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Purpose of This Document

This document contains all the policy currently in effect for the Union Development Zone. This is the policy that the Vice-President Union Development and the Union Development Zone 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 National Conference votes to renew it.

Policy passed at National Conference 2014 will lapse at the end of National Conference 2017.

What You Need To Do

If you are considering submitting policy to National 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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Union Development policy passed at National Conference 2014

NC_UD_14401: Empowering Active Students

Preamble

This motion seeks to bring together the three arms of 'union development' defining how it will progress over the course of the next 18 months. Firstly, by empowering active students, we are working to give the knowledge and tools to individuals to create change. Secondly, empowered individuals need to work collectively to be effective; which is why we'll work to create and connect networks of student communities in and around the UK. Lastly, these communities of students will come together in students' unions; here, we must carry on with our work transforming these hubs of activity.

Traditionally, the majority of our work has been carried out in students' unions. As time progresses, we believe that this will begin to change and that more and more, students will focus their time in various communities within the union and that this is where NUS should shift its focus. Through supporting these communities and putting infrastructure in place to do this, we will be able to increase activism, enable greater levels of change and ultimately re-shape further and higher education for the future

Conference Believes:

1. Working with and through students' unions, students have a valuable and vital impact on their education and wider society.
2. Students are at their most powerful when we organise collectively.
3. Organising collectively through an independent body is a fundamental right of all students in further and higher education.
4. Thousands of students, especially in further education, work based learning, small and specialist institutions and some private providers are denied the right to organise collectively.
5. All students should have power to make a difference, to get involved and organise to take action around the issues they are most passionate about.
6. Democracy gives power to the people and by being at the vanguard of democratising students' unions, universities, colleges and wider society, we will secure more power for students to make a difference and have an impact on the world around them.
7. That power gives the opportunity to cause and provoke change and politics is the way we decide what kinds of impacts we think are important. While many students don't necessarily think of themselves as being "political", we believe that all students have power. Being political is therefore necessary to make a difference as being political is simply a way for students to organise and take action around the most widely and deeply felt issues.
8. Measuring and articulating what students' unions do – impact – allows us to both think critically about what our activities aim to achieve and also better understand the benefits of our work. From strategic benefits of thinking critically about activity aims, to democratic benefits of the increased transparency brought about through the regular measurement and publication of impact.
9. For too long measuring and articulating impact has been limited to numbers and figures about volume – simply recording how many students are in societies rather than demonstrating the impact that those societies are having on their members, their institution and wider society.
10. The UK government have cut between £20 billion from 2010 and 2015; this agenda is affecting all sectors of the economy and society - including the voluntary sector and its beneficiaries.
11. NUS have a duty to support the strategic development of its membership
12. NUS are a voluntary organisation who seek to empower, inspire and educate its membership
13. Strategic plans are a tool used to help define the purpose and nature of organisations

14. Strong unions should support student representatives via research engaged data which back student opinion
15. Students' Unions are change agents who require the tools to enable activists to impact positively on society
16. Transferable modes of best practice should be accessible to all unions
17. Campaigners need to respond to, and understand, new policy initiatives and ways of working in a challenging and changing environment.
18. VAT has been raised – considerably increasing the voluntary sector's cost base – and transitional relief on Gift Aid has been ended.

Conference Resolves:

1. To create an online hub of resources that demonstrates the power of the student movement as a force for good in society by using and analysing impact from across the student movement.
2. This evidence base should be used in multiple ways including campaigning nationally to articulate the value of students' unions and inspiring more students to take part in civil society.
3. To support students' unions to bring about social and political change in the formal curriculum of their institution alongside co- and extra-curricular activities.
4. To deliver a programme supporting students' unions to measure and articulate the impact of campaigning activity more effectively and develop a set of common metrics for measuring impact. This includes moving from quantitative to qualitative measurement tools.
5. To work with students' unions across the country to promote new and good practice models of democracy – and promote these principles further beyond their union. We will also ensure this work complements and supports our efforts to diversify elections in students' unions.
6. To create an organisational approach to empowering communities that exist in students' unions from clubs and societies to campaign groups. This should be reflected in our Quality Mark and strategic support to students' unions.
7. NUS to build modes of best practice from organisations in the sector for executive handovers into training modules for sabbaticals
8. NUS to consolidate resources into research and policy projects with the aim of lobbying and campaigning to influence the government's decision making
9. NUS to collaborate with voluntary organisations by building a resource hub that will outline how to create links with local organisations and what we can learn from them, for example community organising methods and communication tools.
10. Work in tandem with NCVO into making the voluntary sector a priority in public policy ahead of the General election 2015
11. NUS to localise strategic modelling NCVO have created to unions through bespoke training events

NC_UD_14402: Connecting Networks Of Student Communities

Conference Believes:

1. Communities exist across all aspects of student life within the education system.
2. That based on our initial research and mapping of student communities, there are a number of different communities;
 - a. Communities of Administration (e.g. Identifying with the university, union)
 - b. Communities of Location (e.g. where you live)
 - c. Communities of Values (e.g. your identity LGBT, women)
 - d. Communities of Interest (e.g. courses, clubs and societies)
3. Students' Unions are trying to develop and involve a more diverse student population to engage and lead their unions but usually 'box' individuals and create structures that don't relate to where student communities are strong and active.

4. Active communities with deep ties are found to be based around values and interests of students.
5. The views of active and thriving communities should shape policy in students' unions. However, currently, unions put the majority of resources around administrative structures.
6. Engaging and empowering communities that already exist to make a difference and create change is a priority.
7. By working to engage existing groups of students, levels of engagement with groups of students typically seen as 'hard-to-reach' can be improved.
8. Only by re-imagining what students' unions are and how they work, by thinking differently about the communities we work with, can we build lasting relationships and engage different groups, increasing participation with our unions.

Conference Resolves:

1. To work with individuals, organisations and students' unions to fundamentally re-think how students' unions should achieve their ambitions with an aim to empower communities that already exist.
2. To research and create models of communities that students' unions can adapt that will allow unions to identify where communities lie and how they can empower them. We will draw on student development theory, so prevalent in the United States.
3. To deliver a programme of work with students' unions to re-think how their unions are structured, governed and how to disseminate power to communities of students. We will also work with students' union staff, through specialist groups, supporting what enabling these new models might look like.
4. To create a leadership development programme for student opportunity leaders on campus to ensure these community leaders have the capacity to build membership and grow activities in their unions.
5. To create an online training toolkit for clubs, societies, sports clubs and volunteering programmes to train students to build activists in readiness for the 2015 general election and beyond.
6. To create new programmes of about devolving power to student interest groups
7. To fund a series of pilot projects to embed new models of democratic participation, ensuring a diverse mix of students' unions are chosen to test our work.

NC_UD_14403: Regional Partnerships

Conference Believes:

1. Further Education and Higher Education unions would benefit from working closely with each other in local regions.
2. The development of the community organising agenda is exciting and must explore other ways unions can collaborate.
3. Students' Unions nationally (including NUS) talk about a united student movement however, many unions fail to work with other local unions.
4. In many Union's nationally, they strive to make sure all elections (local, European and General) are a win for students and by linking together local unions they can amplify the student voice.
5. Not all student issues are down to the institution they study in, many exist because of the locality they live in. For example, housing, crime, employment and travel campaigns can be city wide or regional issues.
6. There are lessons to be learnt from both HE and FE institutions and that city wide partnerships should be about mutual respect and development.
7. Students' unions already work hard to explore what changes they can make locally, including influencing local politics and decision makers.
8. There are already fantastic examples of students' unions working together across cities, such as; Glasgow Student Forum, NUS London Area, Birmingham Students' Unions. These groups all set their own agenda we must learn from them.

9. Full Time Officers at the National Union of Students have effective representation with trade unions through "Union Representatives"
10. While Students' Union Officers are entitled to join trade unions, there is low take up of this
11. That different Universities organise themselves into 'groups' based on areas such as research excellence and teaching and learning.
12. That a number of Universities do not sit within a mission group.
13. That Student Unions do not have system that mirrors that of the University they sit alongside.
14. That in response to several conference mandates in previous years, NUS has increased its work to support Small and Specialist Students' Unions
15. Given the large proportion of the membership these Unions constitute, this work is to be celebrated and encouraged
16. For the same reason, this work should now be expanded

Conference further believes:

1. In a time where collaboration is key and tertiary education is at the forefront of our minds, it is time that we embrace working together in city FE and HE students' unions where so many of our students experience the same issues.
2. Birmingham HE Students' Unions have created its own group of Executive Officers that meet throughout the year to discuss joint campaigns, concerns and developments to variable success. This group does not have any staff support or formal organization, consequently regular meetings are not as successful as hoped. Therefore, the results from these meetings are ineffective in its current form.
3. Trade Unions can have difficulties understanding the role of Students' Union Officers, which is a deterrent to some Officers joining
4. Better representation through trade unions, and more support in this, would enable Officers to receive better working conditions
5. That there are a number of benefits for institutions of being in a group.
6. That Student Unions could benefit from a similar set up to that of University mission groups through working collaboratively and sharing best practice with those institutions that they are similar to.
7. That Student Unions tend to work and associate with those Unions geographically close to them rather than Unions which are similar.
8. That we should develop a union mission group system.
9. That most Small and Specialist Unions have limited financial resources and thus are limited in the staff they can hire
10. That these Unions must often choose, when creating staff structures, whether to prioritise front-line services for students (such as advice workers, clubs and societies coordinators or campaign staff etc.) or back room operations (such as managers, finance staff etc.)
11. That this can leave these unions, and their members, without sufficient provision in either area
12. That by combining resources many of these unions could work together to provide support and training to current staff and possibly even some back room services
13. That even larger, more resource-rich unions may find sharing back room staffing more efficient

Conference Resolves:

1. NUS should work with Students' Unions to develop partnerships across FE and HE unions.
2. NUS should hold more regional events and networking opportunities to encourage initial dialogue between unions around an area.
3. Unaffiliated Students' Union should be invited to attend.
4. NUS should identify ways that unions can share resources and capacity and pilot opening facilities where applicable to students from a number of institutions.
5. Where current collaboration is working, NUS should highlight and share examples of how and why this works well.

6. NUS should support local campaigns that develop from regional meetings with staff and resources.
7. NUS should develop guides about breaking down local politics and decision makers, making campaigning for students locally more understandable.
8. An elected NUS officer will be expected to attend at least one of these meetings each year.
9. Every meeting will be attended by an elected NUS representative (NEC).
10. An elected NUS Vice President/President will be expected to attend at least one of these meetings each year.
11. To investigate the possibility of facilitating regional representation in trade unions for Students' Union Officers.
12. To mandate the Vice President Union Development to undertake research into how Student Unions work collaboratively and share best practice.
13. To mandate the Vice President Union Development to establish a mission group system for Student Unions based on the indicators that fall within the Quality Mark and undertake extensive consultation with Student Unions regarding what networks would help them.
14. That NUS will investigate the possibility of either NUS providing back room services centrally or NUS facilitating unions (either by region or relative need) jointly purchasing back room services
15. To support the creation of a Small and Specialist Staff Network
16. To support (and, where possible, finance) this group to create training events which these unions could not otherwise finance on their own
17. To support Small and Specialist Unions in reviewing their staff structures and help them identify hiring and training priorities

NC_UD_14404: Democratic Students' Unions

Conference Believes:

1. Clear, open, democratic structures are essential to develop the culture of involvement, mobilisation, activism and accountability we need.
2. The interests of student unions and management are fundamentally counterposed
3. In FE, unions frequently do not have access to basic resources, such as membership lists and means of communicating with members
4. Where unions are effective, they will come under pressure from management to stop their activities. This should be resisted.
5. University and College managers are increasingly seeking to interfere with union autonomy in relation to campus dissent and protest. At the University of Birmingham, a candidate was suspended by the University in relation to protest activity and almost prevented from running in elections.
6. Liberation is a key part of being a democratic union. Having structures that reflect Liberation is not a magic bullet, but it is good and we should urge CMs to introduce and improve them in line with NUS Liberation Campaigns' guidance.

Conference Resolves:

1. NUS to issue democratic guidance to Union's which encourage;
 - a. Important decisions should be made by students and their elected representatives.
 - b. Autonomous Liberation campaigns in every Students' Union, and where possible full-time Liberation officers.
2. To campaign for Students' Union independence, including:
 - a. A basic and legally enforceable minimum standard for unions in FE and HE, including access to independent resources and space; means of communication with members; automatic annual elections; security of funding; and existence and representation within institutional structures.

- b. Independent and accountable returning officers for union elections, who have no employment or trusteeship connection with the institution.
 - c. A drive to create full-time elected officers in small and specialist and FE unions.
- 3. NUS to issue guidance to Students' Unions that, where students are suspended from the University as a result of their participation in protest activity, they should continue to remain full members of their Students' Union.
- 4. To issue guidance, and include in the Summer Training programmes, on how officers and student reps can tackle and work around undue interference of university management and senior SU staff.

NC_UD_14405: From 1994 to 2034: The Next Generation of the Student Movement

Conference Believes:

1. The 1994 Education Act and the 2006 Charities Act together establish the principle of independent, well-governed and representative students' unions.
2. As the further and higher education sectors have evolved students' unions have as well; they are diverse in mission, scope and levels of resource.
3. Students' unions are increasingly interwoven into the fabric of national education regulation: across the UK we have a presumption of student participation in governance, frameworks for learner and student voice, management of complaints and appeals and student engagement.
4. Twenty years on from the Education Act it is timely to reaffirm the right of every student to organise and seek representation through an independent students' union, and to reflect on how students' unions might evolve in the next twenty years.

Conference Resolves:

1. To consult widely within the student movement and with the further and higher education sectors on the development of a White Paper setting out proposals to ensure students' unions are recognised in law, continue to be well-governed and are sufficiently resourced to carry out their mission of amplifying the student voice, helping students be powerful and improving students' lives.
2. To consider the diverse purposes and activities of students' unions and how these might be more fully developed and supported in a complex and changing educational environment with multiple external pressures.
3. To explore the legal and regulatory frameworks for students' unions and lobby to strengthen these.
4. To use the current legal and regulatory frameworks available to us and any future legislation we may achieve to take steps to establish independent collective student representative bodies where they currently do not exist.

NC_UD_14406: For A Living Wage in Our Institutions

Conference Believes:

1. The highest pay in the HE sector averages £248,292 per year.
2. Many workers in universities are paid the National Minimum Wage, and workers across the sector have had their pay cut by 13% since 2008.
3. Many Universities and Colleges still employ large numbers of staff for less than the Living Wage, and often on highly casualised contracts.

Conference Further Believes:

1. All workers should be paid at least the Living Wage

Conference Resolves:

1. To support SUs campaigning for the Living Wage, and publicise how workers at University of London and elsewhere have won it through industrial action.
2. To call for all students unions to lead by example in paying all workers, including student staff, the Living Wage.

NC_UD_14407: SU Autonomy And Building Pan-London Representation**Conference Believes:**

1. There are 800,000 students in London. These members face acute and specific issues, and if mobilised could make a massive impact. NEC recognised London as an Area in autumn.
2. Following a review, the University of London has declared its intention to shut down its federal student union, ULU, from August 2014, which alongside college unions represents around a third of all HE students in London. No student sat on the Review Panel, and no student sat on any body which approved it.
3. ULU and NUS London have adopted positions opposing the outcomes of the ULU Review and campaigning for ULU's building and services to remain in student hands.

Conference Further Believes:

1. An injury to one is an injury to all. Regardless of how unique ULU is, the shutting down of ULU presents a major attack on students' right to organise and on SU independence.
2. There has been a failure of leadership in NUS HQ around this issue and pan-London representation more generally, despite having policy to campaign on it and enthusiasm from CMs.
3. Other regions should have a better advertised opportunity to explore the possibility of Area organisations.

Conference Resolves:

1. To condemn and campaign against the processes and outcomes of the ULU Review
2. To affirm the sovereignty of NUS London Area, and support NUS London and ULU in their campaigns to keep ULU's building and services in student hands.
3. To actively explore the feasibility and desirability of creating NUS Areas in other parts of the country, in consultation with unions.

NC_UD_14408: The Next Opportunity...**Conference Believes:**

1. This is the first year NUS has taken Student opportunities (work on societies, sports, volunteering and media) seriously and welcomes the work in this area.
2. The work carried out has supported student activities officers and staff across the country create a national network and support each other to develop student groups.
3. NUS should continue to prioritise work in this area and recognise the important role student opportunities have within our students' unions.
4. The work supporting students' unions diversify their candidates in elections and breaking down barriers in our democracy is important and needs to be reflected in the democracy of our student groups.
5. There are many national organisations that support student groups we can create further partnerships with, especially within media and charities.
6. There has been a lack of work with Student Enterprise, something which would add value for student groups and student social enterprises.

7. There has been a worrying increase of institutions taking over this activity from students unions and we absolutely believe they should be run by students for students.
8. There are still too many places where timetabling is still a problem and there is no dedicated time for students to play sport, volunteer, work and run societies.
9. It is positive that a number of independent national associations exist to promote areas of student activity such as National Association of Student Television Association (NASTA) and National Student Fundraising Association (NaSFA).

Conference Resolves:

1. To hold a student opportunities conference during the summer, bringing staff and officers together and invite external organisations such as BUCS, Media groups, volunteering and charities to support this.
2. To develop more resources and support for unions that have no to very few clubs, societies and media.
3. Research the diversity of leadership in student groups, produce specific guidance and innovative structures to support the research that allows our student groups to be more reflective of their members.
4. Run pilot projects connecting student groups across cities and regions, bringing together campaigning societies and clubs to tackle local issues.
5. To create an external partner database and that brings together national organisations and charities that have student links, creating a 'way into students' union manual' to educate them on how to best work with students' unions.
6. Develop a local version that supports students' unions create local ties with key partners that support student groups with common causes. Capture where strong community ties exist and share in other areas.
7. Identify organisations that fund student enterprise and hold a students' union enterprise events and training, pulling in funding to unions and student groups for social enterprise.
8. NUS should hold a national enquiry into timetabling and extra circular activity, this should include bringing BUCS, volunteer organisations and institution representation to have the debate nationally about the importance of dedicated timetabling space.
9. To support and encourage the formation of a National Association of Student Societies and Activities (NASSA) and support the establishment of associated awards.
10. To support the development of a national accreditation brand of 'Societies Stripes' awarded for individual recognition for outstanding contribution towards student Societies and Activities.'

Union Development policy passed at National Conference 2015

NC_UD_15401: FE Leaders – Learning Difficulties and Disabilities

Conference Believes:

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

Conference Further Believes:

1. Learners with learning difficulties and disabilities are entitled to a voice within our structures, entitled to have their views listened to and their voice heard.
2. NUS prides itself on access awareness, but is still falling short for learners with learning difficulties and disabilities. Our campaigns and national conference remain inaccessible to this group.
3. NUS has a duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation.
4. Learners with learning difficulties and disabilities are very limited in their choices for further education, and it is essential that their rights are promoted, defended and extended.

Conference Resolves:

1. To maintain the FE Leaders programme developed specifically for learners with learning difficulties and disabilities.
2. For the VPFE and VPUD to work with the Disabled Students' Officer, to review NUS information and produce accessible versions.

NC_UD_15402: Students' Unions Reimagined For The Common Good

Around the world students' unions provide a platform for students to be leaders in social movements. Much more than service centres, students' unions bring their members together and enable them to make collective demands on others – be that a college, university, government or otherwise.

However in the context of the UK's increasingly marketised education system, a complex web of regulation and red tape, students' unions increasingly struggle to fulfil this purpose, pressured instead to act like consumer rights champions as part of a customer feedback system.

Conference Believes:

1. Over the last 20 years, students' unions have become increasingly regulated, clouding and conflating their purpose.
2. Furthermore a market has been created in education by successive governments increasing fees, reducing funding and championing private providers.

3. SUs should exist to democratically represent, campaign on behalf of and provide for students – so they need to be as open, transparent and democratic as possible. This is an inherently political task, so they cannot shy away from political debate and taking political stances.
4. Meaningful democracy requires freedom of expression, and the right of students to disagree, debate and challenge each other.
5. Recently, college/university managements have closed down the University of London Union, used police and judicial suppression against student protest, like at Warwick, and bullied student officers against criticising them, like in Edinburgh.
6. Unions need;
 - a. Elected, not appointed, representatives
 - b. A constant flow of easily accessible information to members (records of decisions, reports from elected officers, etc);
 - c. Regular, well-built General Meetings;
 - d. Councils open to all to attend, speak and put motions;
 - e. All important decisions to be made by students and their elected representatives;
 - f. Autonomous liberation campaigns, and preferably full-time Liberation officers
 - g. SU independence from institutional management, including guaranteed, secure resources and space; means of communication with members; automatic annual elections; and accountable election returning officers with no employment or trusteeship connection with the institution.
7. Unions should be able to elect 'major union office holders' (as referenced in the Education Act 1994) from restricted franchise groups (i.e. women, graduates, etc).
8. The education act 1994's restriction on having major union office holders elected from limited franchise (Education Act 1994, 22 (2)(d)) undermines efforts to ensure liberation and representation of under-represented groups are at the heart of SUs and the student movement.

Conference Further Believes:

1. The market has brought with it a new set of competitive motivations and financial considerations for institutions, students and students' unions.
2. In this context, the purpose of students' unions has become gradually more limited to the protection of students' individual investment in their own education - an education that is understood primarily as a means of earning more money after their studies.
3. In the absence of healthy democratic engagement, students' unions have turned to using market indicators to assure this investment, rather than challenging wider values-based issues within education, employment and society, including the behaviours of institutions and external organisations.
4. In this way, students' unions have become a further function of the market, using consumer feedback mechanisms to 'add value to the student experience'.
5. Additionally narrow charitable objects are seen to limit the scope of students' unions work to issues faced by their members as students, rather than as citizens.
6. However if society is to recognise the public value of educating people and invest in tertiary education then students and their collective political platform (students' unions) must be understood as a force for equality, social justice and the common good in society, not just as self-interested members of private clubs.

Conference Resolves:

1. NUS must consult on and campaign for a revised regulatory framework that catalyses, rather than constrains, students' unions to use the collective power of their members as a united force for equality, social justice and the common good in society.
2. NUS should support students' unions to invest in regional campaigning partnerships in order to:
 - a. Campaign outside of the current regulatory framework of students' unions

- b. Organise around regional social issues and allow students to campaign shoulder-to-shoulder with other members of the local community
 - c. Formalise existing links, which vary in success due to lack of support, resource and structure, between students' unions and wider civil society groups
 - d. Enable more collaboration between local students' unions (particularly across the gap between HE and FE) to share resources, create capacity for innovation and support collective social enterprise
 - e. Reinforce the understanding of students as a force for the common good in society
- 3. NUS should support students' unions to uphold their own progressive values within organisational practices, including employment and purchasing. Examples like paying the living wage, reducing environmental impact and using Fairtrade supply chains must be understood as essential steps towards advancing students' unions' values-based ideas within education and society.
- 4. NUS should help students' unions to experiment with models of inclusive governance which position students as mutual partners in their union, rather than individual beneficiaries of a charity. Whilst remaining student-led, these governance models should reflect the new social focus of students' unions by including a broader range of stakeholders from across society in their decision-making.
- 5. NUS should campaign for national levers to ensure institutions give students' unions a guaranteed level of funding, granted unconditionally, and influence over key decisions. This funding and influence must be accounted for, so should be granted on the understanding that students' unions demonstrate their success by preparing publicly-available social accounts to document the difference they've made to students and wider society.
- 6. Help SUs campaign for independence.
- 7. Work with SUs to promote SU democracy as above.
- 8. Encourage SUs to help students set up meetings, protests and campaigns on campus.
- 9. Condemn institutional managements when they close SUs or call police and security to close down peaceful protests.
- 10. To mandate the VP UD to lead lobbying efforts to change the 1994 education act to ensure that major union office holders can be elected from restricted franchises and report back on the progress of this lobbying by NUS conference 2016

NC_UD_15403: Keep The National Society Of Apprentices On Top

Conference Believes:

- 1. The National Society of Apprentices (NSoA) it continuing to develop since it's launch in 2014 and this year has delivered a number of events and engaged with more apprentices than ever before.
- 2. That over 150 training providers and colleges have now signed up to be a part of the NSoA, reaching over 150,000 apprentices.
- 3. The apprentice extra card funds activity of the NSoA and the card has increased in sales year on year.

Conference Further Believes:

- 1. This year the NSoA held its first democratic events regionally to elect a leadership team and select priority areas to work on.
- 2. In addition to that a national voice of apprentice's day was developed with the Trade Union Congress (TUC) to identify issues apprentices face as learners and workers.
- 3. That development of a new apprentice training course alongside FE leaders was a big step forward to include apprentices in all NUS activity.

Conference Resolves:

1. To continue to make the development of the NSoA a priority for NUS and to run regional democratic days to elect the leadership team.
2. That funds created from selling the Apprentice Extra card should continue to be ring fenced to fund the NSoA and its activities.
3. To develop local models of learner voice to support apprentices to have a strong voice locally.
4. To adopt the 5 policy areas, as chosen by apprentices at the regional democratic days, they are to campaign and work on:
 - a. Apprentice sick pay
 - b. Raise minimum wage of apprentices
 - c. Quality teaching and Learning
 - d. Develop a kite mark for excellent apprenticeships
 - e. Care2Learn for apprentices
5. That in any review of governance, NUS should consider how the NSoA and the democratic structure of NUS should link together, and make steps to include more apprentices in decision making processes.

NC_UD_15404: Live Your Values

Conference Believes:

1. Students' unions should champion collectivism, equality and social justice in society.
2. Our behaviours and practices are the most powerful way of showcasing our beliefs.
3. The way we communicate or 'frame' our thoughts is very important – provoking patterns of thought and behaviour. In this way ideologies can be advanced or suppressed.

Conference Further Believes:

1. Students' unions should practice what we preach, showing socially-responsible business practices can not only be achieved but allow us to flourish.
2. The student movement should communicate in a way which reflects our values and emboldens them in others.
3. The student movement has had a positive history in challenging our institutions and other organisations ethical practices'.

Conference Resolves:

1. NUS to support students' unions to pay the Living Wage for all staff (or commit to do so as soon as possible) and provide case studies on those who have successfully delivered it.
2. NUS to support students' unions to move to trading where possible in ethical and Fairtrade products and services.
3. NUS to investigate with students' unions the effect of communicating in frames which reinforce ideas of collectivism and collaboration rather than individual power or competition.

Union Development policy passed at National Conference 2016

Motion 301| The Impact of Student Opportunities

Conference believes

1. Over the last two years, particularly as a result of this government, a worrying series of events has built up a significant potential threat to the future of the student movement. This includes media attacks on the charity sector, a politically-driven and well-funded sector regulator, the Lobbying Act, the Trade Union Act, devastating cuts to FE and challenges to the transparency of students' unions.
2. Funding for SUs is also scarcer and more uncertain as budgets become even tighter and our enterprise markets more competitive. Many SUs are experiencing crisis levels of funding already, while income generation is made harder by the spiralling costs of student living, addressed by the NUS priority campaign. Furthermore a historically very successful lever for attracting HE investment in SUs, NSS Question 23, will shortly be retired.
3. All this has the effect of weakening the position of students' unions, preparing the landscape for future attack from government and its instruments.
4. When the student movement came under attack in the early 1990s we won the public debate by harnessing the love for students' unions. We turned the life-changing experiences our movement has given to students and communities into public and Parliamentary support.
5. To be able to do this again and to defend students' unions in the foreseeable future we need a deeper understanding of the impact we are having on students and society. This will help us make the case for the value of students' unions, as well as win locally on student opportunities. e.g. 'Keep Wednesday Afternoons Free' campaigns.
6. The Open University is the main provider of part time education in the UK
7. Part time students have unique needs and require adequate representation on a national level
8. Our national student voice is stronger when it is representative of all learners and NUS should be a home for students' unions of all shapes and sizes

Conference further believes

1. Student opportunities are the engine of our movement. Clubs, societies, volunteering, media, fundraising and enterprise groups transform lives and fuel progressive change in society.
2. SUs run student opportunities to make all of these broad differences, or impacts, in society:
3. Shared Control – *maximising collective control and shared power.*
4. Climate Justice and Sustainability – *preserving the natural environment.*
5. Social Justice – *ensuring equal access to opportunities including employment, education and development.*
6. Economic Justice - *resource distribution to provide dignity in human life.*
7. Freedom from Oppression – *strengthening civil rights and liberation from oppressive power relationships between groups of people.*
8. Wellbeing of Communities and Self – *improving health and the quality and quantity of interpersonal relationships.*
9. Liberty, Freedom, Discovery – *individual power and liberty for the sake of discovery.*
10. The impacts overlap but give a broad reflection of the common goals of our movement.

Conference resolves

1. NUS to adopt these impacts both as a framework for expressing the difference students' unions are making in the world and as an overarching vision for the development of student opportunities.
2. NUS to continue the #LoveSUs campaign with a core theme of student opportunities, using recent efforts to build a national evidence base for their impact towards the defence of our movement.
3. NUS to embed these impacts across relevant areas of work. The Charitable Services board should start by looking at the NUS Awards, as a key way of acknowledging success in students' unions, recognising the evidenced difference made above and beyond other judging criteria.
4. NUS Trustee Board to explore how these impacts might be applied across the rest of the group's activities, seeing how they resonate for different stakeholder/membership groups.
5. NUS to offer support on behalf of members to national student opportunities groups where they aim to have the same impacts.
6. Work with the Open University students' association to explore options for their membership of NUS.
7. This work should incorporate specific and tailored support across Northern Ireland, Scotland and Wales, working in conjunction with NUS-USI, NUS Scotland and NUS Wales to demonstrate the impact of students' unions in their respective nations and regions.

Motion 302 | Students' unions are valued for student engagement in learning, help us NUS

Conference believes

1. Educational partnership asks students to co-create their education, taking equal responsibility in educational and institutional decisions.
2. Students' unions build collective power for students. Atomised student feedback could never substitute for serious student representation and as the collective voice for students in their institutions students' unions are essential to partnership. SUs empower students to improve teaching and learning, as well as to hold management of institutions to account.
3. Sector responses to the Higher Education Green Paper highlighted this as a valuable function for students' unions within education and there is clear expectation from sector bodies in FE and HE that students should be partners in education.
4. SUs benefit from effective democratic structures, reflective of both how their institution is managed and how students organise themselves, to achieve this mission. Without effective structures SUs and institutions will not deliver on the promise of partnership.
5. Structures for student engagement/Learner Voice vary in success across the movement. Meaningful progress is often limited to well-resourced SUs. Many of us know our current model is not working, but the way forward is unclear and the future of our SU depends on being able to get this right.

Conference further believes

1. Ensuring students are treated as partners in their education is and will continue to be a key function of students' unions, improving the quality of UK education.
2. There is plenty of work to be done with SUs on the ground to build capacity for supporting student engagement, making it effective and authentic. This should therefore be a core function of NUS's union development work.
3. Not every students' union needs to have bespoke democratic structures, there are common themes enough that off-the-shelf models can work for different types of students' unions.

Conference resolves

1. NUS to ensure that supporting members to engage students as partners in their learning is a core purpose of NUS work in developing unions across HE and FE.

2. NUS to review current and previous work in this area with a view to consolidating it all and making basic, practical recommendations for different types of students' unions; particularly where any relevant content can be reframed in the language/culture of Learner Voice.
3. NUS to have a clear and affordable consultancy offer to members and their institutions about building a more advanced approach to student engagement.

Motion 303 | Safe Social Elections

Conference Believes

1. Students' Unions across the country are putting more effort every year into their annual elections, with turnout increasing annually as more students are being engaged.
2. The use of social media is becoming more important in annual elections for campaigning and challenging candidates
3. Many anonymous accounts are created online for the purpose of trolling or undermining election campaigns

Conference Further Believes

1. The use of social media during elections does more good than harm
2. The ability for the electorate to connect directly in real time with the election process is a positive element of social media
3. Anonymous accounts have the ability to shield racists, sexists, and cyber bullies from campus disciplinary procedures.

Conference Resolves

1. That the NUS open a dialog with Facebook, Twitter, and YikYak to introduce restrictions on 'anonymous' or troll accounts during election periods

Motion 304 | NUS Extra commission rates

Conference believes

1. All Students' Unions receive the same commission rates from sales of NUS Extra cards.
2. For many students' unions within FE their only source of income is from NUS Extra commission.
3. In 2014/15 FE Unions sold £1.3m of NUS cards raising over £500k in commission directly into FE Unions.

Conference Further Believes

1. The commission from NUS Extra sales has a much bigger positive impact on students' unions with small block grants than it does for those with large block grants.
2. Some students only have representation directly due to NUS Extra commission
3. Increasing the commission for FE unions would play a huge part in developing these unions and increase their ability to engage with NUS on a local and national level.

Conference Resolves

1. For NUS to introduce a sliding scale for commission from NUS Extra sales with increased rates for Students' Unions with small block grants of less than £10,000 so that these unions can raise at least £1,000 before paying anything to NUS.

Motion 305 | Support Students' Union's to deliver their services to institutions with multiple sites/campuses and modes of delivery.

Conference Believes

1. Across the tertiary education sector, more and more institutions are delivering learning across different sites and through different modes of study (specifically online).
2. Students not learning at the main site of an institution do not currently receive the same level of access to services/campaigns delivered by Students' Union's.
3. Multi site delivery and different modes of delivery have the potential to become more common as a result of the English Areas Reviews for FE Colleges and regionalisation of the Nations as well as the drive for institutions to generate income and consequently consider diversifying their modes of learning.

Conference Further Believes

1. That every student, regardless of their location or mode of study, should have access to the services Students' Union's provide, particularly representation and advice.
2. That the institution, the Students' Union and the students have a responsibility to help shape and consider how an equality of service can be achieved across modes of study and location, as well as remaining tailored and appropriate.

Conference Resolves

1. To challenge the assumption that Students' Union's deliver their services to a specific type of learner at a specific location and to recognise the benefits and challenges presented by multi sites/mode of study.
2. To call for NUS to undertake research to understand the impact that multi site/mode of study has on student engagement with Students' Union's and to understand the scope of the issue.
3. To create a toolkit which will allow individual Students' Union's to understand a national picture of this issue, to share best practice and to ultimately ensure that all students have access to their Students' Union regardless of how they have chosen to access education.

Motion 306 | Service Privatisation ... or should that be Piratisation?

Conference Believes

1. That in the past 20 years there has been a dramatic increase in the amount of outsourcing of services in universities and colleges
2. Many services previously run by student unions are now run by private providers
3. In many cases student unions no longer run any commercial services
4. NUS Services currently provides support for unions who run services like bars, shops, café's and nightclubs
5. NUS Services currently doesn't provide services for unions where the bar, shop, cafe or nightclub are run by a private provider
6. NUS Services is a core part of the NUS offer
7. A Freedom Of Information (FOI) request at Sussex University revealed contract conditions which were negative for students

Conference Further Believes

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

Conference Resolves

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

Motion 307 | A Student Voice for Student Staff

Conference Believes

1. Students' Unions across the country employ approximately 17,000 student staff.

2. As of 2014, less than 5% of 16-24 year olds were members of trade unions.
3. One in four young people have issues with their mental health.

Conference Further Believes

1. Student staff deserve full and equal employment rights to full-time staff.
2. As members and employees of SUs, student staff often face unique issues with representation and support, particularly when it comes to employment rights and welfare support at work.
3. Students' Unions should uphold principles of democracy and collectivism on all levels, including workforce representation.

Conference Resolves

1. To work with the TUC and other relevant organisations to create a student staff employee assistance programme to ensure student staff wellbeing is prioritised.
2. To create a best practice guide for SUs on student staff representation in the workplace, including but not limited to the unionisation of student workforces and collaborative consultation.

Motion 308 | This Student Can

Conference believes

1. Student opportunities are an integral part to student life.
2. 'The Impact of Student Opportunities' and '#CutTheCosts' are both key campaigns for NUS this year.
3. Evidence shows participation in student opportunities improves retention and attrition rates, but also improves a students' University experience and their graduate prospects.
4. Everyone should have the same opportunity to access the vast spectrum of opportunities regardless of their SU's provision.

Conference Further Believes

1. There are certain groups of students within the movement who find it difficult to access these opportunities
2. Students who have additional responsibilities to their studies often struggle to access these opportunities and often don't receive the full benefits of a student experience and the advantages that come with it.
3. Student opportunities often have a barrier to participation, one of these barriers is often due to cost. Institutions that have a large population of students that are from widening participation backgrounds may not be able to access these opportunities.
4. Not all Students' Unions have the provision to provide a wide range of opportunities for students which may cause some students to miss out.
5. Student opportunities are vital for student retention, wellbeing and creating well-rounded individuals.

Conference resolves

1. To create and provide Students' Unions with a toolkit in order to support their students appropriately, particularly those from a widening participation background.
2. For Students' Unions to lobby their University to show the positive impact that student opportunities can bring.

3. To encourage Students' Unions to work with local partnerships to allow for more opportunities to be delivered, particularly where these opportunities may not be able to be supplied.
4. To ensure that affordability and accessibility are prioritised in further work done on student opportunities by NUS.
5. To support Students' Unions in ensuring student opportunities are affordable for students from all backgrounds.

Motion 309 | FE-el the Love: Putting FE at the Heart of Union Development

Conference Believes

1. At a time when FE is facing unprecedented attacks from the government it is important NUS is able to effectively support FE students, sabbatical officers and students' unions.
2. NUS has made progress over the last few years in building a movement that is more inclusive of the needs of FE including this year's work on FE Union Development.
3. In spite of this good work there is clearly much more that can be done to both ensure FE students are able to shape the national agenda, and in turn NUS are able to support FE students more effectively.

Conference Further Believes

1. The Costs and Benefits Commission launched by NUS, developed in conjunction with both HE and FE unions last year identified that there is 'A need for NUS' relationships with members to be based around two major areas – 'voice' and 'development and enterprise.'
2. NUS is only as strong as its constituent members. The UD priority motion agreed by conference last year stated that 'NUS must consult on and campaign for a revised regulatory framework that catalyses, rather than constrains, students' unions to use the collective power of their members as a united force for equality, social justice and the common good in society.'

Conference Resolves

1. To again look at the reasons that despite constituting the majority of our membership FE students are still a minority at our national events, training, and policy forums.
2. To mandate the VPUD and VPFE to find a way to provide adequately support to FE unions and FE students to attend more NUS events whether that is through increased financial support, or training.
3. To mandate the VPUD and VPFE to consult with FE students' unions, and FE students in how their democratic voice can be strengthened, whether that is through; developing new students' unions, providing additional resources, facilitating democratic processes, or any other steps as necessary.
4. For progress on this work to be reported to NEC at the earliest opportunity, with further motions brought to next year's conference based on the findings of this work.

Motion 310 | Make NUS Communications work for all

Conference Believes

1. That it is important for students' union to know and understand the work that is being done by NUS
2. Currently it is difficult to get access to information or people about the work of NUS unless you are part of the relevant networks

3. This is creating a hierarchy in NUS or those who are able to engage in the work of NUS and those that can't
4. All members of NUS should be able to communicate with, get communication from and engage with the work of NUS
5. Student unions are all working on similar topics, usually around the same time.
6. There are excellent examples of best practice around the sector that we could all share with each other and learn from, in order to build stronger student unions.
7. Jiscmail is our only current way of sharing best practice, which is very time-consuming and not very practical.
8. It takes people a long time and effort to respond, and isn't a very informative and clear way of doing things.
9. We could be doing a lot more to celebrate our successes and support each other in what we do.

Conference Further Believes

1. That the opt in system of jiscmail cannot be the primary source of communication with members
2. That the NUS website still needs work.

Conference Resolves

1. That NUS comprehensively review its communications and engagement strategy with students' union and report that review back to National Conference 2017
2. NUS should set up an online platform for sharing best practice – divided into different subject areas.
3. Student Unions should be able to upload work that they have done, for other unions to use as a resource.
4. There could also be ways of unions to contact each other to ask questions and share advice, such as forums on each topic.
5. This would make a huge difference for us to all be able to easily work together – and collectively build stronger student unions.

Motion 311 | Solidarity Forever: FE and HE Unions Makes us Strong

Conference Believes

1. Further Education students' unions continue to be amongst our most effective campaigners in spite of little resources and often a lack of staff and support.
2. Higher Education institutions across the country have established partnerships with FE SU's that allow for better sharing of resources and expertise.
3. Last year's voter registration campaign is evidence of the great work FE and HE students' unions can do in working together on agreed policies.
4. These partnerships can often dissolve as sabbatical teams change and academic years come to an end.
5. The Association of Colleges has calculated that overall funding for colleges has decreased by 27% in real terms since 2010. Funding for 16-19 year olds fell by 14%. The Adult Skills Budget has been cut by 35% since 2009.
6. That the latest assault on further education is coming from the Government's 'Area Reviews' of post-16 education and training in England. At least 36 reviews across England will be completed by March 2017.

7. Whilst the Government's stated aim for the review is to create "larger, more efficient, more resilient providers" within further education, they will in reality see colleges merge, with fewer colleges, less staff and possibly more cuts to the further education budget.

Conference Further Believes

1. Effective partnerships between FE and HE students' unions makes our movement stronger.
2. FE is under unprecedented attacks from the government and it is important that HE students' unions act in solidarity to support FE students' unions in their campaigns.
3. NUS can do more to lead networks in local areas to maximise connections between FE and HE students' unions.
4. Continued cuts to further education are a national scandal and undermine access to education for people of all ages and all social classes.
5. College mergers and narrowed curriculums are only being viewed as necessary because of Governments' successive decisions to cut public funding.
6. That further education and sixth-form colleges provide education for a massive range and diversity of learners, and are intrinsic parts of local communities. Small communities need local colleges to maintain their local identity.

Conference Resolves

1. NUS should design and lead a 'buddy system' for HE and FE students' unions in local areas.
2. To identify areas of joint campaigning between HE and FE and unions, improving local links, and strengthening local networks.
3. To mandate the VPUD and VPFE to work on building stronger links between FE and HE students' unions to make us better able to resist the next wave of government attacks
4. Establish resource and training packages with the aim of developing a joint FE/HE Activist network.
5. To ensure that learners' voices are heard in the process of area reviews by bringing together college student representatives in affected areas.
6. NUS to provide lead officer and staff contacts for local FE & HE institutions
7. To actively promote and facilitate joint FE & HE campaigning against cuts, area reviews, and attacks on the further education sector.

Motion 312 | Very superficial.... the writing's on the wall (or is it?)

Conference Believes

1. NUS' membership includes colleges and other specialist learning institutions for students with complex learning needs and disabilities.
2. Students from these colleges require national representation which pertains specifically to their perspectives.

Conference Further Believes

1. Whilst there has a commitment by NUS to work in partnership with these specialist colleges to enable students with learning difficulties and disabilities to participate in democratic and training events, this work must go deeper and further if NUS' values of inclusion and collectivism are to be truly realised.
2. Students with learning difficulties and disabilities' engagement with NUS should not be remarkable, it should be core activity as with every other constituent member of NUS.

Conference Resolves

1. NUS must urgently review how to accommodate and support the wide ranging access
2. s needs of students with learning difficulties and disabilities, to ensure that these students are supported and enabled to shape, and participate fully in, the work of the organisation.
3. NUS must urgently review, and prioritise, training needs across the organisation to develop and enhance capacity for supporting the access needs of these students.

Motion 313 | Student Unionism Worldwide

Conference Believes

1. Universities across the UK operate Transnational Education (TNE) schemes, including partnership with institutions in other countries and overseas campuses. [<https://www.hesa.ac.uk/free-statistics>, and <http://www.universityworldnews.com/article.php?story=20120216105739999>]
2. TNE students are offered a 'comparable student experience' to other students, but have dramatically different experiences to students in the institution's home-countries, especially lacking autonomous student unions for representation and support. [Maxwell Stuart, R. (2015). Transnational Student Engagement: The Invisible Students? Master's Thesis. Danube University Krems & University of Tampere]
3. Many TNE schemes operate in countries where student organising and protest has been repressed, often violently.
4. UK universities have support responsibilities towards TNE students, and often require that UK-based Students' Associations represent TNE students.

Conference Further Believes

1. Many TNE students do not get an appropriate level of support and representation. No UK-based Students' Association is fully equipped to represent or provide services directly to TNE students.
2. Around equality and diversity, TNE students have dramatically different support needs. There are TNE campuses in countries where homosexuality is illegal, where women face severely oppressive conditions, and students experience other conditions of extreme oppression.
3. There is very little awareness of TNE students' issues in the sector. Governments and sector bodies do not have a clear approach to the support and representation TNE students deserve or how this can be achieved.
4. Democracy and collective empowerment are foundational values of our student movement. Students' Associations should lead the way in securing these principles for TNE students.

Conference Resolves

1. NUS should bring together the Students' Associations from institutions with TNE students to discuss what support they need on TNE issues.
2. NUS should build links with international organisations, sector experts, and students' organisations overseas to support the development of student unionism on TNE campuses.

Motion 314 | Media and SU Officer Elections

Conference Believes

1. That most Students' Unions have service level agreements (SLA's) with their media groups that contain clauses on covering SU Officer Elections.
2. Most coverage involves either interviewing the candidates or stating the candidates manifesto points.
3. The NUS Student Media Guide stated "'Anyone can pick up a national newspaper and read about what the government is doing, but student media outlets are uniquely placed to cover what is going on locally in their institution, students' union and local community. Student journalists should take advantage of this on topics where you can be an expert, get access to information, comments and interviews, and where you can easily speak with those affected – the students on your campus.'

Conference further believes

1. It is important that students are well informed on the candidates standing in SU Officer Elections, and media groups currently cannot give an accurate reflection on the viability of candidates manifesto policies and promises.
2. For the University of Bath, accountability of incumbent officers standing in media coverage is suspended until the end of the election period. Such practices harm both media groups in providing true and accurate coverage, and their ability to hold the SU to account, but also harm the electorate as they are less well informed when going to vote.
3. Democracy is at the heart of Students' Unions, and that democracy should be transparent and Media coverage helps to do that.
4. Currently, Students unions place too many restrictions on media groups during this period. This results in Media groups not wanting to do any coverage for fear of breaking these many rules, and ensures elections are primarily a popularity contest.
5. NUS, who serves as Returning Officer for many SU Elections, are perfectly placed to give better guidance to Media Groups, and allow more opinionated coverage.

Conference resolves

1. For the VP Union Development to investigate how media groups can run better content for Students' Unions Officer Elections.
2. For the VP Union Development to produce guidance for Students' Unions Media Groups in running pieces that truly reflect candidates' policy proposals and incumbent officer progress.
3. For the VP Union Development to work with external organisations, such as the National Student Television Association (NaSTA), Student Publication Association (SPA) and Student Radio Association (SRA) to help find effective avenues in supporting media groups in providing coverage during officer elections.

Motion 315 | KWAFF KWAFF KWAFF IS ON FIRE

Conference Believes

1. Sport is a good thing
2. Volunteering is a good thing
3. Co-curricular activity is a good thing
4. Most NUS national demonstrations occur on a Wednesday afternoon
5. Lots of students don't have Wednesday afternoons free
6. For some one students this is unavoidable but for most it could be free

Conference Further Believes

1. Wednesday afternoons should be kept free

Conference Resolves

1. To support student unions who locally run KWAFF (keep Wednesday afternoons free) campaigns
2. If the VP UD deems it necessary they should run a National Keep Wednesday Afternoons Free Campaign (NKWAFC)

Motion 316 | Recognise competitive e-sports

Conference Believes

1. That E-Sports shares many common elements that feature in traditional sports such as: extensive training and practise careful strategizing and game planning skilful execution during play team and individual performance coaching and analysis spirit of competition and fair play
2. That physical exertion and outdoor playing areas are not required to classify an activity as a sport.
3. International Olympic Committee (IOC) recognises E-Sports as a legitimate sporting activity.
4. The following countries recognise E-Sports as a legitimate sporting activity:
 - a. The United States of America France
 - b. Italy
 - c. Denmark Taiwan Malaysia South Korea China
5. The following Universities and Colleges in the United States recognise E-Sports as a varsity sport and offer scholarships to E-Sports students that have potential to turn professional: Robert Morris University – Chicago Maryville University – St Louis University of Pikeville – Kentucky Southwestern University – Texas
6. In the United Kingdom approximately 350 teams of 7 competed from 150 Universities in the National University E-Sports League in the past 12 months.
7. In the United States approximately 1600 teams of 7 competed from 600 Universities in the US E-Sports League in the past 12 months.
8. Competitive E-Sports – the League of Legends World Championship Finals had more viewers than the Major League Baseball (MLB) final.
9. E-Sports attract sponsorship from big brands such as Red Bull and The Coca Cola Company and they support events locally and nationally as they would a traditional sporting event.

Conference Further Believes

1. E-Sports unlike some traditional sports has no issue with professional players and coaches self-identifying as members of the LGBTQIA* community.
2. Recognition of E-Sports as a sport would break down barriers to traditional sports and give students that are less likely to participate in these sports better access.


Conference Resolves

1. To petition Sport England and the British Universities & Colleges Sport (BUCS) to recognise E-Sports as a legitimate sport and for them to provide proportionate funding and support to any University Students that wish to compete in E-Sports.
2. To support and facilitate negotiation at University level for access to appropriate facilities on campus for E-Sports Societies to allow teams to train in the same physical environment. (These may include: Computer Games Design PC Labs, Animation PC Labs and other facilities with appropriate PC Equipment)
3. To support and facilitate negotiation at University level in order to have any restrictions lifted that prevent students from participating in E-Sports from University owned or operated student accommodation.



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