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Date Produced:	12/05/2016
Meeting date:	n/a
Meeting of:	n/a
Action:	Note
Summary:	This paper contains all the live policy for the Postgraduate Students Campaign as agreed by Postgraduate Students Conference 2014, 2015 and 2016.
Equality Impact Assessment:	n/a
Publication	For publication and circulation to Student's Unions

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Purpose of This Document

This document contains all the policy currently in effect for the Postgraduate Students Campaign. This is the policy that the Postgraduate Students Officers and the Postgraduate Students Committee are responsible for implementing and is sometime known as 'Live Policy'.

Policy Lapse

Policy Lapses in 2 circumstances

1. If a subsequent policy over-rides it.
2. After 3 years unless Postgraduate Students Conference votes to renew it.

Policy passed at Postgraduate Students Conference 2013 will lapse at the end of Postgraduate Students Conference 2016.

What You Need To Do

If you are considering submitting policy to Postgraduate Students Conference, you should first check whether any policy is currently 'live' for that issue and whether you need to change the National Union's current stance on that area of work.

If you require this document in an alternative format contact executiveoffice@nus.org.uk

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Policy Passed At Postgraduate Students Conference 2014

PG141: Society Needs Qualified Teachers

Conference Believes:

1. Nearly 30,000 students complete a Post-Graduate Certificate in Education (PGCE) or Post-Graduate Diploma in Education (PGDE), one full-time or two part-time years of study at level 6 or 7, every year and qualify to become new teachers. Thousands more graduates are on School Direct or GTP placements, post-graduate vocational training in schools.
2. It is widely acknowledged there is a national shortage of teachers, both from insufficient numbers of people qualifying and from teachers leaving the sector due to low pay, high workloads, public sector cuts and dissatisfaction with the political agenda imposed on teaching.
3. The government has proposed numerous changes to make up the shortfall in England, such as
 - a. by eroding the barrier between the primary & secondary school-orientated QTS and the FE-orientated QTLS;
 - b. by increasing opportunities for unqualified teachers or “instructors” to take up teaching duties;
 - c. by establishing the “Troops to Teachers” programme which allows former soldiers to qualify as teachers without an undergraduate degree.
4. In Scotland, migration barriers have been somewhat lowered in order to encourage people from outside the UK to work as teachers in some subjects.
5. PGCEs are no longer publicly-funded courses and while bursaries are available these vary widely by nation, subject and degree classification, with only STEM in primary & secondary school guaranteed full fee coverage. Generous financial incentives for new teachers such as the “golden hello” have been abandoned due to funding cutbacks.
6. PGCE programmes are themselves the victim of cuts & marketisation, with for example the widely-regarded University of Bath PGCE closing this year as management have “judged [it] to be a poor strategic fit” with the university.
7. Many PGCE students study on HE-in-FE courses, areas where students’ union representation is often patchy. There is no current representation structure for School Direct or GTP teacher trainees.

Conference Further Believes:

1. The teacher shortfall is a problem of both supply and demand. Not enough people can access the PGCE, and two in five quit teaching within five years of qualifying due dissatisfaction or trouble finding work.
2. The UK recognises the vital role of training new health care workers through public funding; teachers are equally vital and should be supported by the same principle.
3. Michael Gove’s proposed “reforms” to teaching in England have been nearly-universally derided by teachers, with teachers’ union NUT unanimously voting “no confidence” in the minister.

4. We find the entirety of the political reasoning underlying “Troops to Teachers” deeply disturbing. While there is a problem of high unemployment for veterans, the solution is the creation of jobs, not to de-skill a vital profession.
5. While all teachers in schools should join NUT, EIS or a comparable union, PGCE students on HE-in-FE courses fall under the aegis of our campaign, and School Direct students deserve collective representation by NUS

Conference Resolves:

1. To support reintroduction of full public funding & living grants for all teaching students;
2. To support NUS FE zone’s campaign against removal of the need for qualifications for FE lecturers, and to do so alongside similar campaigns by trade unions NUT and UCU.
3. To endorse the greatest possible lowering of migration barriers for qualified teachers, coupled with a levelling-up of teachers’ and FE lecturers’ pay and conditions;
4. To work with the FE zone, the HE zone and with the Democratic Procedures Committee to resolve questions of representation of PGCE and School Direct students in NUS.

PG142: Next Steps For Training Postgrads Who Teach

Conference Notes:

1. Previous NUS PG conferences and discussions have called for consistent, high-quality training schemes for postgraduates who teach.

Conference Resolves:

1. If financially feasible, PG Campaign will commission a draft model for a new, UK-wide short qualification for postgraduate students who teach.

PG143: Postgraduate Supervision

Conference Believes:

1. That supervision is a vital part of the experience of students, particularly for Postgraduate Research (PGR) Students.
2. That high quality supervision and a cooperative supervisor-student relationship are essential if the PGR student’s research is to be successful.
3. That where there is a supervisory relationship breakdown, it can be detrimental to the student and their experience.
4. That it is often more difficult for PGR students to raise issues or complain about their supervisor anonymously than an undergraduate student because so few are assigned to a supervisor.
5. That PGR students are more likely to be identified as the complainant may discourage them from seeking external support, because (a) the student may fear that to do so might jeopardise the future of the relationship, and therefore the degree of support the supervisor will provide, (b) when they graduate, the student may wish or need to continue working with the supervisor, a situation which may be complicated by having made a complaint about them in the past.
6. That more could be done to assist postgraduate research students where they suffer as a result of a supervisory relationship breakdown.

Conference Resolves:

1. To investigate this issue and to look into ways of making it easier for Postgraduate Research Students when there is a supervisory relationship breakdown.
2. To support Students' Union's in ensuring that they take the best approach to situations, where there is a supervisory breakdown that becomes an issue.

PG144: Breaking The Boundaries: A Flexible Learning Experience

Conference Believes:

1. Students should be placed at the heart of their degree.
2. Students should be able to shape their education, and should be empowered to decide for themselves what they want to study and how they wish to study it. Flexibility in the curriculum should be ensured for all students.
3. There are many different ways of delivering and offering similarly titled degrees. Even two masters degrees with the same title but in different institutions will look very different and contain different materials.
4. Curricula can be split between a focus on employment and academia – students should not have to choose between doing one or the other.
5. Students should be able to study modules across different institutions based on their expertise and interests, and gain credits for this, supporting students to take ownership of their degree.
6. Universities already provide exchange and experiences at international institutions, so there is no reason why this could not be implemented locally and across the UK.

Conference Further Believes:

1. Encouraging students to explore different pathways across different institutions and departments will break down social boundaries and will tackle the issue of elitism with the university system
2. Studying at different institutions encourages students to engage outside of their traditional learning communities, exchange ideas and cultures and experience academia in a new way
3. Allowing students to be free to choose what they study and not be limited by pre-shaped course structures will increase mobility and encourage creativity.
4. Universities, colleges and other educational institutions should be encouraged to enter into partnerships to provide the structure for inter-institutional curricula, and break down the boundaries within their institution to allow students to study across different faculties and departments.

Conference Resolves:

1. NUS must work with national funding councils across the UK to set up the possibility for universities and other educational institutions to create learning partnerships.
2. NUS should support Students' Unions to work collectively to lobby their institutions to provide this flexibility, both within and outside their universities.
3. NUS has to make sure that Students' Unions are aware for the need to create spaces for collective learning communities as students follow more individual learning pathways.

PG145: Enhancing Students' Experience Through Postgraduate Learning Communities

Conference Believes:

1. We have so many different students with so many different curricula, and we want to create an even more diverse environment.
2. Today, many students meet through their courses because they are taking the same modules

and therefore form communities. Many students are faced with support issues already even with a traditional course structure – these issues are only going to be exacerbated with modular and flexible support.

3. Students who study for one year, such as full time taught masters students, are particularly faced with these issues as by the time they realise they need support – they are about to leave. This support needs to be in place from the beginning.
4. Research students don't even have the opportunity to socialise within courses and are often isolated as a result which can impact directly on their research.
5. Part time students often complain that they do not feel like they belong to the university community, given their lesser physical presence on campus.

Conference Further Believes:

1. University is not just about receiving knowledge. University should provide a comprehensive experience. University should not just be about knowing facts and pure knowledge, the building of learning communities has to be supported.
2. A key way to create communities is through exchange with peers.
3. Universities are already pushing forward peer support schemes with university funding which means in every faculty there should be a staff member in charge of widening participation and peer support, and then university wide staff teams overseeing this. Students need to be supported to engage in this and shape these systems.
4. Peer support schemes will provide more support, a better environment to academically succeed and thrive in, and will build community between academics and students.
5. PG students could also provide a leading role in supporting UG students further building their own pathways and also their learning communities.

Conference Resolves:

1. NUS to support Students' Unions to create spaces for students to build their own grassroots communities and to lobby institutions to provide physical space where necessary.
2. NUS should encourage Students' Unions to support existing peer support initiatives already in place instead of trying to create new systems.
3. NUS must provide support to Students' Unions to create peer support staff members within Unions who are able to work in cooperation with both students and the university.
4. NUS must work in collaboration with Students' Unions to provide support for students and engaged university staff to tackle institutional resistance to peer support schemes and grassroots student learning communities.

PG146: The Postgraduate Student Experience: Make Us Heard

Conference Believes:

1. Postgraduates are part of the student community.
2. The National Student Survey (NSS) is conducted in a different format from the Postgraduate Research Experience Survey (PRES) and the Postgraduate Taught Experience Survey (PTES).
3. NSS provides public information to prospective students and is a condition of universities undertaking the survey.
4. NSS requires information to be released simultaneously to the university and the students union.
5. HEFCE, HEFCW, and SFC requires public HE institutions to undertake NSS each year with additional regulations around public information.

Conference Further Believes:

1. PRES and PTES should run when best suits PGR and PGT students.

2. If some results of PRES and PTES are made publically available as is the case for NSS, institutions would have more incentive to address the issues around the postgraduate student experience.
3. Past successful campaigns have come from postgraduate students dissatisfied about their experience, and NUS would be better equipped to campaign on postgraduate student issues with publically available information on the postgraduate student experience.

Conference Resolves:

1. NUS should work with the Higher Education Academy (HEA) to require and support institutions to work in partnership with postgraduate student representatives to address survey results.
2. NUS should work with the Higher Education Academy (HEA) to require institutions to simultaneously release the survey results to the Students Unions.
3. NUS should work with the Higher Education Academy (HEA) to require institutions to release specific and uniform public information from PRES and PTES in the same way the National Student Survey is used to advise prospective students.
4. NUS should campaign for PRES and PTES to be evaluated on a national level with a publically available summary of the evidence.
5. NUS should lobby HEFCE, HEFCW, and SFC to require publically funded HE institutions to undertake PRES and PTES as a condition of their status.

PG147: The 5 Point PG Funding Plan

Conference Believes:

1. NUS carried out a postgraduate policy development conference which, in part, discussed perspectives for future postgraduate funding plans
2. New loan schemes for postgraduate funding are in an embryonic stage and piecemeal
3. Tuition fees for postgraduate study are wildly inconsistent across courses and over the home/international student divide
4. As technology & human knowledge continue to advance, postgraduate degrees are no longer the province of a tiny elite; 11% of the population in both the UK and the US have postgraduate qualifications, a near-tripling since 1996.
5. Research from the Sutton Trust suggests the normalisation of postgraduate study combined with unregulated fees represents a barrier to social mobility.
6. Large numbers of PGR students are self-funded or only partially funded.
7. The research that PGR students perform should be considered work: our institutions and society benefit from it.
8. Therefore unfunded PGR degrees are unpaid work.
9. There is further exploitation through poorly paid teaching work.
10. This funding situation creates problems for access and retention.

Conference Further Believes:

1. Access to postgraduate study is an issue of both economic security and social justice in the UK
2. Consistency is important for postgraduate fees as it is for undergraduate fees
3. The profit motive in higher education distorts the market for postgraduate courses away from social need as well as diminishing course quality
4. Postgraduate representatives at NUS's PG policy day arrived at a list of proposals to form the framework for combatting these issues

5. While we remain committed to free education for all as an overall goal we recognise the progress made in partial steps in this direction
6. UK business rates are among the lowest in western Europe, yet a 65-year study by the Congressional Research Service and an analysis by the National Bureau for Economic Research found tax cuts, whether personal or business, do not spur economic growth.
7. Fair access, welfare and retention in PGR study will require a substantial expansion in the provision of studentships, covering both fees and living stipends.
8. Studentships should be provided by government and funded through:
 - b) Taxation on the highest earners
 - c) Taxation on businesses
 - d) Common ownership of the banks with their funds put to democratic purposes.

Conference Resolves:

1. To put forward the following framework of principles for our future campaigning on postgraduate fees:
 - a. Regulation of PG fees by the government
 - b. Banding of PG fees & course funding by HEFCE as a means of public control to match the provision of courses to social need
 - c. Increase the funding available to higher education through an increase in business rates
 - d. Match non-EU international postgraduate fees to EU & home student fees
 - e. Provide access to full-fee loans & maintenance loans at regulated interest rates – give postgraduates as good a deal as undergraduates get
2. To support the International Students Campaign in its battle for fixed fees for international students as a step toward our goal of fee regulation & matching international and home fees
3. To campaign against the Professional and Career Development Loan as a source of finance for postgraduate study and to discourage institutions from recommending a PCDL to students in financial hardship.
4. To campaign for a PGR funding system based on the above.
5. To link this campaign, not only to undergraduate and PGT funding campaigns, but also to the public sector trade unions' campaigns against pay and job cuts.

PG148: A Route Of Access To Government Funding Through Better Publicising Our Research

Conference Believes:

1. There is a lot of discussion about wanting more money and more funding from the government to support postgraduate researchers.
2. It has been suggested that who we vote for in the General Election could influence what support is available to researchers from the government.
3. It is one thing to ask for money from the government but the government will be more likely to fund research if the general public sees the value of it.
4. Therefore it is important to publicly showcase our research without any particular subject bias so that the average member of the public can understand it.
5. This could be done through public events, websites, through national organisations and charitable bodies, links with schools etc.
6. Disseminating our research will encourage the public to back it and encourage the government to provide more funding.

Conference Resolves:

1. Investigate the best way of disseminating the research of postgraduate researchers.
2. Support students' unions to make this a reality so that universities better support PGRs to disseminate their research to the public.

PG149: Continuation Fees

Conference Believes:

1. Continuation fees are a punitive measure; they are used by institutions to discourage PGR students from taking a completion year and hurry students through their study, rather than as a main source of funding.
2. This has a disproportionate effect on students in financial hardship and act as a further barrier to postgraduate study.
3. Some institutions have attempted to unilaterally change the amount and conditions of continuation fees for students mid-way through their PGR programme.
4. Continuation fees vary widely across institutions: some have no fees, some have nominal fees, whilst others have substantial fees.
5. These fees represent another hidden course cost that students are not aware of.
6. The cost of continuation fees can put an additional pressure on PGR students at a considerably vulnerable moment in their studies, causing stress and anxiety.

Conference Resolves:

1. To educate unions about the issue of continuation fees.
2. Conduct research into continuation fees, particularly what institutions charge, whether the fees can change mid-way through a course, and the type of payment methods available.
3. To campaign for continuation fees to be scrapped.

PG1410: Emergency Funding For PG Students

Conference Believes:

1. There is currently insufficient access to emergency funding for postgraduate students during times of financial hardship
2. Lack of emergency funding can lead to emotional distress and force students to seek alternative funding through high-risk debt such as payday loans, credit cards and overdrafts.
3. Currently the conditions attached to bursaries and emergency funds are unclear and are biased in favour of undergraduates.

Conference Resolves:

1. Research into the types of emergency financial support on offer to postgraduates, the conditions attached to the support, and the quality of information available.
2. Lobby institutions to come to agreement on providing proportionate levels of hardship funding for all postgraduates in serious financial need.

PG1411: For The Union Makes Us Strong

Conference Believes:

1. That pg students who work can be represented by a trade union as well as NUS
2. This includes UCU and other unions
3. NUS nationally currently has policy to work with trade unions
4. University workers have suffered a 13% real-terms pay cut since October 2008. Industrial action by trade unions Unite, Unison, EIS and UCU is ongoing.
5. The next stage in the dispute is very likely to be the initiation of a marking boycott by UCU on April 28th. NUS NEC voted unanimously to support this boycott and many postgraduate students will be taking part in the action.

6. Many NUS constituent members, while supportive of strike days over pay, have balked at supporting the marking boycott.
7. Similar circumstances existed in 2006, where UCU members won an above-inflation three-year pay deal through the use of a marking boycott, despite many NUS members' opposition to the boycott.
8. Despite being eligible for UCU membership, many postgraduates with teaching, marking & demonstrating duties remain un-unionised even though both NUS and UCU policies encourage postgraduate students to join applicable trade unions.

Conference Further Believes:

1. that being a member of a trade union can have a positive impact on the lives of pg students who work by offering them greater support and protection
2. that NUS should play an active role encouraging the unionisation of pg students who work
3. many pg students who work are unaware that they can join a trade union or the benefits that this can bring
4. Postgraduate students have been strongly supportive of industrial action and have indicated support for the marking boycott.
5. Where constituent members announced opposition to the boycott, many did so with little or no consultation with their postgraduate student members.
6. The marking boycott is a necessary step in light of intransigence by university vice-chancellors on pay.
7. Many postgraduate research students constitute casualised labour, working with little training, in precarious conditions and for below the minimum wage.
8. The risk exists that our postgraduate members might be used as scab labour to undermine the marking boycott. Such a move attacks PGR students' long-term interests and needs to be opposed.

Conference Resolves:

1. to encourage students unions to invite trade unions to pg-relevant events during induction periods and re-induction periods
2. to encourage student unions to form links with local trades councils
3. to produce a briefing in conjunction with UCU raising awareness about trade unions and what they offer for pg students To endorse the UCU marking boycott unconditionally and to encourage individual members to participate where possible
4. To begin a campaign to inform and encourage eligible postgraduates to join UCU as a matter of the utmost urgency in preparation for the marking boycott, as well as any subsequent industrial action.
5. To contact constituent members asking them to consider supporting the boycott on the basis of solidarity with postgraduate students and to invite local UCU representatives to address students concerned about the boycott and engage in dialogue with them.
6. To work as closely with possible with UCU Anti-Casualisation Committee to ensure continuous support & solidarity for postgraduates and university workers.

PG1412: No To Casualisation

Conference Believes:

1. That there is a trend towards casualisation in regard to employment in education
2. research conducted at SOAS showed that fractional workers are paid on average for less than half of the hours they work
3. research with similar findings has been conducted in other universities
4. in Edinburgh a campaign won the abolition of zero hour contracts
5. That cleaners at SOAS are currently involved in an anti casualisation campaign aimed at bringing them in house
6. at Birmingham and Kings cleaners won a campaign to introduce the living wage

Conference Further Believes:

1. that all workers in the education sector deserve fair pay, good conditions and secure jobs
2. that recent campaign victories show that we can win and should be seen as examples to follow around the country
3. that NUS can play an important role in the success of these campaigns

Conference Resolves:

1. to approach trade unions to launch a joint anti casualisation campaign
2. for NUS to send messages of solidarity to existing campaigns
3. to mandate the pg NEC reps to bring a motion to NEC to organise a speaking tour bringing together living wage campaigners and anti casualisation campaigners in conjunction with trade unions

PG1413: Reinstate The Post Study Work Plan**Conference Believes:**

- 1) post study work visas were taken away in 6th April 2012
- 2) this means that if students do not have a job when their course finishes they may be given as little as 28 days to return to their home country
- 3) since this was removed, no replacement has been introduced
- 4) as a legal requirement, all organisations ask for proof of right to work in the UK as an initial question at job application stage
- 5) that a scheme was recently introduced at queen Mary university that builds international links to provide enhanced employment opportunities abroad for students

Conference Further Believes:

- 1) This forces InTernational PG students to find a job while still studying, potentially disrupting their education
- 2) This not only places enormous pressure on International PG students, it disadvantages them in the job market by damaging their ability to fulfil their academic potential
- 3) Giving a short period to return to home countries after courses end also results in the immediate loss of any right to work in the UK. This stops international PG students from being able to find jobs within the notice period they have been given to return to their home countries.
- 4) This move should be seen in a wider context of governments attacks on migrants and xenophobia
- 5) that due to funding and anti migrant government policies, post grad international students are finding it increasingly difficult to find jobs in the UK
- 6) as well as campaigning for easier access to employment in the UK, universities should build international links to improve job opportunities abroad
- 7) this would particularly benefit international post grad students, but would also improve employability for for other post grads and all students

Conference Resolves:

- 1) to campaign to reinstate the post work visas
- 2) to make this a campaign priority
- 3) to work with the international students on this issue and explore how it can be incorporated into their work as joint actions
- 4) to mandate the two pg NEC reps to formally raise this issue at NEC to discuss how NUS can support pg international students including legal advice, financial support and press support.
- 5) to work with Queen Mary to investigate how their scheme could work in other universities
- 6) based on the outcome of this cooperation, the NUS should produce a best practise guide for institutions
- 7) that this guide would be distributed to student unions to act as a tool to help them lobby for improved employment opportunities based abroad.

PG1414: Sick Pay For Postgraduate Researchers

Conference Believes:

1. If a postgraduate research student has a need to take long term sick leave during the period of their PhD study there should be provision to support them financially during their period of leave.

Conference Resolves:

1. Lobby regulators and funders of research to establish a standard for research stipends to include provision for reasonable financial support during periods of long-term sickness.
2. Support students' unions to campaign for institutions to make provision for long-term sick leave in institutional research stipends.

PG1415: Pastoral Care

Conference Believes:

1. Provision of pastoral support is different across institutions and even within institutions can be variable.
2. Postgraduates will often need an alternative point of contact who is not the supervisor who assesses them and their work to avoid any potential conflict of interest.
3. Supervisor training on pastoral issues is not as widespread as we would like it to be.

Conference Resolves:

Investigate the state of postgraduate pastoral support and determine what improvements could be made and the appropriate means to achieve those improvements.

PG1416: Supporting PG Representatives Supporting Each Other

Conference Believes:

1. Students Unions have different methods of postgraduate representation.
2. Universities have different methods of postgraduate representation.
3. The UCU also represents postgraduates in different ways.
4. Postgraduate students often teach and have research relationships with university staff.
5. Postgraduates are part of our student communities.

Conference Further Believes:

1. The Postgraduate Officer or Representative should be a postgraduate student and elected only by postgraduates.
2. There should be separate representatives for Postgraduate Research and Postgraduate Taught Students.
3. Postgraduate Officers or Representatives terms of office should reflect their terms of study.
4. Job-shares can be a unique and useful way to integrate representations for postgraduates with different types and terms of study.
5. Continuity is important for postgraduate student representation and handover is very important to the success of postgraduate student representation.
6. Engaging postgraduates can often be facilitated by providing separate space and opportunities for postgraduates to meet, socialize and engage.

7. Postgraduate Research Students would better engage with a separate and specialized induction into the students union based on their experiences and needs.
8. Postgraduate student issues should be part of the broader NUS HE and Union Zone agenda.

Conference Resolves:

1. NUS should create a development opportunity for postgraduate officers to learn from each other and discuss issues and challenges.
2. NUS should create a Postgraduate student representative network with resources and case studies, to help postgraduate student representatives help each other during their term in office.
3. NUS should support local students unions working with local UCU offices to help support and represent postgraduate students on employment issues.
4. NUS should develop a resource which identifies the opportunities and challenges, job descriptions, and experiences of full-time postgraduate student officers, and students union staff supporting postgraduate students specifically or as part of a defined remit. This resources should include case studies from current examples.
5. NUS should develop a resource to help students unions, with their postgraduate research students, develop a unique induction to the students union for postgraduate research students.
6. NUS should undertake a poll of postgraduate students across the country to better understand how and why they engage with students unions, but also what are the alternatives to student union representation and engagement that they choose.
7. NUS should work to include postgraduate issues and opportunities in areas such as the Officer Development Programme, Course Representative Conferences, Zone Conferences and other major NUS Events.

PG1417: Thinking Outside The Ballot Box

Conference Believes:

1. In the 2010 General Election, postgraduate issues were forgotten and ignored.
2. There continues to be a postgraduate funding crisis and many students struggle to find the funding to study and live.
3. Postgraduate funding is an issue of national importance and should be a feature in the national education debate.
4. Ensuring that postgraduate students are registered and informed to vote in the upcoming election is just as important as for undergraduates.

Conference Resolves:

1. To equip students' unions to support postgraduates to organise within their communities for the General Election.
2. To make postgraduate funding a priority campaign for themselves, and work to make it a priority campaign for NUS as a whole.
3. To ensure that postgraduate issues, especially funding, are featured throughout NUS' General Election strategy.
4. Lobby key political parties to announce what their policies with regard to postgraduate education and funding.
5. To use and extend the Postgraduate Champion Scheme for MPs and Vice Chancellors to lobby for postgraduate issues in the General Election campaigns within all the political parties.

PG1418: Who Are You?

Conference Believes:

1. Students who are not given the permissions to login to NUS by their students' union are unable to access NUS Connect.
2. Any postgraduate who is interested in engaging in the postgraduate campaign should be able to do so.
3. Often key information about who is on the postgraduate committee and what events and resources are available are not published.

Conference Resolves:

1. To lobby NUS to make its resources available to any student that wishes to engage in the postgraduate campaign, by placing those resources in front of the pay-wall.
2. To ensure that all relevant information, including contact details of committee members is kept up to date on NUS Connect.
3. To promote and use the postgraduate Jiscmail.

Policy passed at Postgraduate Students Conference 2015

PG151: Free Education

Conference Believes:

1. "Immigrants, poor people, queer people of colour, disabled folks, women (especially trans women of colour) and gender-nonconforming folks if you are in academia and you don't feel smart enough, remember that you are in the playground and training grounds of the elite. Academia was not designed to include you. You are surviving something that has been systemically designed to exclude you in order to keep power in the hands of white, middle class, able bodied cis-men. Knowing this, don't let academia train you to believe that elitism is the right way to make it through school. You can learn shit, hold the knowledge of your people in your heart, discard shame for your humble beginnings and/or marginalized identities. Move through this experience knowing that the changes it offers you don't have to include accepting academic elitism, inaccessible language or superiority. You can simultaneously own the privilege that comes with being college educated and connections to your roots. Academia does not have to kill your spirit." (Fabian Romero)
2. Education is a right, not a privilege.
3. Currently, there exist huge barriers in accessing postgraduate education (both taught and research).
4. These include financial barriers, institutional sexism and racism, xenophobic and racist immigration laws, childcare access, physically accessible institutions... to name a few.
5. The movement for free education fights for a lot more than merely scrapping tuition fees – it encompasses campaigning for sufficient living grants, a properly funded disabled students' allowance, extra funding and support for student carers, mature and part time students, universal childcare access, an end to hidden course costs, affordable high-quality housing, a liberated curriculum, and democratically-run institutions.
6. There is vast wealth in our society – it should be invested in education for all. Free education can be paid for by ending tax evasion, cracking down on tax havens, introducing higher taxes on incomes, inheritance and capital gains of the rich, and taxing the banks.
7. Democratically-run institutions and liberated curricula are essential components in the fight for free education. The marketization of education has led to institutions holding themselves accountable to corporate interests, rather than to its students and staff.
8. Education should be about the pursuit of knowledge, and we should be fighting to smash the patriarchal, racist and euro-centric curricula that currently exist.
9. Free education is not an impossible utopian dream - it exists in Scotland, and can exist in the UK
10. NUS Postgraduate Campaign already has policy to campaign for free education and living stipends for all, and in the immediate term for subsidised loans that cover full fees plus maintenance, regulation to limit and reduce fees, and the restoration of slashed direct funding. Existing policy states that these should be funded by properly enforcing increased taxes on the wealthy and on businesses, and by taking the banks under democratic control.
11. The Coalition government's proposals for PGT loans are nowhere near good enough.

Conference further believes:

1. There is plenty of money in our society to pay for free, funded, accessible education at every level – that money is in the bank accounts and businesses of the rich.
2. Students have been betrayed before. We will only win free, funded, accessible education by forcing the government to concede to our demands – through a concerted campaign of protest and direct action.

3. The Labour leadership's recent concessions over £6000 undergrad fees, and the Coalition's proposals for PGT loans, are insufficient but show that political parties are feeling the pressure from student campaigns – now is the time to increase that pressure.
4. Cost is not the only barrier to education – we need to smash other social barriers, and fight for liberation within our institutions.

Conference Resolves:

- 1) To oppose and campaign against all methods of charging for education.
- 2) To campaign for liberated curricula, democratically run institutions and living grants for all.
- 3) To campaign for free education, with living stipends for all students – undergrad and postgrad, UK and international – and decent government funding to institutions, across further and higher education.
- 4) To campaign for this to be funded by taxing the rich and businesses, and taking the banks under democratic control.
- 5) To support a campaign of protest and direct action, locally, regionally and nationally, to pressure the government and political parties to achieve these demands, including endorsing the regional demonstration organised in Sheffield on 6 March and the NCAFC-organised national demonstration in Birmingham on 28 March; and calling for NUS to hold a major national demonstration in Autumn term 2015, under the slogan "Free education and living grants for all: tax the rich"

PG153: Challenging The Current Settlement On PGT Funding

Conference Believes:

1. The current plans for a postgraduate loan scheme are discriminatory and are unlikely to cover the full costs of fees and maintenance.
2. The direct funding for students is facing a stealth cut as the funding shifted from the UG National Scholarship Programme to the Postgraduate Support Scheme for 2014-15 and 2015-16 is not recurring.
3. Students should not be recharged a full year's fee for resitting one module.
4. Fees should reflect the costs of provision and not the institutions desire to extract surplus value to cross-subsidise other programmes.

Conference Resolves:

1. To campaign to have the age cap removed from postgraduate loans.
2. To encourage students unions to work with their institutions to write responses to the BIS consultation on postgraduate loans.
3. To lobby government to regulate PGT fees so that they do not increase above inflation year-on-year.
4. To propose an additional maintenance loan / grant system to be available to PGT students.
5. Lobby for the funding shifted from the UG National Scholarship Programme to the Postgraduate Support Scheme to remain recurring and be used to fund scholarships for students from under-represented groups.
6. To campaign for the opportunity to pay PGT fees in instalments.
7. Investigate the occurrence of overcharging for resits and lobby where necessary for fees to be decreased.

PG154: Funding Research Degree Programmes

Conference Believes:

1. Research quality as measured by the REF is not a good indicator of research degree programme quality, or of research quality at all.

2. The current quality weighting used to determine an institution's RDP QR funding is unfair and reflects neither the quality of research, nor the quality of research degree programmes.
3. A number of universities which are considered to provide very high quality doctoral programmes have seen their RDP funding significantly cut, in some cases halved.

Conference Further Believes:

1. Research and universities as a whole should be decently funded, and governed by participatory democracy of students, staff and the wider community.

Conference Resolves:

1. To campaign and lobby against the irrational and unfair funding decisions of HEFCE.
2. To campaign and lobby in general against the use of the REF and for its replacement with democracy and academic freedom as a basis for the direction of the UK's academic research.
3. Propose a new model of funding for research degrees, ensuring that sufficient funding is provided across the board to enable the provision of high quality research degree programmes

PG155: Supporting Nations On Postgraduate Funding Policy

Conference Believes:

1. NUS Wales President has submitted policy on postgraduate funding for Wales and Northern Ireland to NEC to be submitted to NUS National Conference 2015
2. This Postgraduate Campaign should fully support Nations in their efforts to campaign for the rights of postgraduate members

Conferences Resolves:

1. To mandate the Postgraduate Students' Committee to also submit the below text to NUS National Conference 2015 along with other Constituent Members who wish to do so:

PG156: Wales And Northern Ireland Need A Postgraduate Loan System

Conference Believes:

2. The recent announcement in the Autumn statement by the UK Government proposed the introduction of loans of up to £10'000 for students domiciled in England studying postgraduate courses anywhere in the UK.
3. Postgraduate education is expensive and inaccessible with, historically, poorer students less likely to study at postgraduate level.
4. This announcement was welcomed as a move towards making postgraduate study more accessible, however it is limited to only English-domiciled students.
5. Through consequentials from the Barnett funding formula, any increase in spending in education should result in the Welsh Government and Northern Irish Assembly being offered a match level (equivalent) funding to be spent in the same area.
6. This funding is likely to come with a strict set of conditions as to how it should be spent, which would limit the Welsh Government's ability to offer loans to all students.
7. The current independent review into education funding and student support (also known as the Diamond Review) is currently examining postgraduate education funding as part of its terms of reference.

NEC Further Believes:

1. NUS Wales believes the Welsh Government could delay a decision on Welsh postgraduate loans until after the conclusion of the 'Diamond' review in 2016; and therefore any system proposed would not be enacted until 2018/19.

2. Through the introduction of postgraduate loans in England only, there is a danger that a pseudo-market may appear, whereby universities across the UK will raise the cost of all postgraduate courses to at least £10'000, in order to benefit from the full loan from the students studying that course.
3. If Welsh and Northern Irish students are not offered comparable financial support to study postgraduate courses, they could be priced out of the system, and unable to afford the increased cost of postgraduate study.
4. Any delay in formulating a Welsh and Northern Irish PG loan system will result in a generation of Welsh students unable to afford postgraduate study and being disadvantaged compared to their English counterparts.
5. The English PG loan system recommends limiting the accessibility of loans to those under 30, discriminating against those returning to education later in life.
6. Any proposal to limit loans to particular subject areas would result in certain groups of students being disadvantaged in accessing postgraduate study.

NEC Resolves:

1. For NUS UK to work with devolved nations NUS elected officers to ensure any unintended consequences of any English loan system for students from the devolved nations don't arise.
2. For NUS UK, in all future conversations with the UK Government about postgraduate loans, to lobby for a flexible financial arrangement for devolved nations to allow the respective government to introduce a complementary postgraduate loan system.'

PG157: Postgraduates In Debt

Conference Believes:

1. The Postgraduate Campaign should fully support NUS action in tackling University activities that may be considered unlawful by the CMA (Consumer and Markets Authority) in the interest of postgraduate members
2. CMA guidance could potentially suggest that it may well be unlawful for institutions to charge higher completion fees than what was advertised when a student began their study
3. Further CMA guidance could suggest that fee-paying may not be a necessary criteria for the application of consumer protection. This could suggest that students who do not pay fees (e.g. Scottish students, those with NHS/teaching bursaries etc) are still likely to receive protections from unfair practice

Conferences Resolves:

1. To continue to gain clarification from the CMA on the above concerns
2. Campaign with NUS and our Constituent Members to tackle unlawful and unfair University practice which may have a negative impact on our members
3. To mandate the Postgraduate Students' Committee to submit the below text to NUS National Conference 2015 along with other Constituent Members who wish to do so:

PG158: Dealing With Debt

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 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.'

PG159: For An Intersectional Postgraduate Campaign**Conference Believes:**

1. Postgraduate study is hugely inaccessible to students who define into the NUS Liberation groups.
2. There are additional barriers for postgraduates with caring responsibilities, international students, mature and part-time students and there is a lack of respect from institutions for those who are part of cultural and faith groups.
3. There is no previous NUS intersectional research on the barriers faced by postgraduates, nor has it run any campaigns focused on liberation issues for postgraduate students.

Conference Resolves:

1. To conduct research into the needs of postgraduate students defining into NUS liberation groups (including potential students & those who have dropped out) and how the NUS And NUS postgraduate Students' Campaign can best support them, by working collaboratively with the autonomous NUS Liberation Campaigns.
2. To make this a priority of the 2015/2016 campaign.
3. To develop and run campaigns based on the findings of this research.

PG1510: Action On Postgraduate Mental Health**Conference Believes:**

1. Many postgraduate students seriously suffer from a variety of mental health issues throughout the duration of their course
2. Through cooperation with other campaigns, we can have a positive impact on changing the rhetoric surrounding mental health and support postgraduate students in their studies

Conferences Resolves:

1. To work closely with the Welfare Zone and other Constituent Members to continue to concentrate on mental health as a key campaign issue
2. To endorse and support the Time to Change campaign
3. To mandate the Postgraduate Students' Committee to submit the below text to NUS National Conference 2015 along with other Constituent Members who wish to do so:

PC1511: Mental Health - Away From Awareness, Towards Action**Conference Believes:**

1. This year the Mental Health Summit brought together for the first time students' union officers and staff, external mental health and health practitioners, institutional academic and support staff to discuss mental health and how we can improve it for students.

Conference Further Believes:

1. NUS should be striving to create positive change around mental health
2. The Time to Change campaign has been a huge success in changing the rhetoric around mental health and supporting campaigning to move from awareness to action with over 60 students' unions and institutions signing up in the last year
3. That discussions from the summit provided some exciting suggestions for creating this change

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:
 - Lobby for relevant and appropriate training for all staff
 - Ensuring that academic policies do not cause undue additional mental distress for students experiencing mental health issues
 - 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
 - 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 their mental health problems and including mental health in OFFA agreements
2. 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 (i.e. not a one size fits all, counselling for everyone approach), but also the nature of the service (i.e. number of sessions available, services available in the evenings where possible)
3. Support students unions to develop joined-up approaches across institutions and external services'

PG1512: Free Childcare Now, Postgraduate Parental Leave and Parental Pay

Conference Believes:

1. That barriers to childcare create problems of accessibility to Higher Education.
2. That the opening hours of nurseries affect access to courses, to teaching and to studying.
3. That the availability of childcare is of vital importance to student parents.
4. That this funding should not come from other vital services, increased fees or staff cuts.
5. Postgraduate students are seen as neither employees of their institution (unless employed on separate teaching contracts) nor their funding body, so there is no legal obligation for institutions to cover parental pay or parental leave
6. That there is large disparity in the coverage of parental pay and parental leave for postgraduate student parents, depending on their institution and their funding scheme
7. That many funding bodies require pregnant women to interrupt their studies, rather than receive maternity leave, and resulting receive no pay for this period or to take paid maternity leave without an extension to their grant/completion date

Conference Resolves:

1. To lobby and campaign for free childcare to be made available and accessible to all students.
2. To conduct inter-institutional research on the rights for postgraduate student parents

- regarding parental leave and parental pay
- 3. Based on this research, to target the most discriminatory institutions and organise protest and direct action to highlight the issue
- 4. Demand that all students have a gender neutral allowance to one year paid parental leave from their studies – as a concession from funding bodies, but ultimately as a statutory requirement.
- 5. To work with other relevant sections within the NUS, including the Women's campaign, to create an intersectional campaign for equal rights for postgraduate parents

PG1513: Impartial Pastoral Care

Conference Believes:

- 1. Postgraduate Students deserve access to clearly signposted and accessible pastoral care.
- 2. That pastoral care is currently not communicated visibly or effectively in some institutions.

Conference Further Believes:

- 1. That PGR Students require pastoral care that is external to their department and their supervision team.
- 2. This pastoral care should come from those with experience of the Postgraduate system.
- 3. That pastoral care needs to be primarily provided by trained, paid members of staff – not substituted by peer support.
- 4. That pastoral care needs to include regular contact for preventative purposes – to be initiated by the university – as well as recourse to immediate assistance without appointment.

Conference resolves:

- 1. To lobby and campaign for the provision of pastoral care, as set out above.
- 2. To create a framework of guidelines for the provision of accessible pastoral care for PGR students.

PG1514: Standing Up For Student Sex Workers, Supporting the Decriminalisation of Sex Work

Conference Believes:

- 1. Sex work refers (and is not limited) to escorting, lap dancing, stripping, pole dancing, pornography, webcams, adult modelling, phone sex, and selling sex (on and off the street).
- 2. The current regime of austerity, and cuts to services and support have disproportionately affected women and women's services.
- 3. Whilst sex work is not illegal in the UK, sex workers who work on the street can be picked up on soliciting or anti-social behavioural order charges, and sex workers who work together indoors for safety can be charged with brothel keeping.
- 4. Sex work is work. Sex work is the exchange of money for labour, like any other job.
- 5. People should be free to choose what they do with their time, their labour and their bodies.
- 6. With the rise in living costs, the increase in tuition fees, and the slashing of benefits for disabled people, it is highly likely that some postgraduate students do sex work alongside their studies in order to survive month to month.
- 7. The lack of funding for postgraduate education makes it likely that some postgraduate students use sex work as a means to fund their postgraduate degrees.
- 8. Financial reasons, and any criminal record gain due to the criminalisation of sex work, are

often the main reasons for staying in sex work¹.

9. Stigma against sex work means that sex workers are less likely to seek out help and support if and when they need it.
10. Regardless of the reasons for entering into sex work, sex workers of all backgrounds deserve to have their rights protected and to be able to do their jobs safely.
11. NUS has a proud history of standing for social justice and for the rights of workers across the world to do their jobs safely and to unionise, regardless of their student status.
12. The pushes for legislation which would criminalise the purchase of sex (and introduce what is known as the 'Nordic Model' on prostitution) are often spearheaded by anti-choice, anti-LGBT right-wing fundamentalists, working with radical feminists.
13. Often, legislation of this kind is brought forward in the name of anti-trafficking programmes, when in reality they are laws which aim to control what people can and can't do with their own bodies, combined with dangerous anti-immigration initiatives.
14. Criminalising the purchase of sex puts sex workers, especially those who work on the street, in danger.
15. It is impossible to criminalise an aspect of someone's job without it having a negative impact on the person at work.

Conference Resolves:

- 1) To support the full decriminalisation of sex work.
- 2) To resist and campaign against any proposals to introduce the Nordic Model in the UK.
- 3) To support the work of the English Collective of Prostitutes and Sex Worker Open University.

PG1515: Counter-Terrorism and Security Bill

Conference Believes:

1. The Counter-Terrorism and Security bill become law on February 2015
2. The Act proposes a number of measures, such as placing a statutory requirement on public bodies – including universities – to 'prevent people being drawn into terrorism', permitting for the seizure of travel documents of those 'suspected of intending [to travel] in connection with terrorism-related activity', and allowing the temporary exclusion of individuals from returning to Britain, including British nationals.
3. PREVENT and the Government's 'anti-extremism' agenda have been used to create an expansive surveillance architecture to spy on the public (Muslims and Black people in particular) and to police dissent.
4. The Government's anti-terrorism policy's operant concepts of 'extremism' and 'radicalism' are ill-defined and open to abuse for political ends.
5. Muslims and Black people are the object of a political climate of intense paranoia and scrutiny, and subject to an effectively two-tiered legal system with fewer safeguards for due process.
6. Over 75% of referrals made through the CHANNEL program between 2007 and 2013 deemed unworthy of further assessment.

Conference Further Believes:

1. The new proposals of the Act come amidst a campaign of fear and demonisation from the government seeking to validate these intrusive new measures.
2. The Government is manipulating public perceptions and current global events to scale back civil liberties and freedoms as part of a political agenda.
3. Making the CHANNEL and PREVENT strands statutory requirement for public bodies will massively curtail freedoms of expression and other liberties for all in society.

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303927/A_Review_of_the_Literature_on_sex_workers_and_social_exclusion.pdf

4. Islamophobia is massively on the rise across Europe, is state-sponsored and legitimated by the mainstream media.
5. Despite minor amendments made to the wording of the Act, the statutory responsibility placed on Universities may conflict with their responsibility under the Education Act 1986 to secure and protect freedom of speech.
6. These proposals will have a detrimental effect on academic freedom, protest rights, political expression, campus and community cohesion.
7. The government's identified 'warning signs' of "radicalisation" problematise and renders suspect those with mental health difficulties

Conference Resolves:

1. To publicly oppose the Act and call upon the government to repeal it immediately.
2. To work alongside civil liberties groups including CAGE in opposing the Act.
3. Work with UCU and Unite to develop a campaign against Prevent and the Act on college campuses, and to state publically that we will not spy on our students.
4. To publically (re-)affirm NUS' opposition to Prevent.
5. To investigate, identify and block/cease accepting any Prevent funding for any NUS activities or departments.
6. To work with the aforementioned groups and Muslim student organisations to develop and roll out anti-Prevent workshops and resources.
7. To call for the Government's anti-extremism agenda to be thoroughly reviewed and overhauled.
8. To lobby the Government to make its criteria and process under anti-extremism law more transparent, accountable and open to scrutiny.
9. To support an independent review into the legality of the proposals under the Equality and Human Rights Act 2010.

PG1516: A Careers Service and Job Market For Postgraduate Students.

1. There is a lack of work experience on offer for PGT and PGR level students
2. Careers services should have more information on PGT and PGR level jobs.
3. Careers services should have an equal focus and provide equal support for all postgraduate students for work both during and after study.
4. The majority of postgraduate students across the UK are also international students.
5. Career services are often focused too much on home and undergraduate student-based careers and don't make enough effort to provide services for postgraduate and international students.
6. Careers services don't make enough effort to connect with business who are employing postgraduate level jobs.
7. Careers services have a responsibility to international students to ensure the businesses they work with understand how to hire international students and feel encouraged by the university to do so.
8. Students' unions often do research and other projects which could benefit from the expertise of postgraduate students and could offer postgraduate students opportunities to gain the work experience they need, but they don't engage postgraduate students in these opportunities.
9. Students' Unions often find it difficult to engage postgraduate students.
10. When Students' Unions do projects on how to engage postgraduate students they should be led-by postgraduate students and be seen as an opportunity to provide paid work experience to postgraduate students.
11. NUS often does research and other projects which could benefit from the expertise of postgraduate students and could offer postgraduate students opportunities to gain the work experience they need, but they don't engage postgraduate students in these opportunities.
12. NUS often finds it difficult to engage postgraduate students.

Resolves:

1. Work with the NUS International Students Campaign to campaign for better work experience, post-study opportunities and careers advice and guidance for international postgraduate students.
2. NUS to support students unions in identifying and developing work experience opportunities from their current activities and develop a toolkit to help cultivate future opportunities, which provide work experience for postgraduate students.
3. NUS should evaluate the research and projects they undertake to provide, wherever possible, work experience opportunities for postgraduate students.
4. The NUS postgraduate campaign should, as a priority local Students' Union campaign, develop a toolkit for students' unions to campaign for better work experience and careers support for postgraduate students.
5. Mandate the Postgraduate Students' Officers to meet with the Association of Graduate Careers Advisory Services (AGCAS) and the National Association of Student Employment Services (NASES) to develop a strategy for careers and student employment services to work with business to provide better work experience and post-study work experiences for UK and international postgraduate students.

PG1517: Fighting Against Casualisation In Education

Conference Believes:

1. The NUS Postgrad Campaign already has policy to support grassroots organising and action to fight for better pay and conditions, against the exploitation of postgrads who teach.

Conference Further Believes:

1. This year's establishment of the *Fighting Against Casualisation in Education* (FACE) network of local campaigns and activists – supported by the NUS Postgrad Committee – was a positive step forward in helping set up, develop and link up local grassroots campaigns across the country.

Conference Resolves:

1. To continue to support the development of the FACE network, and support, advise and platform the development of local campaigns, using collective organisation and tactics including direct action and industrial action

PG1518: Boycott, Divestment & Sanctions

Conference Believes:

1. That the ongoing 66-year long occupation of Palestine, Israel's multitude of human rights and international law violations, its flagrancy and unaccountability to the international community is abhorrent and should be condemned.
2. That the Boycott, Divestment & Sanctions (BDS) campaign was called for by Palestinian civil society in 2005 to pressure Israel into complying with international law.
3. That Israeli expansion on Palestinian land is a settler-colonial project, predicated on the ethnic cleansing and expulsion of its indigenous people.
4. That racism is systemic within Israeli state policy, with anti-Arab, anti-African and anti-migrant discrimination.
5. That the tactic of global boycotts effectively assisted the successful struggle against South African Apartheid.
6. That international solidarity from students is a crucial part of the Palestine liberation struggle.

7. That international solidarity should be conducted on the terms set by the Palestinian people, as per the BDS campaign.
8. That the Israeli government is feeling the pressure from international BDS.
9. That all other methods of pressuring Israel and the ending of the occupation have failed.
10. That the NUS already has national policy supporting BDS.
11. That the NUS Postgraduate Students' Campaign has for too long ignored passing policy and taking political positions on international issues – this needs to change.
12. As postgraduates and potential future academics, we have a special responsibility to engage with the ethical aspects of research and academia.

Conference Resolves:

1. To commit to supporting the Palestinian cause and anti-colonialism.
2. To support BDS campaigns initiated by students.
3. To lobby institutions and unions to divest from key BDS target companies, including G4S, Veolia and Eden Springs.
4. To work with BRICUP (British Committee for Universities of Palestine) and lobby institutions to adopt academic boycott of Israeli universities.
5. To disseminate resources and materials, such as the upcoming NUS 4 BDS Handbook, on how to run successful BDS campaigns on campuses.
6. To support the annual Israeli Apartheid Week Initiative.

PG1519: No To Political Policing: Solidarity With The Irish Anti-Water Charges Movement

Conference Believes:

1. The Fine Gael/Labour government in Ireland is introducing charges for domestic water use, which has previously been a public commodity in Ireland, paid for through taxation and free at the point of access, as part of its vicious austerity program.
2. This has provoked a huge wave of protest across Ireland, directly involving hundreds of thousands of people, and nearly 50% of households have refused to register for the charges. An Ipsos MRBI poll last December showed only 48% of people intend to pay the charges.
3. In response to the growing movement around non-payment, the Irish government has set the Gardai on protestors in a disgraceful display of political policing. At least 21 anti-water charge campaigners have been arrested so far, often in dawn raids. Those arrested include Anti-Austerity Alliance (AAA) TD Paul Murphy and two AAA councillors, as well as children as young as 14.
4. While most were released without charge, five campaigners have been jailed for defying court orders not to protest at water meter installation points. Two of these, Derek Byrne and Pauly Moore, have now been reported as having begun a hunger strike in protest.

Conference Resolves:

1. To condemn political policing, to defend the right to protest, and to stand in solidarity with the anti-water charges movement.
2. To demand the immediate release of the 5 jailed campaigners.
3. To mandate the PG Committee to make a public statement outlining our position and encourage NUS as a whole to show solidarity with the movement against water charges.

PG1520: Promoting Postgraduate Study

Conference Believes:

1. That there is currently a general pessimism around Postgraduate studies amongst most home students in the UK.
2. That this pessimism runs even deeper amongst disadvantaged groups.
3. Postgraduate study is a great opportunity for specialisation and increases career prospects in most cases.
4. That the postgraduate loan system is a positive development.

Conference Resolves:

1. That the NUS Post Graduate Committee should work with Higher and Further Education Institutions to promote the benefits of postgraduate study.
2. To encourage students to enter post graduate study, particularly in the disciplines where disadvantaged groups are underrepresented.
3. To utilise the introduction of Postgraduate loans as a means to promote the accessibility of postgraduate study.
4. To work alongside campaigning groups such as Aim Higher and UUK.

PG1521: International Postgraduate Student Induction, Information, Advice & Guidance

Conference Believes:

1. International Postgraduate Students pay very high fees
2. The quality and effectiveness of pre-entry Information, Advice & Guidance is inconsistent and sometime inadequate and inaccurate.
3. This can be a factor in leading to drop-out amongst International Postgraduate Students as student are unprepared for their experience at university.
4. Induction is an essential vehicle for fostering a sense of belonging amongst the International Postgraduate Student community and integration into the wider university community

Conference Resolves:

1. To investigate examples of best practice in these areas amongst constituent members and provide support & guidance to unions to work
2. To encourage collaboration between universities and unions to develop a set of guidelines around best practice in IAG and inductions for International postgraduate students

PG1522: Supervisors And Their PGR Students: Re-Addressing The Power Balance

Conference Believes:

1. Postgraduate research is hugely inaccessible, particularly for women, Black, LGBT and disabled students. Institutional structures place white cis straight able men in privileged positions of power that perpetuate existing hierarchies. In examples from Universities across the UK, in overwhelmingly women-populated courses, with majority women lecturers, professors and Deans are still typically male. The dropout rate of black PGRs is approximately 80%, leaving people from already underprivileged backgrounds incurring the combined cost of fees and studying, without a degree.
2. There is an unequal relationship between the supervisor and their student and supervisor are often the main point of contact for pastoral care. This contributes to the privileging of the supervisor's norms of what pgr study is like and who a pgr student is, which hinders the student's academic progression when their opinions and experiences diverge.
3. The burden of proof is always on the student, having to explain one's situation, choices and priorities. In a liberation context, we are often made to choose between our identities and responsibilities or our research.

Conference Resolves:

1. To campaign for a review of institutional supervisory boards, promoting the inclusion of a third party anonymous staff member in the sign-off and progression process.
2. NUS should develop bespoke packages of liberation training for PGR supervisors in universities and support students unions in the student-led delivery of the training in their institutions.

PG1523: Student Charters – What about Postgrads?

Conference Believes:

1. That many existing student charters (or equivalents) do not represent or recognise PGs adequately
2. PGs should be involved in the process of drafting charters
3. The PG community should be reflected in the content of the charter and the way it is implemented

Conference Resolves:

1. To support constituent member unions who are working with their institutions on reviews of or drafting of student charters (or equivalent) in ensuring that PG students are at the core of the review/drafting process

PG1524: Communication

Conference Believes:

1. The Postgraduate Committee should communicate regularly and openly, in order to involve our members in our projects and to be accountable

Conference Resolves:

1. The members of the Postgraduate Committee should report regularly on their activities via a website, if necessary independently of the main NUS website.
2. The members of the Postgraduate Committee should be included in NUS Jiscmail lists to communicate with unions
3. The Postgraduate Campaign should explore the possibility of holding more forum events through the year, to connect unions around the country with each other and the campaign, and to progress our campaigns

PG1525: Supporting Postgraduates To Engage In Their Community

Conference Believes:

1. Postgraduates are often not sufficiently engaged in the wider student experience such as opportunities to join clubs & societies and other co & extra curricular activities.
2. When postgraduate students are not engaged, retention rates fall and the mental health of students can be adversely affected
3. Social events offered by SUs are often not tailored for or inclusive of postgraduate students
4. Inductions (freshers/welcome weeks etc) are not often devised to be inclusive of postgraduate students

Conference Resolves:

1. To encourage constituent members to empower their societies and sports clubs to engage with the postgraduate community

2. To encourage and support constituent members to hold PG induction and welcome events that are of adequate size and scope to provide for the needs of new PG students

PG1526: Revising Postgraduate Representation

Conference Believes:

1. Currently, there is an unclear relationship between the Postgraduate Campaign and NUS Zones, particularly the Higher Education Zone. This extends to who is responsible for representing postgraduate members on a day-to-day basis
2. The governance of the Postgraduate Campaign has not been reviewed for a considerable amount of time and can sometimes be unclear and unfit for purpose
3. The Postgraduate Committee is currently composed of 2 PGT representatives (one NEC Rep), 2 PGR representatives (one NEC Rep), 2 open places and 1 ex-officio place
4. The ex-officio place may be considered to have an unclear role within the committee
5. The Postgraduate Section does not have its own Full Time Officer
6. Constituent members can only elect one delegate to the Postgraduate Conference, this means that each member Union can only nominate a PGT or PGR student and cannot send both as voting delegates
7. NUS are conducting a review of their governance structures over the next year

Conference Resolves:

1. To conduct a full scale review of the Campaign and its governance. This should consider:
 - a. The composition and diversity of the Postgraduate Committee
 - b. The composition and diversity of the Postgraduate Conference and Constituent Member delegations
 - c. Relationship with all NUS Zones, particularly the Higher Education Zone
 - d. Relationship with NUS Nations
 - e. The feasibility and need for a full time Postgraduate Students' Officer
2. Findings from such a review should feed in to the overall NUS Governance Review and be presented to Postgraduate Students' Conference 2016
3. To work with NUS VP Higher Education throughout this process

PG1527: Fair Representation On NUS Postgraduate Campaign

Conference Believes:

1. That despite women making up 56% of higher education students, when it comes to positions of power and steering the movement, women make up just over 1/3 of Presidents.
2. Only 20% of University professors are women and 14% of University Vice Chancellors are women
3. Less than half (41%) of College Principals in England are women (Women's Leadership Network 2013)
4. Black, LGBT and Disabled women in particular are even more underrepresented in the student movement and wider society

Conference Further Believes:

1. That in order for NUS to be taken seriously as a democratic membership organisation it is important for our democratic legitimacy that our structures and decision makers reflect the membership that we seek to represent
2. We must have the right approach to tackling the problem; we know from experience and research that this means we have to do three things: cultural change (e.g. tackling lad culture), individual capacity building (public speaking training, confidence building etc) and reserved places for women in democratic and decision making structures. In order to achieve long term change and eliminate the inequality women face in relation to power and decision making we

need to do not one or two of these approaches, but all three together.

3. That reserving places for women is important for increasing the quantity and diversity of women who run for election, in particular black, LGBT and disabled women.
5. That the NUS Women's Campaign has been mandated by policy from Student Unions to introduce reserved places for self defining women on decision making bodies in NUS UK.

Conference Resolves:

1. Insert in 'Delegate Entitlement', "when institutions send observers (one or more) in addition to their voting delegate, the delegation must include at least 50% self-defining women, rounded down".
2. Insert in 'NUS Postgraduate Committee', point 1), after 'The NUS National Postgraduate Committee will consists of six representatives', "of which 3 must be self-defining women"

Policy passed at Postgraduate Students' Conference 2016

Zone| Union Development

Motion 1 | Postgraduate Representation

Conference Believes

1. Students' Unions are working to improve their representation structures to ensure that we are representing students from both Undergraduate and Postgraduate
2. At National Conference 2015 the HE Zone put forward policy to talk about the needs of Postgraduate research students
3. The short length of many PGT courses mean that the PGT community is often less involved in their Students' Unions, particularly if it is not immediately apparent where/if there is a place for them
4. That postgraduate students aren't sufficiently engaged, supported and represented in student unions.
5. The structures and activities of students unions are often designed with undergraduate students in mind.
6. This needs to be addressed directly and proactively in order to mobilise postgraduate students consistently on a national scale.
7. That many student bodies do not have dedicated, full-time postgraduate representation.

Conference Further Believes

1. NUS is best placed to act as a hub for best practice on the representation of PG students
2. If Students' Unions are seeking to improve both their structures and methods of representation NUS should be supporting these actions.
3. NUS to establish a student-led platform for student unions to access and share best practice and support each other in challenges in relation to postgraduate representation. This would enable slicker handovers to new postgraduate officers, as they have an immediate support network and national postgraduate community.
4. NUS recognises the unique needs of the PGT and PGR communities without maintaining a hierarchy of needs and experiences.
5. NUS has a duty to encourage student unions to create more postgraduate representative posts to ensure representation reflects the size and location of the postgraduate community.
6. That student officers, elected to sabbatical position and elected to represent all students, often have no or limited working knowledge of the postgraduate experience and priority issues for postgraduates.
7. That it is the responsibility of each student union to provide suitable representation for all students across all levels of education at their institution.
8. That NUS has a duty to assist Student Unions in preparing elected representatives to suitably represent all students across all levels of study. This is particularly pertinent for postgraduate and mature students, who often have very different issues than that of undergraduates.

Conference Resolves

1. To produce a resource of case studies of best practice of PG representation
2. To assist Students' Unions in developing their PG representation structures to better meet the needs of PG students.
3. To mandate postgraduate campaign to ensure NUS coordinates training and/or suitable supplementary supporting documentation for newly elected student officers, which will provide them with information concerning key issues, germane to representing postgraduate students.

Motion 2: Empowering postgraduate students

Conference believes

1. There is a low level of engagement of postgraduate students in union activities.
2. There is a lot that postgraduate students have to offer their unions in terms of experience and abilities.
3. Postgraduate student representative roles have limited time and capacity to boost engagement with union activities.

Conference further believes

1. Postgraduate reps should be empowered with resources to boost engagement of postgraduate students in union activities.
2. Students' unions democratic activities tend to be shaped around the experiences and preferences of undergraduate students.

Conference resolves

1. To campaign to make the postgraduate representative position in unions a sabbatical one.
2. To ensure that NUS equips students unions with the resources they need to widen engagement with students' unions.

Motion 3: An action plan to organise a grassroots, campaigning NUS Postgrad Section next year

Conference Believes

1. This year the PG conference has been ruled too small to representatively elect a committee, and is only electing 2 NEC reps.
2. Postgraduate taught and research students need an effective, powerful national body through which we can fight to defend and extend our student rights.
3. The NUS Postgrad Campaign can and should be that body. We have had significant successes, but we could also be doing much better. We should aim to be a more outward-facing campaign; engaged with, owned by, and helping to build up, students organising for change on each campus; and bringing them together to be a national platform to take action too. At present, for a lot of the time the Postgrad Campaign is too limited, functioning as a small committee of volunteers working in relative isolation, that checks in with a conference once a year.

Conference Resolves

1. For the NEC reps we elect to convene an open working group of postgrad reps and students who want to help collectively organise activity in the NUS Postgrad Campaign
2. This working group and the reps should convene regular open forum events through the year, which are free and open to postgrad reps and students from all campuses. These should be places to discuss the issues facing us and our campaigning strategy, and plan practical campaigning action to achieve our goals.

Motion 4: Establish clear communication strategies between the student unions and postgraduate academic faculties.

Conference Believes

8. Postgraduates are disengaged from university events and lack awareness about the resources, social events and opportunities available for them.
9. Their main points of contact are the academic faculty members and advisors due to workload and time constraints.

Conference resolves

6. Appointing and liaising with specific members of staff to have consistent and periodic communication with the postgraduate officers and representatives of the student union in order to be informed about the postgraduate events, opportunities and general important updates.
7. This would help engage students who are generally deemed as inactive or disengaged, where Course Directors will have additional information for the students depending upon request and need.

Motion 5: NUS Governance Review motion

Conference Believes

1. That the Postgraduate Campaign is under-resourced
2. That a committee of volunteers may not be the best way to organise postgraduate students

Conference Further Believes

1. There may be alternative ways of setting the governance of the section
2. This may or may not involve a full-time Postgraduate Section Officer

Conference Resolves

1. That the question of a full-time section officer for the Postgraduate Campaign be considered in the NUS Governance Review 2017
2. That alternative models may also be considered to make the Postgraduate Campaign more effective
3. That the consultation for this is wide and as expansive as possible

Zone| Education

Motion 6

Conference Believes

1. City University London offers studentships to its PhD students, which involve a compulsory amount of teaching hours (which vary wildly across and within Schools).
2. A recent campaign of CUL PhD students points out that the conditions of these studentships are not transparent, inconsistent and do not adequately represent their workload.
3. This situation is not an isolated one.
4. At Sussex University PhD students campaigned for their teaching, which is part and parcel of their studentship programs, to be recognised and remunerated.

Conference Further Believes

1. The case of CUL is not an isolated case.
2. Little information about these cases is available.
3. PhD students should have the ability to choose whether they want to teach or not in the context of their studentship.
4. All work, whether as part of a contract or a studentship, should be properly remunerated

Conference Resolves

1. To research trends in the terms and conditions of studentships across the UK.
2. To lobby against the practise of institutions attaching compulsory teaching to PhD studentships.
3. To campaign for the full remuneration of any teaching activity (including preparation, marking, student contact hours and any associated activities) undertaken by PhD students on a studentship, as is the case with current campaigns for fair pay for PGR students who teach.

Motion 7: Postgraduate Research Supervision

Conference believes

1. That postgraduate research supervision is undertaken by multiple academics, usually with one taking the lead as primary supervisor, which can lead to a one to one relationship.
2. This relationship takes on a number of roles including introduction into the chosen academic field of the student, educational mentor and personal mentor.
3. That sometimes, for a number of different reasons, these relationships are difficult and sometimes destructive.

Conference further believes

1. That students often feel unable to challenge the breakdown in these relationships because of a lack of anonymity, potential of further damage to studies or future career damage.
2. That institutions often have no, or inadequate processes to deal with these issues.
3. Institutions have a duty to their students that they are able to challenge these relationships when there is a breakdown.

Conference resolves

1. To work with UCU and sector bodies to put together guidance to institutions on suitable processes for complaints and resolutions of supervision issues.

Motion 8: Provision of consistent desk and office space is inconsistent for postgraduate researchers across institutions and departments

Conference believes:

1. Lack of office or desk space compromises students' feelings of inclusion within departmental communities
2. Lack of office or desk space creates obstacles to academic working practice

Conference resolves:

1. Work with Students' Unions to lobby Universities to ensure consistent office and desk space for full-time PGRs
2. Work with Students' Unions to lobby Universities to ensure additional provision for part-time and non-campus-based PGRs

Motion 9: PG Support

NUS Believes

1. Postgraduate students in any form of study are often engaged in additional activity outside of their thesis but directly related to their studies or their obligations as a Postgraduate in their department or faculty.
2. In particular, commonly Postgraduate students are either contracted to, or a part of their role quickly becomes, delivering, leading and/or supporting the teaching of undergraduate students.
3. Postgraduate students do not necessarily engage in Postgraduate study to become a member of the academic faculty with associated teaching responsibilities.

NUS Further Believes

1. Levels of teaching quality are highly variable across institutions regardless of if the member of staff is a Postgraduate student or not.
2. There is no minimum standard or qualification to deliver teaching in Universities nationally, which as a result means little support may be available for these students.
3. The additional burden of delivering teaching and learning to other students can add a considerable amount of stress to an individual, as well as demands on factors such as availability of time to engage in research.
4. Postgraduate students often also highlight that they receive unequal or unfair reward for the additional responsibilities which they take on.

NUS Resolves

1. Work with Students' Unions to develop best practice in the design and implementation of offers for Postgraduate study to students.
2. Work with Research Councils to develop best practice in regards to Postgraduate study and provision.
3. Work with UCU to ensure the effective implementation of Postgraduate Student/Staff charters (or the development

Motion 10: Action to #StopTheHEReforms!

Conference Believes

1. The proposed reforms presented in the government's Higher Education Green Paper comprised a fundamental attack on education, redrawing our universities against the interests of students and education workers.
2. We are now waiting for a revised version of the reform package to be announced

Conference Further Believes

1. There are extensive problems with the proposed metrics. In particular some of the proposed metrics fail to recognise, and perpetuate, sexist, racist, socioeconomic and other disadvantages. Research has shown that the ethnicity of lecturers affects NSS scores. And given pay gaps and the biases in the job market, the use of graduate employment statistics will punish universities for accepting more women, black students, disabled students and those from poorer backgrounds.
2. We can and should campaign against particularly problematic metrics. However, we also need to campaign against the whole attempt to use any one-size-fits-all metrics to quantify the "quality" of education and the idea that it can be improved by forcing universities to compete in a league-table-driven market.
3. The Government is proposing a structure which sets some public universities up to fail and close in order to make way for private businesses, to the detriment of students, staff, and wider society. The proposed reforms actively facilitate this process.
4. We also need to defend Freedom of Information powers applying to universities, and the autonomy and campaigning activity of our unions.
5. We should campaign against the HE reforms as a whole, and argue instead that universities and teaching can be improved by decent public funding, reversing marketization, and increasing the democratic control over education by students, education workers, and communities.

Conference Resolves

1. To make campaigning to stop the HE reforms, in collaboration with education trade unions, a major priority for the next year
2. To try to engage postgrad students at the grassroots and use local and national lobbying, protest and direct action.
3. To explore the possibility of an Autumn 2016 campus tour, hopefully in collaboration with other parts of NUS, to raise understanding of the reforms and build the campaign.
4. To support the concrete proposals for action going to NUS national conference:
 - a. Organising a protest at Parliament running up to any debate or vote on the reforms
 - b. calling a national demonstration in Autumn that brings the whole student movement to-gether to tell the government: #StopTheHEReforms, #GrantsNotDebt, and #StopCollegeCuts too
 - c. From 2017 boycotting the National Student Survey and Destinations of Leavers from HE Survey unless and until the government agrees to stop the reforms. Because these are crucial tools of the government's marketization and management of Higher Education and they are central to the TEF, boycotting them gives us massive leverage.

Motion 11: PGT fees

NUS Believes

1. We are already committed by existing policy to campaigning for free education, funded by taxing the wealthy.
2. This autumn, PGT loans come in.

3. That the £10,000 government loan is welcome, and is a result of years of campaigning by the NUS Postgraduate Committee and NUS Officers.
4. That the #CapsOff campaign was a success. Loans are extended to those over 30.
5. Loans are a step in the right direction; however marginalised groups (e.g. BME) may still be priced out of Postgraduate education.
6. Living costs are on average £12,000 per PG student outside London and £13,500 inside London

NUS Believes

1. There is a real risk institutions will see loans as a licence to raise PGT fees.
2. Loans are a great step forward but we cannot rest here.
3. We must try to take control of the political narrative from the government and sector managers, not let them define our horizons, and campaign publicly for free education funded by taxing the rich. There is a real opening for this as free education re-enters the political mainstream.
4. As a result of £10,000 loans, Universities will see this as an opportunity to raise their postgraduate course fees, which sets a dangerous precedent in what is already an unregulated price market.
5. This will negate the intended impact on postgraduate education that the loan wishes to bring.
6. That the loans system does not take into account the high living costs that PG students face while studying.
7. That there needs to be some sort of fee regulation.

NUS Resolves

1. To help equip students and student unions on the ground to campaign with lobbying, protest and direct action to halt local PG fee rises. We need to help SUs to start public campaigning as soon as the prospect of fee rises comes up, in order to empower negotiations, not wait until negotiations break down or consultations close to begin
2. Nationally we should make every effort to put onto the public political agenda, the abolition of tuition fees and the decent funding of education by taxing the rich.
3. That the NUS and NUS Postgraduate Committee campaign against fee inflation in postgraduate courses everywhere.
4. NUS to lobby government and relevant sector bodies on the issue of fee inflation and propose, as a temporary measure, regulation and/or capping of PG tuition fees to prevent above inflation increases.
5. To review access data after the first year the loans system comes into effect.
6. To ultimately build a system whereby those from widening participation and liberation (BME, lower socio-economic groups, LGBT, women, Disabled) are not priced out of postgraduate education for both local and international students.
7. To work with Universities, Government and Students' Unions to alleviate impending cost crisis for PG students and make sure fees are regulated.
8. Provide advice and support to students' unions that are in negotiations with their institution over potential fee increases.
9. That this be done to achieve the wider goal of Free Education.

Zone | Welfare

Motion 12

Conference Believes

1. In order for PG students to receive optimal benefit from support mechanisms available from their institutions, students should be made aware of available support at their point of entry.

Conference Further Believes

1. University and department inductions should promote awareness of available support mechanisms
2. The timing of inductions is not consistently aligned with points of entry

Conference Resolves

1. To work with SUs to ensure that university inductions are aligned with PG points of entry.
2. Where possible, SUs should be integrated into the university's PG inductions to promote awareness of additional support mechanisms available from that institution and the SU.
3. NUS to issue guidance to SUs on the importance of promoting awareness of available support mechanisms at students' entry.

Motion 13

Conference Believes

1. The provision of contracts for university-managed accommodation is inconsistent across HE institutions outside of the undergraduate entry period, which disadvantages postgraduate students which enter at a different point in the year.

Conference Resolves

1. Work with Students' Unions to encourage the adoption of more flexible accommodation allocation strategy suitable for compulsory postgraduate entry dates.

Motion 14: Leave of Absence for International Postgrads

Conference believes

1. That students have the right to take leave of absence from their studies if they face a problem which will prohibit their ability to study.
2. That International Postgraduate students have their visa stopped if they take leave of absence over four weeks in duration.

Conference further believes

1. That it is unfair that international students have their visa stopped if they take leave of absence over four weeks.
2. That this further effects students who have to leave their accommodation.
3. That universities encourage students to take leave of absence rather than extensions via mitigating circumstances as this affects the ranking of the university, but leave of absence does not.

4. That being made to leave the UK further exacerbates problems that students with mental health problems face.
5. Students with children and families are made to uproot their families in this process.

Conference resolves

1. That NUS should lobby, and support students' unions in lobbying, the government to change the legislation in regards to leave of absence for international students, in particular regarding health reasons, to allow universities to keep sponsoring students' visas over their period of leave.
2. That NUS should start a petition to the government regarding this matter.

Zone | Society and Citizenship

Motion 15

Conference Believes

1. That university divestment from fossil fuel companies is crucial in the fight for climate justice. To grossly underestimate the power of symbolism in positive rhetoric regarding divestment from fossil fuel companies by an organisation of the size and stature of the NUS would be a tragedy.

Conference Resolves

1. The NUS should actively encourage individual student unions to use their powers to lobby their Universities to divest from fossil fuel companies.

Motion 16: Tax the Rich – Save our NHS

Conference Believes

1. The National Health Service, similar to the Education sector, is something that is beneficial to the public good but is under attack from our Conservative Government.
2. In particular, the enforced junior doctor contract and removal of NHS maintenance grants are two current egregious examples of this.
3. The junior doctor contract is unsafe and unfair.
4. The attacks on the NHS will undermine the quality of the service that is provided to the public and set it further along the path to privatisation, run for profit and the accumulation of wealth in the hands of the few and not for the benefit of the many.

Conference Resolves

1. To support Student Unions and student activists to show solidarity, and offer practical help, with those defending our NHS (including local BMA branches, "Save our NHS" societies and self-organised groups of students who currently receive the NHS maintenance grants)
2. To campaign for all reversal of privatisation within the NHS and to properly fund the NHS through taxation of the rich.

Policy Lapse

PG133: Don't Go Breaking My Arts

Conference Believes

1. The postgraduate students' campaign should work with the higher education zone in upholding the policy on protecting and defending arts education in the UK. We should articulate the particular contribution of postgraduates to the creative sector.

Conference Resolves

1. Lobby the government on eliminating the potential dangerous changes including but not limited to exam and curriculum reform across all levels of education.

PG1313: Safeguarding The Mental Health Of Postgraduates

Conference Believes

1. Postgraduates face a specific range of issues that can seriously impact on their mental health, welfare and wellbeing, particularly isolation.
2. We don't have a good understanding of the impacts of postgraduate study on mental health, welfare and wellbeing.

Conference Resolves

1. To work with existing campaigns on mental health, welfare and wellbeing to ensure the postgraduate dimension is taken account of.
2. To provide advice and best practice to students unions to support them to safeguard the mental health, welfare and wellbeing of their postgraduate students.
3. To confirm our opposition to Fit to Sit policies and support unions to campaign against these.

PG1318: Postgraduate Perspective Of The Post-Study Work Visa

Conference Believes

1. There are aspects of the removal of the post-study work visa that particularly affect postgraduates.
2. International postgraduate students make enormous contributions to the UK's knowledge economy, public policy, communities and society.

Conference Resolves

1. The postgraduate students' campaign should work with the international students' campaign to ensure that particular postgraduate issues are equally addressed in any and all campaigning work done on this issue.

PG1316: Representation Motion

Conference Believes

1. There are problems of representation in universities, unions and elsewhere.

2. Liberation groups are often under-represented at many levels. This is felt particularly among PG students, and the problem is particularly sharp in some disciplines.
3. There are particular difficulties that postgraduate students from liberation groups face.
4. NUS should actively fight for representation of liberation groups.

Conference Resolves

1. To organise a campaign to highlight the problem of under-representation of liberation groups among postgraduates.
2. To integrate campaigns to overcome structural barriers that students from liberation groups face into our postgraduate campaigns.



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