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The logo for the NUS National Conference. It features the letters 'nus' in a bold, black, sans-serif font. The 's' is partially enclosed by a blue square. To the right of 'nus', the words 'NATIONAL' and 'CONFERENCE' are stacked in a large, bold, blue, sans-serif font. The entire logo is tilted slightly upwards to the right.

# **nus** **NATIONAL** **CONFERENCE**

## **Society and Citizenship Zone proposal**

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

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**Proposal:** Placements, Apprenticeships and Education For Good

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**Submitted by:** Society and Citizenship Zone committee

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#### **Conference Believes**

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

#### **Conference Further Believes**

1. The NUS-HEA sustainability skills surveys show a clear preference from students for more work-based experiential learning.
2. Many universities now offer paid placements for recent graduates, which helps them with their institutional employability statistics, but many of these placements seem tokenistic.
3. The Apprenticeship Levy starts on 01 April 2017, but there are, as yet, very few apprenticeship standards that relate to sustainability.
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#### **Conference Resolves**

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

**Proposal:** Brexit means Brexit or so we're told


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**Submitted by:** Society and Citizenship Zone committee

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#### **Conference Believes**

1. NUS is a member of the European Students' Union.

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2. 25,000 UK students studied or undertook work placements in the EU as part of the Erasmus scheme in 2015/16; since 2014 Erasmus+ has included UK school students, volunteers and apprentices and invests nearly £100 million each year into UK mobility in Europe<sup>1</sup>.
  3. There are around 10 times more EU students studying at UK universities than UK students studying in the EU<sup>2</sup>.
  4. UK Universities receive an additional 15% in research funding from the European Union (EU), on top of contributions from the UK government<sup>3</sup>.
  5. Hate crime in the UK surged in the aftermath of the EU vote, up 58% in July 2016 alone<sup>4</sup>

### **Conference Further Believes**

1. EU cooperation greatly enhances education experiences and the pursuit of knowledge.
2. The EU has not only enabled the free movement of millions of people across national borders and facilitated cultural exchange, but has done so while protecting their rights within the countries they travel to.
3. The UK's membership of the EU enables over 140,000 students to travel for study between the UK and Europe each year, which enhances the educational and cultural diversity of our colleges and universities as well as the educational experiences of the students who travel.
4. The UK's membership of the EU allows UK students to study in countries, where UK graduates and apprentices can follow their career paths without the constraints of borders.
5. We must fight the idea there is a problem with immigration. Lack of jobs and services is the result of government and private sector cuts, seeking to boost profits and the wealth of the rich at the expense of workers.
6. We must fight the idea that the problem is "Europe". We oppose the re-raising of national barriers. We need cross-European campaigns to defend and improve services and rights, and to defend migrants' rights.
7. The rise in xenophobia, racism, Islamophobia and anti-Semitism since the vote to leave the EU was fuelled by the disgraceful and dishonest Leave campaign.
8. The UK should remain a cooperative partner with EU countries and always seek to promote universal human rights, peace, stability and free movement within the EU and around the world.
9. That the decision made by the British people, thanks to a dishonest Vote Leave campaign that misled the British people, was regrettable.

### **Conference Resolves**

1. To assist lobbying efforts to find out what the Government's terms of withdrawal from the European Union are and what "Brexit means Brexit" actually means.
2. To campaign for free movement to remain a key principle of the UK's political engagement with the EU, and to remain in the single market.
3. To lobby the UK education sector and apprentice providers to increase access for UK students and apprentices to study abroad with the Erasmus+ programme.


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<sup>1</sup> [erasmusplus.org.uk/key-erasmus-facts-and-figures](http://erasmusplus.org.uk/key-erasmus-facts-and-figures)

<sup>2</sup> [www.timeshighereducation.com/student/news/how-could-brexit-impact-international-students](http://www.timeshighereducation.com/student/news/how-could-brexit-impact-international-students)

<sup>3</sup> [fullfact.org/education/how-much-money-do-british-universities-get-eu/](http://fullfact.org/education/how-much-money-do-british-universities-get-eu/)

<sup>4</sup> [www.theguardian.com/society/2016/sep/07/hate-surged-after-eu-referendum-police-figures-show](http://www.theguardian.com/society/2016/sep/07/hate-surged-after-eu-referendum-police-figures-show)

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4. To work with the European Students' Union to actively lobby Members of the European Parliament (MEPs) on issues which will impact students and education.
  5. To proactively engage with the European Students' Union to ensure the voices of students in the UK are heard at the European level.
  6. To work with STAR (Student Action for Refugees) and Help Refugees UK and support their campaigns.
  7. To support Students' Unions to lobby their MPs and the government, calling on them to remove international students from net migration figures.
  8. To continue working with the Human Rights Act coalition to publically oppose and campaign against any attempt to repeal the Human Rights Act and replace it with the British Bill of Rights.
  9. To campaign against any potential legislative changes that would affect student rights in employment. If the UK is no longer bound by EU legislation, issues like paid holiday and part time workers' rights will come under threat.
  10. To lobby the Government to enshrine the preservation and extension of EU environmental protections in UK law after leaving the EU.
  11. In the interim of Brexit negotiations, for NUS to:
  12. Work with UCU, UUK & AoC to ensure that the status of students and academic staff who are studying and working, both in the UK and in the rest of Europe, is clarified.
  13. Lobby the government to reverse the extension of the residency requirement for living cost support.
  14. To work with hope not hate, and NUS liberation campaigns to support them in tackling discrimination, prejudice and hate crime.
  15. To always fight for a Brexit deal that is the best possible deal for students.