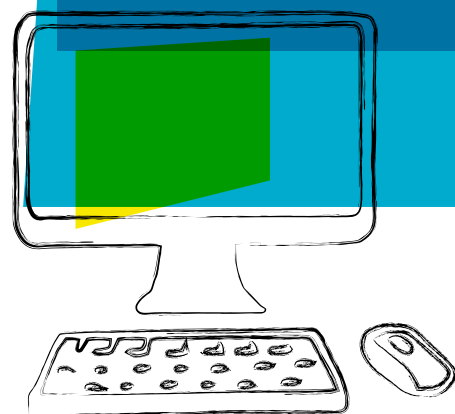
To use the findings of the first ever comprehensive national study to understand the nature of students' drug use and institutions' responses thereby helping students' unions and our movement better support students who use drugs and enable them to stay in education.

## Key actions

- ▶ Ran in partnership with drug charity Release, the NUS research study is an important step in ensuring institutions and students' unions policies are based on current and credible evidence and their practices have the best interests of students at their heart, with special attention to the experiences of those from liberation groups. This means shifting away from a punitive approach towards a supportive one, prioritising access to education and making our campuses safe

## Key outputs

- ▶ Over 2,800 respondents to the survey
- ▶ Analysis of over 150 HE institutions' policies and responses relating to drug use
- ▶ Extensive mainstream and sector media coverage including sparking a 2 hour debate on student and drugs on LBC radio
- ▶ Commissioned further qualitative research on Trans students' drug use



# Muslim Students Survey

## The facts

There are an estimated 330,000 Muslim students in HE and FE in the UK, against a backdrop of increasing anti-Muslim sentiment:

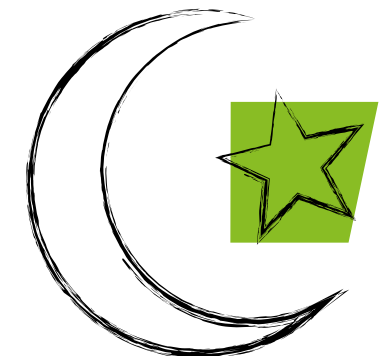
- ▶ One in three Muslim students live in fear of Islamophobic attacks or abuse on campus, with women who wear traditional Islamic garments most concerned for their safety
- ▶ More than half of Muslim students have been subjected to harassment or abuse online
- ▶ A third of Muslim students say they have been victims of crime or abuse at their place of study and most (79 per cent) of those who suffered abuse felt they had been targeted because of being Muslim
- ▶ One third of students have been negatively affected by the counter terrorism Prevent duty; ranging from being reported to authorities to disengaging from student politics for fear of being reported

## Our aim

To implement the recommendations of the NUS report to fight Islamophobia and create a more inclusive environment for Muslim students where they feel safe to fully participate in student life and politics.

## Key outputs

- ▶ In November 2017, NUS Women's and Black Students' campaigns undertook research to understand the experiences of Muslims in Further and Higher Education in the UK
- ▶ 578 responses were received
- ▶ The resulting report – "The experience of Muslim students in 2017-2018" – was launched in March 2018
- ▶ As a result of the findings of the research, a range of recommendations for students' unions, FE and HE institutions and the NUS were evolved. These range from improving support services and reporting mechanisms to increasing Muslim leadership and civic engagement, creating healthy spaces for political and academic debate and positive media representation
- ▶ Significant media coverage achieved (Independent, BBC) and the report has been adapted for upcoming academic book on Islamophobia





# Staff Student Sexual Misconduct Research

## The facts

The environment of Higher Education is rife with casual misconduct, harassment, sexism, sexualised and sexist behaviours. There has been lots of progress in the sector on sexual harassment among students but little is known of misconduct involving staff.

## Our aim

To achieve an in-depth understanding of the extent, nature and impact of this phenomenon in order to come up with recommendations that will prompt a swift and effective response from Higher Education institutions.

## Key actions

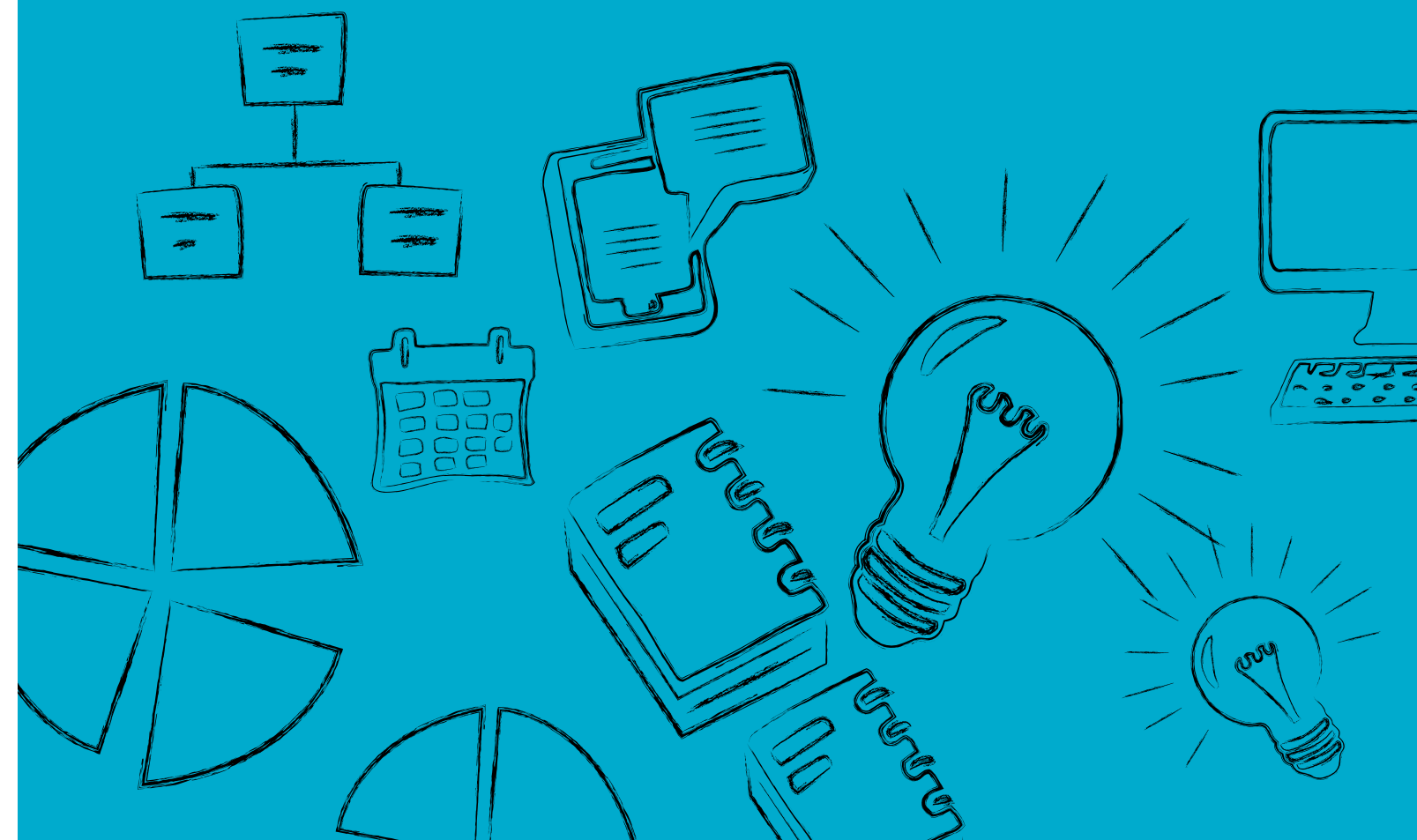
- ▶ The NUS Women's Campaign in partnership with lobby organisation The 1752 Group undertook undertake the first ever piece of research of staff sexual misconduct in Higher Education in the UK

## Key outputs

- ▶ Research study began in May 2017, survey launched in November 2017
- ▶ Over 1800 survey responses gathered and four focus groups conducted
- ▶ Findings published in April 2018 in a ground-breaking report "Power in the academy: staff sexual misconduct in UK Higher Education"

The NUS Women's Campaign in partnership with lobby organisation The 1752 Group undertook the first ever piece of research of staff sexual misconduct in Higher Education in the UK

# Being an Outstanding Student-led Campaigning and Membership Organisation



# SU Governance Code

### The facts

Good governance is essential for students' unions to function effectively. If unions get their governance right, it can drive performance across all areas of the organisation. The SU Governance Code is a framework for unions to assess the strength of their governance and use it as a roadmap to improvement roadmap to improving it. It is underpinned by a governance support offer and peer verification of the code.

### Our aim

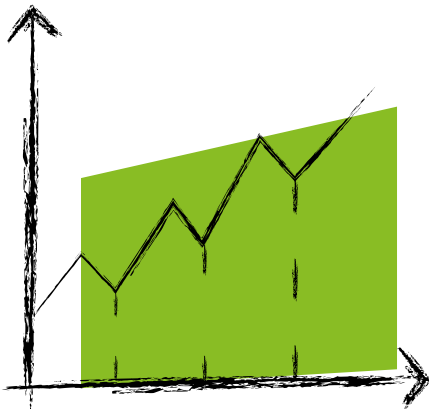
To improve governance of students' unions, drive performance and resilience.

### Key actions

- ▶ We have adapted the Charity Sector Governance Code, working with our member officers, staff and trustees. It is a bespoke and aspirational look at what governance in our sector could be
- ▶ The Quality hub houses the Code on NUS Connect and unions can access a range of resources developed by NUS, examples of shared practice from other students' unions and links to other sources of governance related advice and guidance. It is the one stop shop for governance improvement in a students' union

### Key outputs

- ▶ Published new SU Code of Governance
- ▶ A governance support offer that is relevant and accessible for unions based on research into governance practice in SUs
- ▶ Peer review training
- ▶ How to use the code webinars and guidance
- ▶ Supporting resources



# Quality Students' Unions

### The facts

As a movement we believe in serving student interests, as determined by students, through vibrant democracies, accessible, relevant and responsive services, successful campaigning and influencing, building effective partnerships to further our aims, being employers of choice, demonstrating our impact, and constantly and relentlessly pushing ourselves to do better for students year after year after year.

Quality Students' Unions (QSU) is a holistic and bespoke organisational development tool that demonstrates quality in students' unions.

### Our aims

Students' unions and exciting democratic membership organisations that change and morph incredibly quickly. Colleagues across the sector have innovated, collaborated and created fascinating examples of excellent practice in their contexts and we're catalysing the development of SUs through Quality Students' Unions.

### Key actions:

- ▶ The new peer-driven Quality Students Cohort has been successfully launched
- ▶ The remaining challenge is to ensure that all students' unions understand what is offered and can gain access

### Key outputs

- ▶ 27 unions certified to date
- ▶ 21 unions in the 2018-2019 cohort
- ▶ Cohort includes 4 sub-groups, 6 subject specific webinars, 2 support days, a NUS contact for programme support and access to experts at NUS for different components
- ▶ A Quality hub on NUS Connect

Students' unions are exciting democratic membership organisations that change and morph incredibly quickly

# The Evolution of NUS Extra

## coming August 2018

### The facts

NUS extra provides over 940,000 students and vocational learners with market leading discounts with their favourite brands, thereby generating a vital source of income for the student movement.

### Our aim

To digitally transform our discount proposition into Totum, a much broader, cooler and superconducting digital product to support SUs and students.

### Key actions

- ▶ In 2017 we welcomed a new organisation to the NUS family, OneVoice. OneVoice is an incredibly exciting new joint venture between NUS and Arrk Group which brings together expertise in the commercial student market with large scale digital innovation
- ▶ This partnership will deliver a step change new product; 'TOTUM, powered by NUS extra'. The TOTUM platform will incorporate an enhanced student discount product along with a suite of new digital offerings. This will deliver outstanding benefits to the entire student eco-system; students, students' unions, and our partners
- ▶ Launch of phase one in August 2018, offering far more functionality to students and SUs. Launch of phase one in January 2019, offering students more control over their finances and seamless access to discounts

- ▶ To get the most from the platform students will need to purchase the card and download the app. The integration of the app and card will allow TOTUM to offer exciting discounts, access to local deals, proof of ID, and over time it will grow to be a key part of student life
- ▶ TOTUM will support students' unions to promote, and connect, students to activities and events
- ▶ The new product will still provide great discounts along with better information to students' unions which will allow them to deliver local discounts in a less manual, leaner way. TOTUM will give students' unions a new platform for delivering locally sourced deals and increase their commercial reach

### Key outputs

- ▶ 940,000 active cardholders in 2017-2018
- ▶ Sold in over 600 SUs
- ▶ 12% year on year increase in Apprentice cardholders
- ▶ Over 42,000 international discounts in over 130 countries now available
- ▶ £100k surplus to forecast, being invested in supporting students' unions to deliver Totum in their SU

# Trading Support

### The facts

NUS Services is the commercial arm of the National Union of Students, resourcing the student movement through three core services: purchasing, commercial development and infrastructure support. The Trading Support business model provides an end-to-end supportive Trading solution which is designed to deliver better value for students' unions.

### Our aim

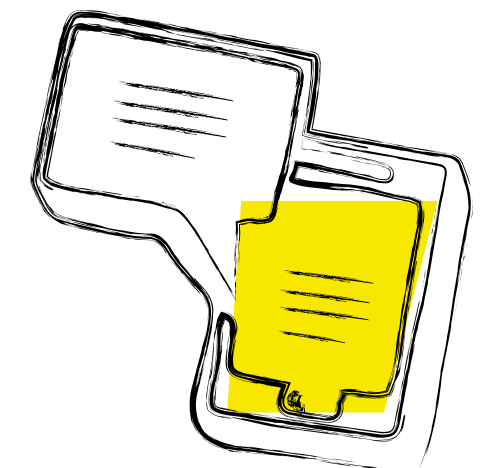
Trading Support aims to maximise the benefits of a collective approach to trading and to develop member benefits that reward the collaborative performance of members.

### Key actions

- ▶ Every penny of profit made by Trading Support goes to our charity and back in to students' unions
- ▶ Trading Support provide evidence-based data from the competitive market place and student consumers to build industry leading insight to support growth in students' unions
- ▶ The Trading Support team provide commercial operational expertise to our members student unions
- ▶ The buying function purchases circa £48m and Central Billing process circa 170,000 invoices
- ▶ Ethical and environmental screening is conducted for all suppliers
- ▶ We operate a Best Bar None scheme to reward student union licensed trade premises for good practice

### Key outputs

- ▶ Trading Support is predicting a £155k surplus against budget
- ▶ 644 hours were spent in students' unions by the Trading Support team
- ▶ 72 people attended Communities of Practice through the year
- ▶ At the CEU and Annual Participants Meeting, members voted in favour of all the resolutions proposed, meaning there's now an additional £250,000 available for development activity in students' unions across NUS extra and Trading, a new Board to stand for, and actions to develop Best Bar None. This will give us a platform to enter the new financial year to continue to set the bar for the way business should be done



## #GenerationVote Campaign

### The facts

Students' unions play a vital role in ensuring the student voice is heard. In many marginal seats across the UK the student vote has meant the difference between an MP keeping or losing their seat. The 2017 General Election showed at best, students are a force to be reckoned with and one that politicians cannot ignore – and yet, despite young voters surging to the polling booths in 2017 (64% aged 18-24), young voters on average remain the lowest ranking demographic to vote. Of which a part can be ascribed to the lack of true democratic equality in the UK and NI with 16-17-year-olds still being unable to vote in elections.

### Our aim

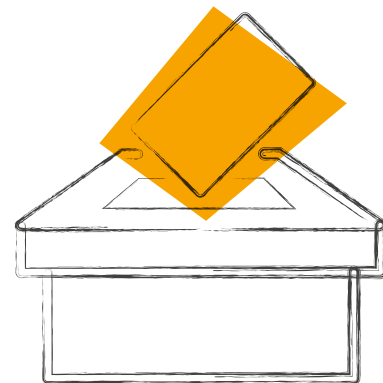
To ensure that student unions are best equipped to develop a strong and influential collective voice in campaigns and to conduct as many as possible to engage in civic life and initiate change in all local and national elections across the UK.

### Key actions

- ▶ During the approach to the 2018 local elections, we prepared a downloadable #GenerationVote guide which included all the facts and jargon students needed to know about the voter registration process, and lots of tried and tested ideas for how unions could conduct engaging and effective registration drives
- ▶ During the approach to the first reading of the Votes at 16 Private Members Bill on 11 May we set up a write to/tweet your MP form – asking students to contact their MP and urge them to attend the Private Members Bill.

### Key outputs

- ▶ #GenerationVote campaign guide to the local elections was downloaded by 1,890 people
- ▶ Social media graphics, posters and bunting designed – 367 were downloaded and used
- ▶ Guidance also prepared on political activity in relation to students' unions and on how to organise hustings with prospective candidates
- ▶ #Votesat16 downloadable resources were made available campaign, including social media graphics, posters and bunting. There were collectively downloaded 432 times over the period of the campaign
- ▶ We held a photo call day at UK Parliament, with 51 MPs attending in support of the campaign
- ▶ We held a social media day of action. The overall day resulted in 100 increased followers, #Votesat16 trending for an hour and the average retweet/like ratio of our twitter sight increasing by 11%
- ▶ #EqualiTeawhatEqualiTea social media campaign saw wide engagement, and tied in to wider campaigns beyond #Votesat16



## Home to V8te

The Home to V8te campaign was created as there was a referendum taking place in May 2018 in the Republic of Ireland on repealing the 8th amendment to the constitution.

The 8th amendment made abortion illegal and a 'yes' result in the referendum would overturn this.

### Our aim

To ensure as many Irish students could participate in the referendum as possible in order to establish their civil engagement and democratic rights.

### Key actions

- ▶ NUS-USI along with NUS and USI, working with students' unions, created the Home to V8te bursary scheme that helped fund travel for people studying in the UK who were eligible to vote in the referendum. The fund was open to all students irrespective of their stance on the referendum
- ▶ The 'yes' victory in the referendum in May 2018 means Ireland will likely soon legislate to deliver provisions for abortion there

### Key outputs

- ▶ The Home to V8te campaign helped 132 students from students' unions across the UK to go and vote in the referendum, and it also captured the imagination of the wider student movement for innovation and responsiveness it provided for students and students' unions
- ▶ The early development of phase two of the campaign to continue delivering future work

**Congratulations to our partner Union, Union of Students in Ireland who mobilised students and made an enormous difference to the #Repeal8th campaign by making sure students registered to vote and got out to vote**



# Fantastic, no plastic!

## The facts

322 million tonnes of plastic is produced globally each year, with 8 million tonnes leaking annually into the ocean. Reflecting the global movement to eliminate plastic pollution from our landfills, streams, oceans and beaches, students show strong support for action on plastics, with 77% supporting a desposit return scheme for single-use bottles, 66% supporting a consumer levy and 52% supporting a ban on single-use plastics.

## Our aims

For unions and institutions working to end plastics pollution from own premises and contractors, through supporting the trialling of innovative solutions and the student population is mobilising to take personal action on plastics.

Below is an outline of a programme of student and union engagement, run by the NUS Sustainability and Trading teams:

## Key actions

- ▶ Launch of the #TheLastStraw campaign
- ▶ Launch of the #CoffeeCup Campaign
- ▶ Supplier engagement on single-use plastic reduction plans
- ▶ Sessions on plastics at Student Sustainability Summit, Conference and Convention events
- ▶ Development of supporting visual materials and media across the campaign
- ▶ Working to bring on new product solutions

## Key outputs

- ▶ 805 individuals and student unions have signed #TheLastStraw pledge to date. Over 40 students' unions have got rid of plastic straws. Trinity Saint David SU became our first plastic-free bar
- ▶ Sheffield SU has made a waste-free shop and Leeds SU exploring a plastic-free aisle
- ▶ In April 2018, at NUS Conference, students passed policy on plastics, mandating NUS to take action on this issue
- ▶ We are working with Manchester Mayor Andy Burnham to convene if or how a roundtable in Manchester to see if/how Manchester can have the world's first single-use plastic-free campuses – including Manchester institutions and NUS suppliers
- ▶ Considerable work with the NUS supply chain, beginning with a request for information on single-use plastics from our soft drink and food-to-go suppliers. Funding secured from WRAP to run a project next year that will reverse the social norm of single-use coffee cups, working with 5-6 institutions to trial interventions
- ▶ Approximately a third of the student-led projects through the My World My Home (NUS / Friends of the Earth) programme this year have been on plastics
- ▶ A plastic-free aisle solution, reusable cup and water bottle brands will be launched at Tradeshow in July 2018, which has required the listing of 4 new NUS suppliers
- ▶ In development campaign partnership with Friends of the Earth on plastics

# Case Study

## Kyle Smith from Reading Uni, 'The Last Straw'

"At the start of the year, I went through our democratic 'Student Voice' process to attempt to pass a new policy. The policy I outlined would include taxing plastic straws 5p in RUSU venues, to deter use, and raise money that could be redirected into green initiatives.

"My policy paper drew on my own research into the success of the plastic bag levy used across the UK; in order for a levy such as this to be successful, the target audience needed to be educated of environmental issues, with an existing invested interest in to the importance of being good to environment. A survey I completed prior to implementing the policy found students from Reading were suitable; 92% of respondents ranked themselves as being at least quite aware of environmental issues (44% felt very aware, 48% felt quite aware) and 96% of respondents ranked environmental friendliness as at least quite important (70% felt it was very important, 26% felt it was quite important). Furthermore, 82% of these respondents said they would not continue to use straws if there was a 5p levy attached.

"Quantifying further data provided by the survey allowed me to make a rough estimation that based on the respondents' straw use habits, prior to the levy we could have been seeing an average of 1.75 straws per student, each night. On a busy club night at our student nightclub we could expect to see 2,000 students; this would equate to approx. 3500 straws. If 82% of these students, equating to 1,640 individuals, did not use straws, approximately 630 would be used at the end of the night; 2,870 less straws than the previous figure.

"Thanks to the hard work of myself and many others within RUSU associated with the policy, it

passed the vote – it became one of the, if not the most voted on policy in Student Voice history. It came into effect in February, with February 21st being the first night of its implementation. With a footfall of 1,970 we sold 658 straws, equating to 0.33 straws per student – much lower than the pre policy estimation! Our most recent night saw a footfall of 410, with 48 straw sales, equating to 0.12 straws per student – nearly one straw for every 10 students!

"Overall, our average straws per student since the policy came in sits at 0.2 straws. This means since we began taxing straws, we now average out at 1 straw used for every 5 students. This is incredibly low; especially when you consider most students will buy more than one drink on a night out. I've even had students come to me to say they now bring their own straws!

"Additionally the policy has made over £200, which we can give to local environmental charities and invest in our own green initiatives. Not only does this help us give back to the environment, but our local community as well, strengthening bonds between the university and said community.

"I am incredibly happy with the huge success of our plastic straw tax (it would seem my university is as well, as it featured in this lovely news article <https://www.reading.ac.uk/news-and-events/releases/PR757397.aspx>) and I thought it may be useful to share with you. I think it is a relatively easy system to implement, and many other student unions across the country should look at introducing similar practices. If we did this across all universities our plastic consumption would decrease greatly."

### Kyle Smith

*Reading University Student's Union (RUSU)  
Environment and Ethics Officer*



# Employer Brand

### The facts

Despite great strides in our diversity and accessibility, this is still not reflected in the diversity of the people who make up and staff the student movement.

### Our aims

To build an employer brand that makes NUS and students' unions organisations capable of attracting and retaining diverse talent from both inside and outside the student movement; to ensure that this diverse workforce will deliver outstanding results and develop a respected learning and development experience within NUS and the wider student movement.

### Key actions

- ▶ To develop and implement best practice that promotes diverse and inclusive workplaces, working with students' unions to strengthen recruitment, induction and development practices
- ▶ Strengthen brand awareness through marketing of the su.careers jobs site

- ▶ Increase level of understanding of the types of professional roles available across the movement with a career pathways section on the site
- ▶ Understand current diversity representation across the movement to improve the number of (senior) women and Black candidates we recruit
- ▶ Use the brand toolkit and website to enable students' unions and NUS to bring the brand values to life in the experiences of their people

### Key outputs

- ▶ 524 job adverts posted
- ▶ Average 44 jobs advertised per month
- ▶ 153,906 unique page views
- ▶ 1,241 candidates registered on the site
- ▶ For those registered, 78% have shared diversity data with us which is helping us to understand and act on the representation of candidates
- ▶ 105 students' unions registered to use the site

Data from May 2018

'I have found the adverts are much more attractive through using the new format and would appeal more to people who want to apply'

Lauren Smith, HR Adviser, Warwick Students' Union

# Learning Academy

### The facts

Launched in November 2017, The Learning Academy was created by NUS and expert training providers and based on students' union priorities. It provides learning opportunities delivered in a variety of methods including face-to-face, online and blended programmes. All training is delivered by experts from NUS or external partners and quality assured by the learning and development team.

### Our aim

To become the hub of learning and development for the student movement.

### Key actions

The Learning Academy currently offers the following core courses:

- ▶ Lead and Change
- ▶ Leadership on Race Equity
- ▶ Mental Health First Aid Training
- ▶ Train the Trainer
- ▶ Creating Equity at Work
- ▶ Aspiring Women Leaders Training Programme

Online modules currently available include:

- ▶ Introduction to NUS
- ▶ Introduction to Parliament

### Key outputs

- ▶ Free Race Equity training was provided for CEOs'
- ▶ Between 85% and 100% satisfaction for Lead and Change 2017
- ▶ Over 600 people trained through the Learning Academy this academic year
- ▶ 28 Communities of Practice running across the country
- ▶ 30 future SU leaders enrolled onto our Aspiring Women Leaders programme
- ▶ As part of Mental Health First Aid training, recognising warning signs of mental ill health, and develop the skills and confidence to approach and support someone whilst remaining safe. Empower someone to access the mental health support they might need for recovery or successful management of symptoms. This could include self-help books or websites, accessing therapy services through their GP, their school or place of work, online self-referral, support groups, and more

# Race Matters

## The facts

The Race Matters report (2015) provided an invaluable insight into the current landscape for Black staff, and highlighted:

- ▶ Black staff are committed to and enthusiastic about working in the movement
- ▶ 18 per cent of Black staff have experienced racism at their union
- ▶ Only half of respondents thought their union had taken action to consider the needs of Black staff
- ▶ There is a lack of career progression/development for Black staff
- ▶ No respondents could cite a single example of good practice around race equality focused on staff at their union
- ▶ A key element to improve Black staff representation will be to increase the number of Black student officers

## Our aim

To begin to dismantle structural racism in the student movement, in order to create an environment that promotes race equality and allows Black staff to be represented at all levels of the workforce and thrive.

## Key actions

- ▶ The Race Matters Report led to a landmark six-year project for NUS with a clear focus on career progression for Black staff in the student movement. The project aims to address the findings from the Race Matters Report and action a set of recommendations which were designed to begin to address the structural barriers to race equality in the student movement, increase the representation of Black staff and ultimately create inclusive unions. NUS has identified 5 main areas of work NUS will focus on from 2016-2022 to support FE and HE unions in addressing the Race Matters Findings. NUS will also implement the programme internally. The 5 areas of work look specifically at leadership, employer brand and inclusive recruitment, organisational culture and practice, career development opportunities for Black staff and officers and engaging Black students

To begin to dismantle structural racism in the student movement, in order to create an environment that promotes race equality

## Key outputs

### Black Staff Network established

- ▶ Chair of Black Staff Network established
- ▶ 30 staff members from across the UK student movement attended the first meeting
- ▶ Black Staff Workplace Facebook Group launched

### Creation of Career Insights Guide

This guide showcases the insights from a diversity of Black leaders, from a range of sectors, on achieving career success through exploring topics such as career progression, resilience, workplace racism and the importance of Black representation.

### Launch of Race Matters Hub

A one stop shop for keeping up to date with the progress of the Race Matters work including Black Staff Network meeting dates, resources, helpful tips and useful information.

### Delivery of Leadership on Race Equity Training Sessions

The training gives delegates from the Leadership Team the ability to improve their anti-racist practice and support the work outlined in the Race Equity Plan (REP) in order to contribute to NUS's commitment to fighting institutional racism and make change at an organisational level.

- ▶ Number of Leadership on Race Equity Training sessions that were delivered to Sus – 8
- ▶ Number of participants in total – 94
- ▶ Stats from evaluation reports:
  - Recognise your personal role and responsibility in fighting racism – 100%
  - Determine potential action to take to respond to racism at a cultural and institutional level – 100%
  - Identify methods to increase your understanding of racism, and of others around you – 100%
  - Increased levels of trust in the Senior Leadership Team among Black, Muslim and Jewish staff, officers and volunteers – 100%

# Race Equity in NUS

### The facts

In February 2016, following a complaint by the Black Students' Officer, the NUS commissioned an independent review to investigate the allegation that the union is institutionally racist. This found that the NUS, as an employer, had "seriously failed to support Black staff, officers and volunteers and has considerable work to do to address the poor understanding and engagement of race and racism amongst white staff and associates." In addition to its findings, the review made a series of recommendations. NUS welcomed both the findings and recommendations without reservation.

### Our aim

To be a racially just organisation – one which is determined to attract and retain diverse talent so we can continue, as we have throughout our history; to be at the vanguard of societal change to begin to tackle institutional racism and create lasting organisational change.

### Key actions

► The creation of a five-year Race Equity Plan to outline the proactive approach and steps needed to address the findings of the review, alongside additional information available on racial disparities and racism in the organisation. At the centre of this plan are the experiences of Black, Muslim and Jewish staff, officers and volunteers. Its approach is grounded in the view that racism is deeply embedded in all facets of society, including all institutions, such as schools, universities and workplaces

► NUS will also ensure that all initiatives and projects to improve the experiences of NUS Black staff and officers will also be implemented as a part of our Race Matters work. Relevant actions from this plan will also be incorporated into the Quality Mark to encourage race equity within students' unions

### Key outputs

- All staff and trustees trained in Creating Equity at Work and Race Equity courses
- Culture diagnostic undertaken by Pecan Partnership to identify how to build a healthy positive culture
- Introduced an anonymous and confidential whistleblowing channel to reduce the number of racist incidents that go unreported
- A comprehensive project is underway to improve processes to deal with racist incidents, which includes reviewing relevant policies, mapping and reviewing current reporting and complaints channels and interviewing key stakeholders
- Developed a factsheet on dealing with racist incidents briefing, which included a focus on racial microaggressions, for all managers accompanied by a briefing session to the Executive and Leadership teams
- NEC received a briefing on a range of channels available to them to feedback to NUS on poor practices and behaviours and how to report incidents more formally

# Gender Pay Gap in NUS

### The facts

Organisations with more than 250 employees must publish their gender pay gap figures annually. NUS is a relatively small organisation. We have around 210 employees and although we aren't legally required to publish our figures, we're sharing them as part of our commitment to transparency around our equality and inclusion work.

The gender pay gap is the difference between the average hourly earnings of men and women in an organisation. It's different from equal pay where men and women performing the same or similar work must legally be paid the same.

### Our aims

We're pleased that our median gender pay gap is less than the national average, of 18.4%. That doesn't mean we're complacent, however, it's a priority for us to understand the detail of what's driving our data and how we can narrow the gap further.

We aim to have a comprehensive, progressive and inclusive approach across all of our people policies at NUS. Overall our workforce has a higher proportion of women than men – roughly 71% to 29% – and there are slightly more women than men in the lowest two pay quartiles. As we look at our gender pay gap, we will think about the following areas in developing our action plans:

### Key outputs

- Making sure our policies and procedures are up to date and fully support all of our intended equality outcomes in practice
- Analysing the detail around recruitment and selection, full and part-time employees, flexible working patterns, the impact of parenting and more
- A nuanced approach to career and talent development
- How we support line managers to understand and talk about the issue

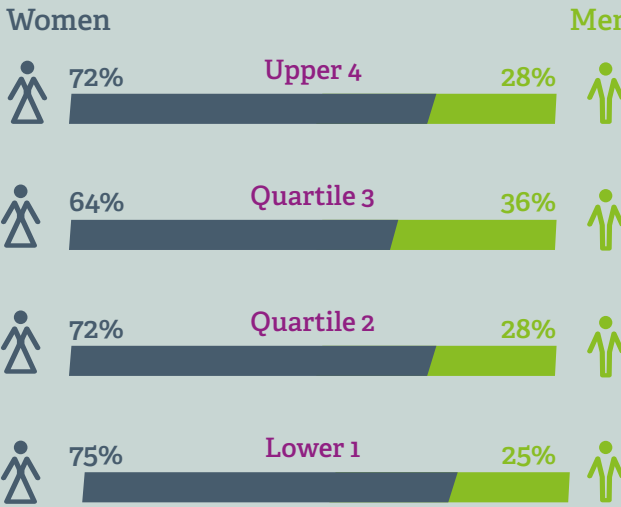
### Our results – January 2018

Mean = 6.3%

Median = 6.8%

For comparison, the national median gender pay gap for all employees is 18.4%

### Hourly Pay Quartiles



# Key Priorities for the Year Ahead

July 2018 – June 2019

In 2017, a group wide Key Performance Indicator of 80% Membership satisfaction by 2020 was agreed for the NUS Group. Our membership satisfaction survey carried out in 2017 shows our current satisfaction rating is 48% which means we have a significant stretch to achieve that goal.

Your feedback is important. We have listened and we are committed to making the changes to what we do and how we do it to improve membership satisfaction in the coming year. These five priorities will sit alongside business as usual activity.

Priorities 1 – 4 are all activities that you will see, experience and be part of in 2018-2019.

Priority 5 is thinking about the future and will be using existing data, newly commissioned insights and engagement with you to build a picture of how can we make sure that students' voices and students' unions really matter; and to understand what reform is needed to ensure your National Union is designed for success.

Further detail will be published on NUS Connect shortly.

2018 – 2019 Priority	NUS 100 strand
Reconnecting with the membership through one unifying campaign: Black Attainment Gap	Everyone can access and excel in post 16 education
Reconnecting with the membership by making Totum a Success	Developing a strong influential and collective student voice
Reconnecting with the membership by improving their satisfaction and their experiences with NUS	Supporting excellence in students' unions
Reconnecting with our staff and officers through work to improve our organisational culture and embed race equity	Being an outstanding membership organisation
Reconnecting with members by involving them in what next for NUS	Being an outstanding membership organisation

# Our Team and our Values



Underpinning our vision and mission are our five cultural values that we expect everyone that is part of the organisation to champion and demonstrate every day:

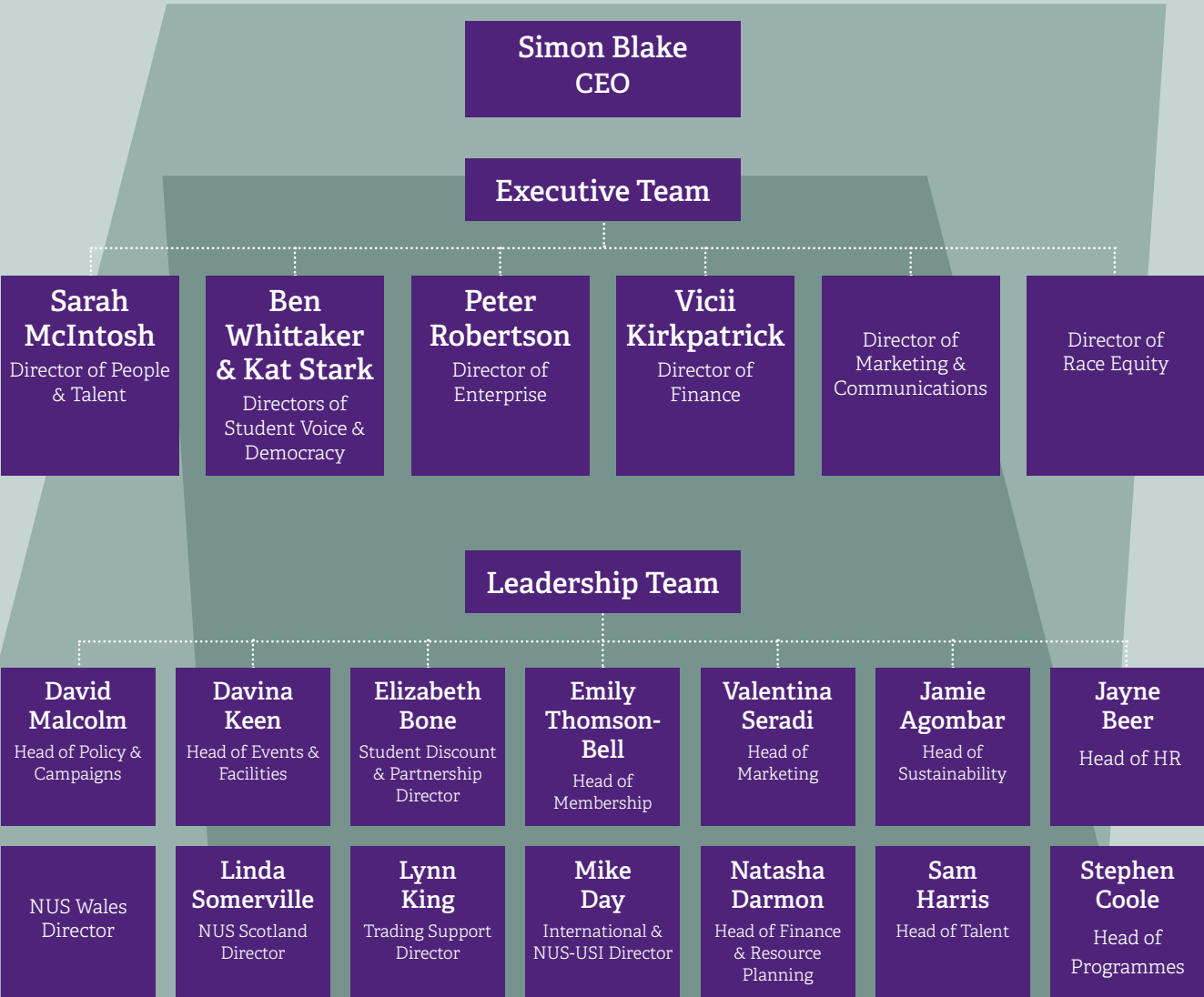




# Full-time Elected Officer Team



# Executive and Leadership Teams





## Thank you!

Thank you to you – officers and staff from all corners of the UK student movement for the countless hours you contribute to your national movement, across your localities and regions, as well within your individual students' unions.

Our student movement has a rich and long tradition of winning for students and students' unions through collectivism and ultimately creating a just and sustainable future.

Particular thanks to everybody who has been a member of a Charity Advisory Group, a Direction and Oversight Board, a trustee or director on a Board; a volunteer at a conference, tutoring on Lead and Change or being part of a task and finish group. It is your expertise and your willingness to give your time freely that makes the student movement the unstoppable force for change in education and wider society. It is appreciated.



[www.nus.org.uk](http://www.nus.org.uk) [www.nusconnect.org.uk](http://www.nusconnect.org.uk)



@nusuk @nusconnect @nusextra  
@nuswales @nusscotland @nus\_usi



@nationalunionofstudents @nusextracard



@nus\_uk



This report will be available online in Welsh.

