

Zone Report 2018
**Further Education
Higher Education
Society and Citizenship
Union Development
Welfare**

Vice Presidents:

Emily Chapman

Amatey Doku

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Zone Conference Report

Vice President (Further Education)

Introduction

This paper sets out the accountability report from the Zone Vice President. It also contains a summary of Zone Policy 2016 – 2019.

Questions

Any Individual Student member of the National Union of Students' may ask a question of the Vice President. Questions must be submitted in advance of the Conference using the online form. You will be asked to state your name and Constituent Member (your Student Union or Association).

You can access the form to ask accountability questions at:

<https://www.nusconnect.org.uk/conferences/zone-conferences/accountability>

The deadline for submission of accountability questions is Wednesday 24 October at 12.30pm. Questions will be asked during the accountability sessions at Zones Conference.

Outgoing Committee

Last year's Zone Committee was:

Vice President: Emily Chapman

Jessica Foster	FE Zone Committee Member (NEC place)
Cameron Hartley	FE Zone Committee Member
Dan Wood	FE Zone Committee Member
Hayvi Rahem	FE Zone Committee Member
James Gibbins	FE Zone Committee Member
Juliana Mohamad Noor	FE Zone Committee Member
Romana Jabeen	FE Zone Committee Member
Thomas Shacklady	FE Zone Committee Member
VACANT	FE Zone Committee Member

Zone Committee 2018/19

Elections for the Zone Committee (including the NEC place) will be taking place at the Zone Conference. Any individual student member of the NUS from FE can nominate themselves online to be a member of the committee. Nominations are online via a form and the deadline for nominations is 24 October 2018 at 12.30pm.

More details of the election and the nomination form can be found at:

<https://www.nusconnect.org.uk/zones/elections>

Dates of Committee Meetings 2018/19

Date of meetings for this Zone are: 14 November 2018, 23 January 2019, 19 March 2019, 29 May 2019

Further Education Zone

Summary of Policy 2016–2019

The following document summarises policy active for 2018–19 in the Further Education Zone, covering policy passed at NUS National Conference in 2016, 2017 and 2018

Overview

National Conference 2018

Motion FE101 | This Story is getting old... time for investment in FE/College our voices to be heard!

Motion FE102 | The Scourge of Day 42

National Conference 2017

Motion 201 | Putting Learners at the heart of the Post 16 Skills Plan

Motion 203 | Save Our Support Services

Motion 205 | An Agenda on Tertiary Education

National Conference 2016

Motion 202 | Area Reviews – Colleges are on life support; don't pull the plug!

Motion 204 | Free Education, Further Education, For Everyone

Motion 206 | Qualifications - Once the golden rule... now just pieces of paper

Policy Passed in 2018

This Story is getting old... time for investment in FE/College our voices to be heard!

What NUS believes

Further education is consistently underfunded, including new initiatives like T Levels, and pushed towards marketisation. As a sector, FE should be focused on the education needs of the individual, and the social needs of society, rather than profit and big business.

FE institutions should be democratically controlled, and students who study at them

should be funded with universal living grants – this is part of the fight for free and liberated education. The mental health crisis must also be tackled.

How NUS should work in this area

As a priority, there should be a campaign for investment in FE, working across nations. It should include learners with special education needs and disabilities (SEND) and learning disabilities (LLD). The demands of this campaign should be for apprentices to be paid a living wage, and FE students to receive living grants. This should be delivered with education trade unions.

How students' unions should be engaged

There is no specific policy on this

Related active policy

This covers similar themes to *An Agenda on Tertiary Education [2017]*. This motion proposes that NUS should have a policy platform on tertiary education as a whole to make the case for better funding, as funding Further Education has been shown to be unpopular with the public in polls. While education is both an investment in the individual and a social investment, our position on education must be engaged with the labour market as many people do go into education to get a decent job. Similarly, our position must recognise the relationship that colleges have to local communities and civic life.

The priority should be ensuring that all adults achieve a Level 3 qualification, and that this is free for any age.

NUS should campaign alongside unions and grassroots groups for better and fairer funding of institutions, and participate in events which put forward the benefits of the sector.

The Scourge of Day 42

What NUS believes

Colleges that withdraw students before 42 days do not have them counted towards official retention rates. This incentivises colleges to remove students, and disproportionately disadvantages vulnerable students. Those deemed troublesome should be given support, and colleges shouldn't be incentivised to withdraw students.

How NUS should work in this area

NUS should undertake research into the impact of day 42 policy on students. If research shows that this policy is disproportionately harmful, NUS should lobby across the sector to have the policy removed. NUS should work towards the introduction of a funding and inspection framework which doesn't have these problems and is equality impact assessed.

How students' unions should be engaged

NUS should work with students' unions to raise an awareness of students' rights.

Policy passed in 2017

Putting Learners at the heart of the Post 16 Skills Plan

What NUS believes

We welcome some of the interventions suggested in the Post-16 Skills Plan, such as positive visions for SEND support and free or subsidised training for young people aged 19-24 who are not in education, employment or training (NEETS). We do, however, have concerns about its implementation, particularly the policy of putting employers at the heart of the plan. Further to this, we believe the expansion of University Technical Colleges is flawed and that Advanced Learner Loans are not working for FE learners.

How NUS should work in this area

NUS should work with the Department for Education (DfE) and the National Society of Apprentices (NSoA) to influence the plan, ensuring learners' needs are central to decisions.

We should continue to lobby for high quality, impartial IAG and act on any careers strategy that is released.

Working with NSoA, the Association of Employment and Learning Providers (AELP) and the Institute for Apprenticeships, NUS should define and improve the quality apprenticeship experience. NUS should work with SEND colleges on specialist provision, lobbying DfE to include it in the plan.

NUS should campaign against a fees and loans model for level 4 and 5 qualifications, and against the expansion of university technical college (UTCs). NUS should also demand better bargaining rights for students who are also workers.

How students' unions should be engaged

NUS should work with SUs to raise awareness of the skills plan.

Save Our Support Services

What NUS believes

College mergers will put increased pressure on their support services. Support services are important because they are cited by learners such as parents and those with caring responsibilities, who are disproportionately women, as key to being able to access education.

How NUS should work in this area

Working across zones and nations, NUS should ensure that protection of student support services is included in any future work around Area Review implementations.

How students' unions should be engaged

NUS should support SUs to collaborate and campaign at a regional level to protect their services.

Related active policy

In policy on *Area Reviews [2016]*, NUS believed that merged colleges must not cut back on student support services.

An Agenda on Tertiary Education

Covered in 2018

Policy Passed in 2016

Area Reviews – Colleges are on life support; don't pull the plug!

What NUS believes

The government intends to create more efficient and larger FE providers through the area review process, but this will see colleges merge and possibly more cuts to the FE budget. Continued cuts to further education are a national scandal which undermine access to education, and mergers are only being viewed as necessary because of the cuts to public funding.

A distinction between prestigious specialist colleges and general FE colleges will harm those who study at level 2 or below.

Area reviews do not account for students' needs, and will make way for private providers which will further marketise education. There is no evidence that larger and more specialised providers are more cost efficient.

Larger, regional colleges will increase the travel costs for many learners, and there is inconsistent support for this across regions.

NUS should prioritise fighting all of these attacks by launching a unifying campaign to oppose cuts facing FE and HE and pushing for free, publicly funded education for all.

How NUS should work in this area

NUS should continue to condemn and call for a halt to cuts to further education and sixth forms, as well as call for reinvestment where cuts have been halted.

NUS should endorse the National Union of Teachers' (NUT) #SaveOurColleges campaign, and upcoming actions against mergers.

NUS should lobby for discounted and accessible travel locally and nationally for college students and apprentices.

NUS should launch a campaign against the attacks on FE and HE – 'Save Our Futures' – and organise activist training days. The voices of women, Black, LGBT, disabled and international students, as well as student parents and carers, should be at the heart of this campaign. The campaign should put forward a vision of free, accessible and funded education, using a variety of tactics. There should be a demonstration on a Saturday, which other education trade unions are invited to co-organise, with a focus on 'Stop the HE

reforms', 'Stop College Cuts,' and 'Grants Not Debt'.

How students' unions should be engaged

NUS will make FE students aware of risks to their local colleges and bring together student representatives in affected areas.

Free Education, Further Education, For Everyone

What NUS believes

FE funding has been cut across all nations since 2010, and adult learner numbers have fallen, while colleges feel themselves to be 'financially stretched'.

NUS campaigns on funding could have the greatest impact in FE, and these need to expand on the meaning of free education.

Maintenance support for those aged 16-19 needs to be expanded to equal with pre-16 funding in real terms, as introducing loans in FE has not worked and their expansion is not a suitable solution. The apprentice minimum wage should be in line with the national minimum wage, and the government should support apprentice living costs.

Learning English should be a right of all UK residents, and cuts to English as a Second Language (ESOL) funding are a disgrace. Local authority cuts are also reducing the places available at specialist colleges, many of which are in significant financial difficulty.

How NUS should work in this area

NUS should further outline a vision of free education for further education across the nations, and campaign for:

- Equalising the apprentice minimum wage with the national minimum wage
- Free prescriptions for 16 – 18 apprentices
- The extension of Care to Learn
- A portion of apprenticeship spending to be spent on wage support and widening participation
- The expansion of learner maintenance grants across all four nations
- The government to extend the statutory right to free education in all subjects up to Level 3, regardless of age
- Sustainable government funding and investment
- Investment in ESOL

NUS should campaign against:

- The extension of the fees and loans system for adult learners
- Any further cuts to ESOL spending

How students' unions should be engaged

NUS will deliver activist training for students across the UK.

Qualifications - Once the golden rule... now just pieces of paper

What NUS believes

Students who don't have a Grade C or above in Maths and/or English at GCSE have to repeat them as part of their study programme.

Funding for this has been cut and the grading system has been changed. This will become confusing for both students and employers.

While Maths and English qualifications are good, they should be relevant to the needs and ambitions of the student.

Failing to improve students' GCSE results can lead to colleges receiving poor Ofsted outcomes. It is unfair to expect colleges to fix what schools have failed to do in 12 years, with less funding.

How NUS should work in this area

NUS should research and suggest alternate methods of delivering Maths and English FE in this area. NUS should campaign to remove mandatory retaking of these qualifications and replace them with something more suitable.

NUS should work with the Education and Training Foundation on it's the review of Functional Skills for Maths and English to ensure it meets students' needs.

How students' unions should be engaged

There is no specific policy on this.

Zone Conference Accountability

Vice President (Further Education) Zones Report

Author: Emily Chapman

Date Produced: September 2018

Priority Aims
<ul style="list-style-type: none">• To improve students' unions profile and investment in the FE and skills sector• To protect and improve funding for 16-18 education• To win improved student travel discounts and access locally with students' unions
Strategy
<p>To achieve the key aim of putting the importance of students' unions and learner voice to colleges, we will:</p> <ul style="list-style-type: none">• Collaborate with key influencers across the sector to run campaigns with students at the forefront, showing the strength and value of effective student voice.• Capitalise on these campaigns to make the case for greater investment and support for student voice in colleges• Promote strategic approach to learner voice through sector promotion of the LVF

Breakdown/Update

Area of work	Progress
Improving students' unions profile and investment in the FE and Skills Sector (All Year)	<p>This is the overall goal to be achieved whilst achieving the 2 areas of work below.</p> <p>FEZone have been working closely with AoC on promotion of NUS Events and resource to principals affiliated to them (similar to our own).</p> <p>Next Steps</p> <p>NUS have been invited to speak at AoC Conference in mid-November where the opportunity to influence principals and senior staff is critical and available to achieve.</p>
To protect and improve funding for 16-18 education (Term 1)	<p>FEZone have joined with the Association of Colleges (AoC) and other Education Unions for a week of action on the 15-19 October called #loveourcolleges. Which includes a national day of action on October 17th in London:</p> <p>This involves Mass Lobby of Parliament & #loveourcolleges rally</p> <p>FE Learners have the opportunity to meet their local MP to talk to them about fair funding and better pay in further education. NUS FE Zone are supporting students with how to organise a meeting with your MP, and what to say on the day – just let us know if you're coming.</p> <p>From 13:30-14:30 on the same day there is a rally in Parliament Square to make sure everyone knows just how much we #loveourcolleges and want the government to invest more in further education, with lots of speakers from across education.</p> <p>Next Steps</p> <p>On the Follow day the FE Flagship event of there year Festival will be in Sheffield with special guest from the AoC to welcome FE leaders to NUS and look back at the campaign to learn and decide the next steps of the campaign.</p>

<p>To win improved student travel discounts and access locally</p> <p>(Term 2)</p>	<p>During last year FEZone launched a campaign to tackle Transport costs facing FE Students and Apprentices. At national conference 2018, FE Zone gave an overview of its survey findings which had 1000 views to look over. I saw the spilt of issues dependant on region across the UK.</p> <p>Time was then taken to compare with findings in the Poverty commission and give findings to the Post-18 Funding Review and Sector contacts</p> <p>Next Steps</p> <p>In Term 2/Early 2019 FEZONE will be supporting students' unions to effectively lobby their local authorities so we can work together on campaigning for better transport costs in your area.</p>
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Membership Visits/Engagement

Since July 2018, Myself and FEZONE have visited/attended:

- Blackpool and Clyde College
- City College Norwich
- Northen Regional College (Ballymena Campus)
- Leeds City College
- Portsmouth College
- North East Officer Network @ Teeside University
- Narco Centre (Leeds)
- Launch of Women for Peoples vote campaign (Speaker)
- North East Rally for Peoples vote (Speaker)
- The Gathering
- City of Glasgow College
- BBC Look East - A Level Segment (Guest)
- NUS Lead and Change (Hertfordshire and Leeds)
- Tradeshow 18
- NUS Awards 18
- Students' Union 18

I have had several internal meetings around events and planning over the summer. These can be over nights so I have time in the office.

Zone Conference Report

Vice President (Higher Education)

Introduction

This paper sets out the accountability report from the Zone Vice President. It also contains a summary of Zone Policy 2016 – 2019.

Questions

Any Individual Student member of the National Union of Students' may ask a question of the Vice President. Questions must be submitted in advance of the Conference using the online form. You will be asked to state your name and Constituent Member (your Student Union or Association).

You can access the form to ask accountability questions at:

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The deadline for submission of accountability questions is Wednesday 24 October at 12.30pm. Questions will be asked during the accountability sessions at Zones Conference.

Outgoing Committee

Last year's Zone Committee was:

Vice President 2018/19: Amatey Doku

Diko Blackings	HE Zone Committee (NEC place)
Angel Layer	HE Zone Committee
Azza Abdullah	HE Zone Committee
Emily Andrews	HE Zone Committee
Kobby Ofori	HE Zone Committee
Mason Ammar	HE Zone Committee
Nicola Hemmings	HE Zone Committee
Taylor McGraa	HE Zone Committee
Zak Kaf Al-Ghazal	HE Zone Committee

Zone Committee 2018/19

Elections for the Zone Committee (including the NEC place) will be taking place at the Zone Conference. Any individual student member of the NUS from HE can nominate themselves online to be a member of the committee. Nominations are online via a form and the deadline for nominations is 24 October 2018 at 12.30pm.

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<https://www.nusconnect.org.uk/zones/elections>

Dates of Committee Meetings 2018/19

Date of meetings for this Zone are: 15 November 2018, 23 January 2019, 19 March 2019, 29 May 2019

Higher Education Zone

Summary of Policy 2016 - 2019

The following document summarises policy active for 2018-19 in the Higher Education Zone, covering policy passed at NUS National Conference in 2016, 2017 and 2018

Overview

National Conference 2018

Motion HE101 | Tackling the Black Attainment Gap

Motion HE102 | Students and Brexit

Motion HE103 | High course costs are destroying student mental health

Motion HE104 | Quality of Teaching

Motion HE105 | Postgraduate Tuition Fees and Funding

National Conference 2017

Motion 202 | JoJo doesn't know much about quality: what a wonderful world HE could be

Motion 204 | Partnership is (almost) dead, long live student power

Motion 206 | Free Education

National Conference 2016

Motion 201 | Divorce our courses from market forces

Motion 203 | Employability isn't working

Motion 205 | Liberate My Degree

NC_HE_13215: HE To Left Of Me FE To The Right, HE In FE Stuck In The Middle Confused

reintroduction of maintenance grants are central to tackling the attainment gap.

Issues of race inequality cannot be divorced from other issues in education.

How NUS should work in this area

NUS should work with other sector agencies, other student and activist groups and the Black Students' Campaign to approach this work.

NUS should tackle the attainment gap by lobbying for institutional and national awareness and interventions, and campaign for institutions to take responsibility for and lead on addressing it. There should be proportional emphasis on student-led campaigning. There should be interventions targeted at students who experience racial inequity, such as careers advice and scholarships.

The Race Equality Charter should be a baseline requirement for all HE institutions, and funding which was in place for sector-level work on differential outcomes should continue. NUS should work with UCU to develop student-staff campaign strategies on the attainment gap.

Policy Passed in 2018

Tackling the Black Attainment Gap

What NUS believes

The black attainment gap exists within institutions once all other factors in attainment have been removed. It should be viewed, in part, as a symptom of multiple issues affecting the education sector which disproportionately impact Black students. Long-term, calls for free and democratic education and the

National interventions should include the release of attainment gap data across higher education, and penalties for institutions which do not close the attainment gap from the relevant regulators. There should be work undertaken by the sector to assess race inequality in subjects with supervisions, e.g nursing, arts and research degrees. The TEF, which has not been adequately analysed to see if it suppresses race inequalities outcomes, should not be used as a regulatory tactic to tackle the attainment gap.

How students' unions should be engaged

Students' unions should be equipped with models for institutional data gathering and campaigning guides, and materials should be developed around decolonising the curriculum in partnership with black students and academics.

Related active policy

This area of work is also related to the policy *Liberate My Degree [2016]*, which directed NUS to prioritise developing strategic approaches to tackling attainment gaps. This includes:

- continuing the Liberate My Degree campaign for education more representative of a diverse student body
- Developing and updating resources on teaching & learning and decolonising education
- Developing long-term mechanisms for measuring the impact of initiatives
- Supporting campaigns for more inclusive curricula on campuses

Students and Brexit

What NUS believes

Brexit is dangerous to the UK Higher Education sector and its students and academics. It threatens to limit the mobility of students in Europe, brings about restrictive immigration policies for EU students and academics, and has stoked a rise in xenophobic and racist hate crime. A hard border between Northern Ireland and the Republic of Ireland would be detrimental to students of the two countries.

How NUS should work in this area

NUS should collaborate with allied organisations across Europe on Brexit. NUS should campaign to protect student mobility after Brexit, and work with SUs and activist groups in the UK, as well as lobbying MPs and MEPs. NUS should campaign to remove international students from net migration targets, and for special immigration status for EU and UK students and academics to ensure they can move across the EU freely for work and study. NUS should campaign for the UK to remain a full member of Erasmus+.

NUS UK should work with NUS-USI to ensure that students in Ireland and the Republic of Ireland do not face new restrictions travelling between the two countries.

NUS should campaign for a second referendum on the deal negotiated on Brexit. It should campaign for continued membership of the single market and the rights of EU nationals to live and study in the UK.

How students' unions should be engaged

Students' unions should be supported to campaign locally and nationally to protect student mobility after Brexit.

High course costs are destroying student mental health

What NUS believes

Hidden course costs are particularly prevalent in arts degrees. Course costs, particularly for final projects, can make students feel anxious and demotivated by the amount they are expected to spend, and there isn't often clear guidance on course costs when students begin.

There are other points in the student lifecycle that hidden costs can be particularly impactful, such as audition fees on application, which can shut working class students out of applying, and gown hire at graduation.

How NUS should work in this area

NUS should lobby institutions to take an audit of the cost of assessments in arts degrees, including how they affect students from low income backgrounds, or those who are BME and LGBT+.

NUS should also publish a list of all institutions which charge audition fees.

NUS should conduct research into the average cost of graduation across the UK, and work to reduce it with institutions, as well as by lobbying Ede & Ravenscroft, the major robe supplier, to lower their robe prices. A student-owned social enterprise model for supplying gowns and graduation photographs should be investigated.

How students' unions should be engaged

NUS will support students' unions to research the correlation between hidden costs and student welfare, as well as support students' unions to lobby for clear information on course costs, personal finance training for students and progress towards free assessments utilising

new technology. NUS should produce a toolkit for students' unions to lobby their institutions to abolish audition fees or introduce fee waivers and bursaries.

Quality of teaching

What NUS believes

The teaching that higher education students receive is sometimes of a poor quality, and delivered by those who are not trained to teach, or lack support structures for training and development.

How NUS should work in this area

NUS should lobby to ensure universities allocate greater funding to the retention and development of teaching assistants to support lecturers. They should also lobby universities to research the international experience of how they can enhance the quality of teaching.

How students' unions should be engaged

NUS should work with local SUs and universities to develop more effective support for teaching staff, particularly postgraduate students who teach, and resources for those who are personal tutors.

Postgraduate Tuition Fees & Funding

What NUS believes

While many universities have targeted interventions for undergraduates from low income backgrounds, these are often not extended to postgraduate students. As a consequence, postgraduate students must then take on additional jobs to fund their studies, causing them additional stress and constraints. For some students who are not able to receive support from their families, course costs are a better measurement of the amount of funding needed than household incomes.

How NUS should work in this area

NUS should lobby the government to provide universities with funding to create substantial schemes of bursaries and grants for postgraduate students from low income backgrounds, and to stress the importance of this by writing to each member of the Education Select Committee.

The Office for Students and Research Councils should be lobbied to provide more equitable funding across subjects, by increasing funding for those subjects not currently receiving much.

NUS should lobby for:

- A stabilised and transparent baseline fee
- Fee caps on postgraduate fees
- A separate fee and maintenance loan for postgraduate students
- Funding for international students that is comparative to that for home students

NUS should lobby for a review on the impact of postgraduate loans, with a focus on whether the loan amount is sufficient to cover living costs.

How students' unions should be engaged

Resources should be created for students' unions to make the case for bursaries to their institutions. NUS should advise SUs on how to fight for postgraduate issues, such as contact hours and value for money.

Policy passed in 2017

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

What NUS believes

The student movement is opposed to marketisation, and believes that true teaching excellence comes from partnership between staff and students rather than tools like the TEF.

How NUS should work in this area

NUS should produce research outlining the benefits of moving away from student satisfaction and towards student engagement. NUS should also produce a manifesto for teaching excellence, and initiate research on student perspectives on education.

Following a plan for responding to the Higher Education and Research Bill, NUS should campaign for fair and meaningful representation of students in university governance, as well as specifically challenging the erosion of student involvement in quality processes.

NUS should campaign against the implementation of a national survey of Postgraduate Taught students.

The development of new measures of learning gain should be supported, and how institutions can collaborate to improve their provision should be investigated.

NUS should work with the University and College Union (UCU) to investigate the ways in which women academics are disadvantaged in current teaching practices.

How students' unions should be engaged

Students' unions should be supported to lobby their institutions to engage a diverse range of students in their TEF and Access & Participation Plan submissions. They should also be supported to run effective course rep systems.

Related active policy

This policy links with *Divorce Our Courses from Market Forces [2016]*, which responded to the Higher Education Green Paper. It committed NUS to campaign against marketisation and changes to higher education, to boycott the NSS, producing guidance for SUs on combatting marketisation, and work at a sector level to push for change collectively as well as through lobbying MPs.

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

What NUS believes

While partnership between unions and institutions has previously been a useful framework that has pushed back the view of students as consumers, it is often an unbalanced relationship and the language has been co-opted by government and institutions.

Students and students' unions have frequently been damaged by the partnership agenda that is meant to empower them, accused of undermining partnership for being membership-led against the interests of their institution and in the interests of students.

Students are not consumers, and need actual power to make change. One way to do this is by making use of laws around student protections to advance students' interests.

How NUS should work in this area

NUS should work alongside students' unions on identifying our political and lobbying power by organising student groups and creating truly engaging mass campaigns.

NUS should lobby the OfS to focus on student protections.

How students' unions should be engaged

NUS should provide support to students' unions when universities take action against them for following their democratically agreed policies.

NUS should produce guidance for students' unions on:

- How to change partnership agreements to reflect expected behaviours when disagreements occur
- How to make use of consumer law to protect students' interests
- Democratising student representation

Free Education

What NUS believes

Higher education is a public good and should be free for everyone to access, and is a right not a privilege. Fees and debt are a barrier to accessing education.

Free education would pay for itself – for every £1 invested in education, there is a return of £2.60; but the vast wealth in society is with a handful of people rather than being invested in socially useful things such as education – and without redistributing this wealth, we do not have a democratic society. There would be enough money to fund free education if the government increased corporation tax and tax on the wealthy, scrapped Trident or reduced military spending.

Successive governments have increased marketisation in education, and the symptoms of this is rising fees related to the TEF and closing down colleges in FE. In FE, marketization has also meant loss of EMA, job losses and the growth of student/staff ratios. In HE, the TEF and its link to differentiated fees based on TEF ratings will harm social mobility.

While believing in free education is crucial, the priority is tackling student hardship and stopping further fee increases. Abolishing fees

is insufficient if students are impoverished or excluded by the cost of living.

NUS's vision for free education is part of a wider transformation of the education system to achieve a liberated and accessible system for all.

How NUS should work in this area

NUS should oppose all methods of charging students for education, and place this in a broader campaign for a fully liberated, democratically-controlled education system, prioritizing stopping fee increases and campaigning for a truly free education in HE and FE. NUS should maintain materials which put forward a vision for a publicly-funded and accessible post-16 education system.

How students' unions should be engaged

NUS should endorse the fee strike by Goldsmiths MA Social Work students.

Reforms to higher education have led in many cases to competition between HE and FE providers of higher education rather than collaboration as existed previously. Colleges will in some cases need to work very hard to ensure a high-quality higher education environment for HE students. To date, not nearly enough has been done to understand the different learning context of HE in FE students, and how these students can best engage with their learning and be represented to their institutions.

How NUS should work in this area

The HE and FE zones should work closely together to understand HE in FE students' needs and support HE students to represent them. NUS UK should decide which zone HE in FE students fall into. Differences across nations should be taken into account.

How students' unions should be engaged

NUS should develop and produce briefings, reports and other information as appropriate to support HE and FE unions to understand and represent these students.

Policy passed in 2016

Employability isn't working

What NUS believes

There are large inequalities in the labour market, and the employability agenda isn't working within higher education.

How NUS should work in this area

Trade union membership should be promoted to students and recent graduates, and the Commission on the Future of Work should be expanded, and there should be research on how students understand employability. There should also be better data available on employment destinations and what constitutes a 'graduate job.'

How students' unions should be engaged

Students' unions should be supported to provide realistic careers information, advice and guidance and have guidance to campaign for careers services to combat social inequality.

HE To Left Of Me FE To The Right, HE In FE Stuck In The Middle Confused

What NUS believes

Zone Conference Accountability

Vice President (Higher Education) Zones Report

Author: Amatey Doku

Date Produced: September 2018

Update on Key Priority Areas: Brexit and the Black Attainment Gap

Priority area	Area of work	Progress
Black Attainment Gap	NUS-UUK Project	<ul style="list-style-type: none">Organised 5 roundtables alongside Universities UK in Birmingham, Bristol, Durham, Glasgow, Sheffield and in London to be held before ChristmasBringing together student representatives and university leaders to tackle the Black Attainment Gap with a strong focus on sharing best practice and collating all that good practice into a report published in the new year
Black Attainment Gap	Influencing the new Widening Access and Participation Plans	<ul style="list-style-type: none">The Office for Students has put out a consultation on overhauling the Widening Access and Participation PlansNUS submitted a response to the consultationWe briefed SUs on the consultation and ran a series of webinarsWritten to Nations Officers to discuss how we can ensure that targets on the attainment gap are implemented UK wideAttended a roundtable at 10 Downing Street as part of the Race Disparity Audit, raising the profile of the Attainment Gap in govt.
Brexit	People's Vote Demo Mobilisation	<ul style="list-style-type: none">Published a 20 page guide for SUs on how to mobilise for the People's Vote Demo on 20th OctoberPublished a "Winning the Arguments" Briefing for SUs to explain to students why a People's Vote on the final Brexit deal is so importantSecured £20,000 worth of funding for SUs to pay for minibuses and coaches down to the demoSpoken at 4 rallies in University cities in the run up to the People's Vote Demo



Higher Education Sector Engagements


As part of my role I represent students on various Higher Education Sector Committees and engage with various sector agencies. Below are the commitments I have had since July:

- UK Standing Committee on Quality Assurance
- Advance HE Board (New merger from Equality Challenge Unit, Higher Education Academy and Leadership Foundation)
- Attended a Board Away Day of the Office for Students
- Met with the Director of Higher Education Policy and Strategy
- Office for Students Consultation on the new Widening Access and Participation Plans
- Visited several cities as a Commissioner on the Civic University Commission
- Spoke on a panel about Race and Higher Education at UUK Conference

Other engagements

- Represented NUS at both Labour and Conservative Party Conferences speaking at panels on HE, Widening Participation and Brexit
- Alongside VP FE, represented students on the Student Reference Group of the independent review into fees and funding

Membership Engagement

- Visited 25 Students' Unions since July, including a number of Black History Month events in October
 - Attended and spoke at the Small and Specialists' meet up at UCA
 - Attended and spoke at "The Gathering" in Scotland
 - Attended at spoke at Y Talwrn in Wales
- 

Zone Conference Report

Vice President (Society and Citizenship)

Introduction

This paper sets out the accountability report from the Zone Vice President. It also contains a summary of Zone Policy 2016 – 2019.

Questions

Any Individual Student member of the National Union of Students' may ask a question of the Vice President. Questions must be submitted in advance of the Conference using the online form. You will be asked to state your name and Constituent Member (your Student Union or Association).

You can access the form to ask accountability questions at:

<https://www.nusconnect.org.uk/conferences/zone-conferences/accountability>

The deadline for submission of accountability questions is Wednesday 24 October at 12.30pm. Questions will be asked during the accountability sessions at Zones Conference.

Outgoing Committee

Last year's Zone Committee was:

Vice President: Zamzam Ibrahim

Florence Onwumere	Soc/Cit Zone Committee Member (NEC place)
Amy Smith	Soc/Cit Zone Committee Member (FE place)
Dan Wood	Soc/Cit Zone Committee Member (FE place)
Abdi Duale	Soc/Cit Zone Committee Member
Ahmed Mahbub	Soc/Cit Zone Committee Member
Aisling Murray	Soc/Cit Zone Committee Member
Chisomo Phiri	Soc/Cit Zone Committee Member
Joseph Tema	Soc/Cit Zone Committee Member
Riddi Viswanathan	Soc/Cit Zone Committee Member

Zone Committee 2018/19

Elections for the Zone Committee (including the NEC place) will be taking place at the Zone Conference. Any individual student member of the NUS can nominate themselves online to be a member of the committee. Nominations are online via a form and the deadline for nominations is 24 October 2018 at 12.30pm.

More details of the election and the nomination form can be found at:

<https://www.nusconnect.org.uk/zones/elections>

Dates of Committee Meetings 2018/19

Date of meetings for this Zone are: 14 November 2018, 23 January 2019, 19 March 2019, 29 May 2019

Society and Citizenship Zone

Summary of policy 2016-2019

The following document summarises policy active for 2018-19 in the Society and Citizenship Zone, covering policy passed at NUS National Conference in 2016, 2017 and 2018

Overview

National Conference 2018

Motion SC101 | Ending single use plastics

Motion SC102 | International not isolationism

National Conference 2017

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

Motion 502 | Placements, Apprenticeships and Education for Good

Motion 503 | Defend migrants and support free movement

Motion 504 | Commu Commu Commu Commu Commu Community

Motion 505 | Strengthening the student voice

Motion 506 | NUS supporting the Abortion

Rights Campaign for free, safe and legal abortion in Ireland and Northern Ireland

Motion 508 | Pay Inequality in Higher Education and Employment Rights of University Staff

Motion 509 | Fight Climate Change

National Conference 2016

Motion 501 | Right to Education for Persons in Detention

Motion 502 | Divest-Invest

Motion 503 | Students are Citizens, Too!

Motion 504 | Refugees Welcome in Universities and Colleges

Motion 505 | A long-term strategy into how we engage our students with politics to increase voter registration and turn out

Motion 506 | Fight to save the National Health Service – back the junior doctors and NHS bursary struggles

Motion 507 | Climate Change

Motion 508 | Stand Up to Racism

Motion 509 | Solidarity with Migrants and Refugees

Motion 510 | Personalised toolkits for lobbying MP's and local Councillors

Motion 511 | Extend EU Referendum Suffrage to EU Citizens living in the UK

Society and Citizenship Zone policy passed at National Conference 2018

Motion SC101 | Ending single use plastics

What NUS believes

Excessive single use plastic packaging waste is negatively impacting aquatic ecosystems and the human food chain. As such, society should minimise plastic waste entering oceans and waterways.

How NUS should work in this area

NUS should reduce or eliminate its own use of single use plastics from its commercial supply chain by engaging with suppliers to find practical alternatives to excessive packaging and develop a plan for phasing out products which use no recycled content, or overuse packaging.

NUS should ensure changes reflect the needs of disabled students and should work with the NUS Disabled Students Campaign to increase understanding among students' unions of requirements for single use plastics due to accessibility reasons.

NUS should partner with other organisations, such as the Eco Schools network, to support students to deliver sustainability education in schools and lobby the government to ensure that the 25 Year Environment Plan is translated into meaningful policy and that more ambitious, shorter-term targets, are set for reducing plastic waste.

How students' unions should be engaged

NUS should support and advise students' unions on how to seek alternative suppliers, or engage with existing suppliers, where possible to limit and reduce single-use packaging waste.

NUS should produce toolkits for students' unions on multiple topics: for Go Green Week on mitigating local pollution, around campaigns for individual students living zero waste lifestyles, around incorporating sustainability into national and local curriculums and incorporating understanding of the UN Sustainable Development Goals into education.

NUS should build a campaign for students' unions to bring to their campuses, to reduce the use of single-use plastics in particular.

Motion SC102 | International not isolationism

What NUS believes

The UK and Europe should be resettling far more refugees than it currently is. Refugees and asylum seekers in the UK should be able to access education and work that is safe, secure and fairly paid. They face a number of barriers however to accessing and succeeding in education, including the cost of fees and maintenance in particular.

Since the EU referendum, the mainstream media have vastly over exaggerated the number of refugees and asylum seekers in the UK and this has led to a rapid increase in reported incidents of hate crime aimed at black and Muslim people.

Britain and local authorities in particular have a responsibility to relocate and support child refugees, as outlined in the Dublin Regulation.

How NUS should work in this area

To campaign for free access to education for refugees and asylum seekers, funded by progressive taxation.

NUS should collaborate with groups such as the International Rescue Committee to increase the number of refugees the UK settles each year, with Student Action for Refugees to campaign for better access to education and trade unions to campaign for better employment rights for asylum seekers and refugees.

NUS should lobby the government to reopen the Dubs Amendment as well as honouring the Children at Risk Scheme, the National Transfer Scheme and Dublin Regulation and lobby local authorities to allocate resources to unaccompanied child refugees.

NUS should campaign for the closing of detention centres and work directly with migrant solidarity groups that seek to improve conditions in detention centres.

How students' unions should be engaged

NUS should work with universities to support solidarity campaigns with migrant workers and impose anti-immigrant hostile environment policies on campuses.

NUS should provide resources for students' unions to lobby their institutions for scholarships for refugees and asylum seekers, covering fees and a living allowance.

Related active policy

Motion 503 | Defend migrants and support free movement

Motion 504 | Refugees Welcome in Universities and Colleges

Motion 509 | Solidarity with Migrants and Refugees

Society and Citizenship Zone policy passed at National Conference 2017

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

What NUS believes

EU free movement enables students to travel for study which enhances the educational and cultural diversity of colleges and universities as well as the educational experiences of the students who travel and protects their rights.

We should oppose the raising of national barriers, 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. Free movement is not against the interests of working class people, neither does. We need to politically combat anti-migrant ideas.

How NUS should work in this area

To campaign for free movement to remain a key principle of the UK's political engagement with the EU, to remain in the single market and remove international students from net migration figures. NUS should work with ESU to lobby MEPs and students' unions to lobby MPs.

NUS should also lobby against the repeal of any European regulations that would water down rights, standards or protections on the environment, consumer protection, competition rules, workers' rights and workplace standards.

How students' unions should be engaged

NUS should support students' unions to lobby their MPs and MEPs in support of these asks.

Related active policy

Motion 503 | Defend migrants and support free movement

Motion 511 | Extend EU Referendum Suffrage to EU Citizens living in the UK

Motion 502 | Placements, Apprenticeships and Education for Good

What NUS believes

Students show a preference for work based experiential learning. University placements are often tokenistic and there are few apprenticeship standards that relate to sustainability.

How NUS should work in this area

Work with NSoA to establish new apprenticeship standards relating to sustainability and ensuring fair funding for sustainable apprenticeships.

To establish a 'Placements for Good' scheme to sit alongside its Dissertations for Good scheme and lobby the IfA to include sustainability as a functional skill alongside literacy and numeracy within apprenticeships.

Motion 504 | Commu Commu Commu Commu Commu Community

What NUS Believes

Students' unions should be the centre of their local communities and they can achieve more when they work within them. As the idea of community becomes eroded, the student movement should work to change this.

What is more students contribute to their local communities in many ways, often staying in local areas after finishing at HEIs, but are often seen as nuisances any this stereotype is perpetuated in the media.

How NUS should work in this area

To support students' unions to make good relationships in their local communities and make the case for the non-economic benefits of students' unions locally.

To develop a trade standard corporate responsibility mark through the Quality Students' Union programme by undertaking ethical audits for companies on a commercial basis.

How students' unions should be engaged

NUS should support students' unions to deliver a variety of projects in their communities including local debates in the lead up to elections, hosting welcome parties for refugees, lobby institutions to provide open classes for the local community and develop social responsibility policies for local companies.

Students' unions should also develop localised community strategies.

Related active policy

Motion 503 | Students are Citizens, Too!

Motion 505 | Strengthening the student voice

What NUS believes

That students are one of the key groups that fail to register to vote, and that changes to constituency boundaries have exacerbated this problem.

Students experienced repeated attacks on them on behalf of the government such as cuts to maintenance grants and the NHS bursary. At

the same time, as less students engage formal politics, the less government policies represent them.

Students' unions play a key role in ensuring students are registered to vote and that university and college campuses remain spaces of political engagement and civic responsibility.

How NUS should work in this area

Review the way that we currently engage students in political activism and develop a clear long term strategy for how we can improve this.

NUS should condemn the UK Government's boundary review and highlight the importance of student engagement in all elections as well as collaborating with NUS USI on campaigning for online voter registration in Northern Ireland.

How students' unions should be engaged

NUS should provide resources and information for students' unions about voter registration so that they can drive up registration numbers on campuses.

Related active policy

Motion 505 | A long-term strategy into how we engage our students with politics to increase voter registration and turn out.

Motion 506 | NUS supporting the Abortion Rights Campaign for free, safe and legal abortion in Ireland and Northern Ireland

What NUS believes

The Republic of and Northern Ireland have some of the most restrictive abortion laws in the European Union and in the world.

How NUS should work in this area

The NUS should support the London Irish ARC campaign to repeal the 8th Amendment in ROI and extend the 1967 Abortion Act to NI.

How students' unions should be engaged

Student unions across the UK should support and raise the profile of the Abortion Rights Campaign in any way that they can.

Motion 508 | Pay Inequality in Higher Education and

Employment Rights of University Staff

What NUS believes

The rise in the use of zero hours contracts in UK universities has a damaging effect on the lives of university staff, including postgraduate teaching staff, and in turn students' education. Research students are workers as well as students, and thus should be entitled to associated rights.

Gender pay gaps continue to exist in universities whilst at the same time, Vice Chancellors are paid seven times their average staff member.

How NUS should work in this area

Campaign for all staff to be offered a full or part time contract and support UCU in their campaign for equal pay on campuses. To campaign for proper worker rights and legal protections for research students.

How students' unions should be engaged

Students' unions should campaign on campuses alongside the UCU for a 10:1 pay ratio across all universities and for proportional increases in the pay academic and university staff receive to be the same for all.

Motion 509 | Fight Climate Change!

What NUS believes

Climate change is happening and it causes the world's poorest people to suffer disproportionately, as they are often on the front line of fossil fuel extraction. Many institutions have investments in fossil fuel companies, or carry out research for them into conventional fossil fuel extraction.

Alongside this, our energy infrastructure should not be organised for private profit, and private ownership of energy infrastructure hurts renewable energy development. Urgent action is needed on climate change – faster than is comfortable for the fossil fuels industry and so the energy industry should be put under public ownership and democratic control.

How NUS should work in this area

To run the Divest Invest campaign and support students' unions to run divestment campaigns on campuses. NUS should also create a campaign to support students' unions to lobby

their institutions to reduce their animal produce by a third and highlight nationally the impact that animal agriculture has on the environment

To campaign for the nationalisation of the Big Six under democratic control as part of a renewed drive and to support protests against Trump's rollback of progress on climate change.

How students' unions should be engaged

NUS should support the establishment of student societies coordinating divestment and reinvestment campaigns on campuses, particularly linking in with national social and environmental sustainability campaigning organisations.

Related active policy

Motion 502 | Divest-Invest

Motion 507 | Climate Change

Society and Citizenship Zone Policy Passed at National Conference 2016

Motion 501 | Right to Education for Persons in Detention

What NUS Believes

Those in detention often have their right to education violated and learning in prison should be seen not solely as a tool for change, but as a right. This disproportionately impacts those from poor and marginalised groups.

How NUS should work in this area

To raise the profile of education in prison by working online, with the media, FE colleges and specialist organisations.

To campaign for adequate education provisions for those serving long term sentences and advocate for and strengthen learner voice in prisons.

How students' unions should be engaged

To work with FE colleges to engage persons in detention as well as governors in raising profile of prison education.

Motion 506 | Fight to save the National Health Service – back the junior doctors and NHS bursary struggles

What NUS believes

Momentum from the junior doctors' dispute about working conditions and the campaign to save NHS student bursaries provides an opportunity to actively oppose the dismantling and privatisation of the NHS.

The NHS represents planning and provision for need in the midst of an exploitative and unequal society and the idea that everyone has an equal right to life and health regardless of wealth, and must be saved.

How NUS should work in this area

To support the junior doctors' strikes, the NHS bursary struggle and campaign for the end of cuts, privatisation and marketisation in the NHS.

How students' unions should be engaged

NUS should also devote financial and other resources to helping student nurses and health professionals in this fight.

Motion 508 | Stand Up to Racism

What NUS believes

The UK government's response to the refugee crisis has been disgraceful. At the same time, incidents on hate crime on campuses are on the rise, institutional racism in education providers continues to exist and the government continue their racist scapegoating of migrants.

How NUS should work in this area

NUS should reaffirm its campaigning against all forms of racism, Islamophobia and anti-Semitism. NUS should work with Stand Up To Racism in campaigning against racism, Islamophobia and anti-Semitism, including by mobilizing students to join the national demonstration to mark UN Anti-Racism Day annually.

How students' unions should be engaged

NUS should ensure that its No Platform for Fascists policy is fully implemented within NUS and all students' unions.



Motion 510 | Personalised toolkits for lobbying MPs and local Councillors

What NUS believes

Student issues such as housing require action from the ground up, with students lobbying local MPs and councillors. Students have little expertise in this area however and are not offered tailored support to do this.

How NUS should work in this area

NUS should set up resources for student unions to use on how to lobby local Councillors and MPs, offering tailored support and best practice.



Zone Conference Accountability

Vice President (Society and Citizenship) Zones Report

Author: Zamzam Ibrahim

Date Produced: 01/10/2018

Priorities

Priority area	Area of work	Progress
Media Response Unit	Activist media training programme	We are developing an activist training programme around working with the media which will be launched to coincide with Lead and Change 2019.
Media Response Unit	Know your rights legal briefing	We have worked with the National Union of Journalists (NUJ) and MediaWise, who have contributed advice and codes of ethics to include within the activist briefing which we are launching at Zones 2018!
Sustainability	Divestment campaign	<p>We have continued our collaboration with People and Planet on our 'Divest Invest' campaign, and have made great progress towards our milestone of having 50% of UK institutions committed to pulling their investments out of coal, tar sands, oil and gas.</p> <p>In September we held a strategy day to map out our plans for reaching the goal in 2018.</p>
Sustainability	Climate change is a race issue	<p>We are developing a new research project with the Institute for Environmental Management and Assessment, alongside the Equality Trust. The project will explore the lack of racial diversity in the sustainability sector.</p> <p>This year's NUS Sustainability Summit will have a strong focus on social justice. There will be a workshop on climate change as a race issue, and a plenary panel on sustainability and liberation.</p>
Asylum Seekers & Refugees in Education	Barriers to education	<p>We have had a meeting with Student Action for Refugees (StAR), and secured a date for the Equal Access conference - which is going to be on the 24th January. We are now in the process of planning the conference which will be open to all students, to enable us to recruit more advocates for and expand the campaign.</p> <p>We have also been speaking to Universities UK, who are keen on supporting the campaign and working with universities to do more to offer scholarships to refugees and asylum seekers.</p>
A society for the many	Active Citizenship in Schools	<p>We have developed a new project which will work in two stages. The first is running from now until the end of 2018. We are conducting an internal policy review and talking to students' unions, including running a session at zones, to develop NUS' understanding of active citizenship. I am also meeting with sector leaders, such as the British Youth Council and the National Charity for Volunteering Organisations to identify the role that students' unions can play in delivering active citizenship education in schools. We have also met with the British Council to identify ways in which students can benefit from the funding they have available through the Erasmus+ scheme to fund volunteering and activism.</p> <p>In the new year we will draw on this learning to deliver opportunities and resources for students' unions to work in their communities to support education around, and opportunities for, active citizenship in schools.</p>
A society for the many	Youth centres	This project is focussed around two areas: lobbying policy nationally and supporting students' unions locally. I am meeting with sector leaders to identify how NUS can contribute to this lobbying work. In the new year we will release resources for students' unions to campaign locally on this.

A society for the many	Votes at 16	<p>There will be another private members' bill end of October for which we are working collaboratively with our partners The Association of Colleges (AoC), the British Youth Council (BYC) and The Votes at 16 Coalition to maximise influencing potential. We have developed campaign resources for students' unions to target key MPs and released video clips on social media of students calling for votes at 16.</p> <p>Last year we lead on bringing sector stakeholders together and established ourselves as the expert voice on votes at 16. This includes multiple (even Tory!) MPs quoting our work and publically thanking us in parliament. We have built on this for this year by developing NUS profile in the press.</p>
FE is where it begins	Hate crime in FE	We are developing a research project aimed at identifying the barriers that students in further education face to reporting incidents of hate crime. The project will begin at the end of 2018.

Other achievements of my Zone

Put all our events you have been to in here that don't fit in with any of those categories

Achievement	Progress (what have you achieved since the last NEC)
SOS	We have been working with the Danish NUS and USI to develop a new international entity to enable us to work in partnership on sustainability issues.
NUS Sustainability Summit	We have been planning the NUS Sustainability Summit 2018, which will happen on the 31 st October.

Next steps

Action/Work area	What I hope to achieve
Votes at 16	Winning votes at 16 for all across the UK on October 26 th with the private members bill!
Access to education	Finalising plans and opening registration for access to education conference
A society for the many	Continue to deliver our learning in the sector as a basis for resources for students' unions
GISU	Launching our Green Impact Students' Unions programme for 2018 to support students' unions sustainability work
Media Response unit	We will be launching Activist legal briefing at Zones!
Environment Bill Campaign	Developing a campaign for strong environmental legislation post Brexit.

Zone Conference Report

Vice President (Union Development)

Introduction

This paper sets out the accountability report from the Zone Vice President. It also contains a summary of Zone Policy 2016 – 2019.

Questions

Any Individual Student member of the National Union of Students' may ask a question of the Vice President. Questions must be submitted in advance of the Conference using the online form. You will be asked to state your name and Constituent Member (your Student Union or Association).

You can access the form to ask accountability questions at:

<https://www.nusconnect.org.uk/conferences/zone-conferences/accountability>

The deadline for submission of accountability questions is Wednesday 24 October at 12.30pm. Questions will be asked during the accountability sessions at Zones Conference.

Outgoing Committee

Last year's Zone Committee was:

Vice President: Ali Milani

Eva Crossan Jory	UD Zone Committee Member (NEC place)
Dwayne Foster	UD Zone Committee Member (FE place)
Romana Jabeen	UD Zone Committee Member (FE place)
Ahtesham Mahmood	UD Zone Committee Member
Amy Moran	UD Zone Committee Member
Dan Seamarks	UD Zone Committee Member
Katherine Hackshaw	UD Zone Committee Member
Meike Imberg	UD Zone Committee Member
Nastasha Crump	UD Zone Committee Member

Zone Committee 2018/19

Elections for the Zone Committee (including the NEC place) will be taking place at the Zone Conference. Any individual student member of the NUS can nominate themselves online to be a member of the committee. Nominations are online via a form and the deadline for nominations is 24 October 2018 at 12.30pm.

More details of the election and the nomination form can be found at:

<https://www.nusconnect.org.uk/zones/elections>

Dates of Committee Meetings 2018/19

Date of meetings for this Zone are: 15 November 2018, 24 January 2019, 20 March 2019, 30 May 2019

Union Development Zone

Summary of policy 2016-2019

The following document summarises policy active for 2018-19 in the Union Development Zone, covering policy passed at NUS National Conference in 2016, 2017 and 2018

Overview

Championing the impact of students' unions

The policy position on this area commits NUS to supporting unions on evaluating the impact of their activities (with a particular focus on student opportunities: sports, societies, fundraising, media and volunteering), and then championing both individual unions and the impact of students' unions collectively.

An impact toolkit developed with the Student Opportunities Charity Advisory Group was launched in 2017 to support students' unions to evaluate the impact of their student opportunities. It focused on evaluating the dual benefit of student opportunities for both individual students as well as the wider community. The toolkit explores the skills and knowledge developed, as well as other areas of growth such as resilience. Work is planned for the next four years to focus on different areas of impact evaluation within student opportunities, supporting students' unions through the dedicated staff communities of practice which meet termly.

Championing students' unions is core to the NUS communications plans throughout the year but exemplified through the annual #LoveSUs week which shines a spotlight on the impact of students' unions on people's lives and the communities they live in.

Protecting students' and students' unions rights

The policy position on this area commits NUS to protect freedom of expression in students' unions, with a particular focus on the rights of student activists to challenge the actions of their university or college.

Healthy political spaces

The policy position on this area commits NUS to provide healthy environments to discuss issues of relevance to students, and engages with social media platforms to challenge issues of cyberbullying and trolling particularly during elections.

Developing and protecting Learner Voice

The policy position in this area commits NUS to supporting the development of learner voice mechanisms, and advocating for the enshrinement of learner voice in law for Northern Irish and Further Education institutions.

Across all four Nations, NUS-developed learner voice frameworks are used to support a partnership approach between students and colleges in shaping their education.

Accessible activities

The policy position on this area commits NUS to take action to improve the accessibility of engagement opportunities for disabled students.

We have been working hard over the last 24 months to improve the accessibility of what we

do so that our members with special educational needs and disabilities (SEND) are better able to engage in our work.

We've had a number of successes in this area; recognition as a Makaton Friendly organisation, partnerships with new sector bodies and an increase in the number of affiliates from specialist provision. The Vice-President has also written to the minister responsible for our SEND colleges to push for increased investment in supporting our SEND learners.

To ensure that our members with SEND are able to engage and enjoy our events, we have taken a number of steps which include:

- *A set of introductory slides designed to help new delegates with SEND understand the wider context of national conference and what to expect to help settle nerves and reduce anxiety*
- *A specific set of joining instructions that are more accessible for delegates with SEND*
- *Appropriate signage and signposting around our venues – including Makaton symbols for those who use them*
- *Dedicated support offered in advance of National Conference for delegates with SEND to understand the conference motions document. This will help to ensure that delegates are informed on discussions, wider debates and the motions that will matter most to them*
- *A dedicated Wellbeing Space which will be a calm and quiet space where delegates will be able to escape the business of conference. This space will be offered as part of the conference's wider safeguarding and access support*

NUS officers and staff have also visited Derwen College a number of times to engage with long standing members that have been leading NUS to working on its Inclusion Journey. Following this the elected officers wrote to the Minister for Local Government around the funding provided for SEND.

Enabling collaboration

The policy position of this area commits NUS to support collaboration between colleagues and students' unions in similar contexts and roles to enable learning and sharing of good practice.

In the last 12 months the NUS Facebook Workplace has been launched for both staff and officers in NUS membership. This platform replaces the previous Jiscmail system which allowed for only limited interaction between colleagues via email lists. The Facebook Workplace provides a more sophisticated platform for colleagues to collaborate based on any number of criteria such as role type, context, project type. Anyone can create a new 'group' on the platform to collaborate with colleagues on a new area of work.

Valuing the movement's staff

The policy position of this area commits NUS to supporting a living wage for staff in the movement, and support student staff representation in the workplace.

Sports

The policy position within this area commits NUS to support remove barriers (particularly those related to cost and identity) to engagement with physical activity.


In Summer 2018 we launched the Active Students Fund: £50,000 from Sport England

Specific changes to NUS social enterprises

The policy mandate relating to NUS social enterprises were specific amendments to the offer available at the time: a request that a sustainable sanitary product be added to the purchasing consortium offer; and a request for a more diverse range of restaurant options offering discounts on the NUS Extra card.

Last year Lunette, a sustainable and environmentally friendly sanitary product was incorporated into the purchasing consortium.

This year we are seeing the most radical change of the NUS Extra product since it was created. Finally seeing digital NUS Extra come to life, we are working with our member Unions to design an NUS Extra offer fit for the next



decade and beyond. Focusing in on the local offer and the engagement of SU's, we are integrating campus societies, sports, media, democracy and all elements of student life.

Our aim ensuring that the new NUS Extra product is designed to allow students to access more local discounts including a more diverse range of restaurants. From local offers to Kosher and Halal ranges.

Enshrining the National Society of Apprentices (NSoA) within NUS

The policy mandate on this area commits NUS to developing a task and finish group to explore options for enshrining the National Society of Apprentices into the NUS constitution.


A task and finish group has been set up with representatives from the NSoA and NUS full time officer team to progress work on this and bring a proposal to be voted on at National Conference 2019.

Nightline

The policy mandate on this area commits NUS to developing accessible resource packs for students' unions to be able to effectively lobby their universities to establish a nightline service.

Postgraduate

The policy mandate on this area commits NUS to reviewing postgraduate provision and representation.



Zone Conference Accountability

Vice President (Union Development) Zones Report

Author: Ali Milani

Date Produced: 30/09/2018

Priorities

Priority area	Area of work	Progress
Training and Development for Students' Union Officers	Students Union's, Lead and Change 2018 and the Muslim Student Leadership Retreat	<p>The summer conference season is usually the busiest time for the Union Development team - organizing the biggest congregation of Students' Union officers, staff and NUS colleagues. SU2018 this year saw over 1000 delegates come to Birmingham's NEC to share and learn, to network, to celebrate a years worth of success' and to be inspired to change the lives of their members.</p> <p>This year we streamlined workshop content, provided more space for learning opportunities between delegates, ensure the integration of Liberation officers and NUS Awards. The event ran successfully and though we will always have improvements and learning points - it was incredibly successful.</p> <p>Lead and Change is our other annual SU officer training residential. It provides an opportunity for officers to received quality leadership training, to network and learn from one another and to connect with NUS in an intimate way. This year's event had over 350 officers attending the training program to great success. While we are still gathering and analyzing the feedback, all indications point towards a successful summer conference season.</p> <p>For my term in office we have also worked specifically to support Muslim officers from around the country as they often face very specific barriers. This year we again supported the Muslim Student Leadership Retreat for Muslim SU Officers with bespoke training and support opportunities. Over 40 delegates attended with a 100% satisfaction rating.</p>
Revitalizing and Digitizing NUS Extra	TOTUM	<p>For years NUS Extra has been a great success story for our movement. Putting millions and millions of pounds back into the pockets of students, into our Students' Unions and into our movement more broadly. To ensure its continued success, we have completely revolutionized the product.</p> <p>TOTUM is the brand new platform that provides students the discount card and offers they love alongside a digital app. This new platform is the passport to student life; from a whole new membership experience (sports clubs, societies, volunteering, RAG etc) to tailored discount offers at the touch of a phone, TOTUM has completely changed the game for Students' Union's.</p> <p>While it is in its early stages of developments with incredibly exciting features set to arrive in the new year, it is an opportunity so many of our members around the UK are grasping to connect with members on their campuses. We have allocated TOTUM champions for almost every SU to answer your questions and support you through the transition. We have also done our best to connect with you on the phone or even attending your Freshers/Welcome week events to support you in sales and marketing.</p> <p>For more info visit: https://www.totum.com</p>

Supporting Candidates, Officers and Students' Union's in Elections	The Elections Commission	<p>Over the course of the spring election cycle, it became increasingly evident that there needed to be significant work in supporting candidates, officers and students' union's around the country. There were significant numbers of complaints, delays to results, disqualifications and even the voiding of elections as a whole. It was also apparent that a disproportionate amount of black, international, muslim and jewish participants were affected both structurally and culturally.</p> <p>This year we have called an Elections Commission which comprises of our Black Students Officer, VP Soc and Cit, student officers, SU staff members, returning officers and representatives from outside the movement with election experiences. The commission has been tasked with reviewing the good and bad practices from around the country and providing tangible support frameworks for all involved.</p> <p>The first meeting of the commission took place where a scope and timeline was agreed and we began to explore areas of support and improvements. The commission will be meeting again in the coming month to develop comprehensive support frameworks for SU's in time for your spring elections and to ensure all elections are free, fair and accessible for all to participate in and enjoy.</p>
Accessible Events	NUS Charity Access Group	<p>It was increasingly clear that many of NUS' events, both democratic and non democratic, had much a ways to go in regards to accessibility for participants. NUS Charity this year has made it a priority to look at improving the accessibility of these events.</p> <p>We have been very fortunate to have the support of NUS DSO Rachel O'Brien and NEC 2nd place Piers Wilkinson - without whom the work would not be possible. Leaning on their expertise this group have been exploring ways in which NUS can provide more accessible spaces for members, hoping for tangible outcomes to be agreed and rolled out for the spring conference season.</p>
Accessible Sports Clubs	The Active Students Project	<p>Accessible sports clubs on campuses and in colleges has been a passion of mine since taking office. Last year we launched the "sport, sport, sport" research and toolkit to assist SU's from around the country.</p> <p>This year we have gone even further, partnering with Sport England, and we have won £100,000 of funding to run unique sports initiatives within Students' Union's to increase participation. We are ensuring that this money is not spent by NUS but put right back into SU's to support LGBT+, black, women and disabled members in England. We have also made it a requirement that HE institutions collaborate with local FE partners in the program.</p> <p>We opened applications and expressions of interests over the summer and received a number of incredible applications. A panel of NUS and Sport England colleagues have decided the successful applicants and we have brought in staff support to directly support the successful applicants to deliver on their visions.</p>

Supporting Student Media and Fundraising	Student Media Summit, RAG Conference and the Student Guides	<p>Student opportunities, specifically RAG and student media, provide incredible opportunities for members all around the country. Our support for these groups continues to grow as this year we once again worked in partnership with Amnesty International to deliver the Student Media summit.</p> <p>This is one of our most exciting events where we bring together Student Media from across the UK with leading experts from the sector. The event provides an unparalleled opportunity for often volunteers to network and connect with each other and leaders in their industry. This years event was bigger than ever and received overwhelmingly positively.</p> <p>We also revitalized our student media and student fundraising guide for all SU's this year, providing a physical resource to support student media; and worked with Nasfa to assist with the national RAG conference.</p>
Membership Engagement	ME's and QSU 2018	<p>Quality Students' Union's is one of the leading projects of the NUS Charity for the past few years. It has been developed by our us to assure the quality, standards and overall effectiveness of students' unions around the UK. It also principally aides our SU's in continuous improvements and development.</p> <p>This year, 21 'cohort' unions are midway through completing QSU with an enhanced support offer to guide them through. The cohort are due for verification in the new year (Jan-April). This year's cohort will also inform the updated version of the QSU framework which will be launched in April 2019.</p> <p>The Membership Engagement team have also delivered induction training session for elected officers at all larger unions during the summer period to initiate greater involvement with NUS. The new officer priorities were discussed in those visits and have been tracked centrally to ensure we provide the right sort of support to each officer team, with widely held priorities focusing on improving student-led decision making, Black attainment gap, academic representation, student engagement, mental health and diversifying engagement with sports and societies.</p>
The NUS Ethics Group	#StopFunding Hate	<p>The #StopFundingHate campaign was founded to encourage advertisers to divest money from "news" organisations such as the Daily Mail, The Sun and the Express who regularly use hateful and incendiary rhetoric towards muslim, black and migrant communities. The campaign has been incredibly successful and has been supported by NUS UD zone strongly.</p> <p>This year so a landmark success as the Co-Op conference passed with an overwhelming 96% majority to support ethical advertising including #StopFundingHate. This goes alongside campaigns and wins in the mobile phone industries and with other national brands such Pizza Hut.</p> <p>https://www.thenews.coop/127999/sector/retail/co-op-group-agm-address-responsible-advertising/</p> <p>https://stopfundinghate.org.uk/2018/05/19/coop-agm-overwhelmingly-backs-stop-funding-hate-motion-on-ethicaladvertising/</p>
Developing Officers-Staff Relationships	Developing Officers-Staff Relationships	<p>Last year as VP UD it became apparent to me that many Students' Union's struggled to find the right balance and culture between sabbatical officers and Union staff. This year our team and I are working hard to address this.</p> <p>We are currently in the process of a large scale diagnosis and research activity on good practice in line management of Chief Executives, good and bad practice in relationships between senior staff and officers and developing trustee support. Our aim is to create a guidance document and training by the new year to aid all officers and staff to create the right balance and culture within Unions.</p>

Supporting Commercial Activity for Students Unions	Trading Support for Students' Union's	<p>Trading Support delivered £150,000 of surplus at the end of 2017/18 year as a result of the incredible work of the Trading team and as a result of working in close partnership with members all around the country.</p> <p>We discussed with our members what should be done with this surplus at the recent CEU and members meeting which was held during Convention 2018 in Leeds. As a result, we will have a brand new capital fund created to be available to any purchasing consortium member to bid for funding for innovative and exciting commercial development. This is money again being put back into SU's for innovation and growth projects.</p> <p>The primary purpose for this fund is to support exciting commercial development activity within the student union to assist growth initiatives.</p> <p>The Trading Support team will work closely with successful bidding students' unions through commercial engagement with a view to ensuring that the funding pot becomes a sustainable funding stream that grows year-on-year alongside compliant volume growth through the consortium.</p>
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Next steps

Action/Work area	What I hope to achieve
Elections commission	Publish a comprehensive support framework for SU's to be able to deliver fairer and more accessible election cycles across the country. To better support candidates and officers who face discrimination and barriers in participation. And to create a better culture in our democratic spaces more broadly.
NUS Charity Access group	This group have been exploring ways in which NUS can provide more accessible spaces for members, hoping for tangible outcomes to be agreed and rolled out for the spring conference season.
TOTUM	In the new year TOTUM's digital platform will see a new wave features which we hope will continue to innovate and revitalize the product. As with any digital product, it will be lean and agile and will continue to adapt to what users and Students' Union's need from it and how best it can be used by members.
The Active Students Project	To support in the delivery of projects, measure impact and ensure maximum participation of sports clubs in HE and FE institutions around the country.
Officer-Staff Relationships	Our aim is to create a guidance document and training by the new year to aid all officers and staff to create the right balance and culture within Unions.

Zone Conference Report

Vice President (Welfare)

Introduction

This paper sets out the accountability report from the Zone Vice President. It also contains a summary of Zone Policy 2016 – 2019.

Questions

Any Individual Student member of the National Union of Students' may ask a question of the Vice President. Questions must be submitted in advance of the Conference using the online form. You will be asked to state your name and Constituent Member (your Student Union or Association).

You can access the form to ask accountability questions at:

<https://www.nusconnect.org.uk/conferences/zone-conferences/accountability>

The deadline for submission of accountability questions is Wednesday 24 October at 12.30pm. Questions will be asked during the accountability sessions at Zones Conference.

Outgoing Committee

Last year's Zone Committee was:

Vice President: Eva Crossan Jory

Jessica Okwuonu	Welfare Zone Committee Member (NEC place)
Chloe Nichol	Welfare Zone Committee Member (FE place)
Naila Mansouri	Welfare Zone Committee Member (FE place)
ChuChu Nwagu	Welfare Zone Committee Member
Daisy Bow Du Toit	Welfare Zone Committee Member
Des Ibekwe	Welfare Zone Committee Member
Esther Dominy	Welfare Zone Committee Member
Molly-Jean Longden	Welfare Zone Committee Member
Rory Hughes	Welfare Zone Committee Member

Zone Committee 2018/19

Elections for the Zone Committee (including the NEC place) will be taking place at the Zone Conference. Any individual student member of the NUS can nominate themselves online to be a member of the committee. Nominations are online via a form and the deadline for nominations is 24 October 2018 at 12.30pm.

More details of the election and the nomination form can be found at:

<https://www.nusconnect.org.uk/zones/elections>

Dates of Committee Meetings 2018/19

Date of meetings for this Zone are: 15 November 2018, 24 January 2019, 20 March 2019, 30 May 2019

Welfare Zone

Summary of policy 2016-2019

The following document summarises policy active for 2018-19 in the Welfare Zone, covering policy passed at NUS National Conference in 2016, 2017 and 2018

Purpose built student accommodation

What NUS believes:

Universities are increasingly outsourcing their student accommodation to private providers. PBSA of all types, though especially private PBSA, is increasingly expensive, increasingly unaffordable and is limiting access to HE for students from middle and low-income backgrounds.

What NUS should do in this area:

NUS should create a report that demonstrates the value and necessity of university-owned halls. NUS should support SUs to hold PBSA providers to account. NUS should support SUs to engage in a range of campaigning tactics, included rent strikes, to achieve more affordable accommodation.

How should SU's be engaged?

SUs should be equipped with tools from NUS to support students who are on rent strike.

Related active policy:

Motion 407 Not for Profit Halls

Motion 408 Rent Strikes

Poor quality private rented homes

What NUS believes:

Students are living in privately rented homes that are damp, poorly insulated, insecure, and unaffordable. Rogue landlords let poor quality

properties to students. Access to fair and affordable housing is a priority for students.

What NUS should do in this area:

Support campaigns to have tenants' unions. Continue to cooperate with non-student campaigning organisations on shared priorities. NUS should campaign for better regulation in the sector at central and local government level. NUS should organise a national campaign working alongside relevant national and local charities and civil society organisations to raise awareness of the costs of an unregulated rental sector.

How should SU's be engaged?

SUs should be supported to further develop accreditation of private sector landlords. SUs should be supported to engage with local government on further regulation of the PRS. NUS should continue to promote Ready to Rent to SUs.

Related active policy:

Motion 409 Rogue Landlords

Motion 411 Housing

Maintenance Grants

What NUS believes:

Universalism is a core principle of NUS and we should fight to protect the financial assistance provided to all students. We need to ensure every student can afford to live decently during their studies – the fight for living grants is a fight for accessible, liberated education. Cuts to maintenance grants should be reversed and a

living grant should be introduced, funded by progressive taxation.

What NUS should do in this area:

Present an alternative vision of how student support should operate that supports those that need it when they need it - across the entire spectrum of post-16 education; from further education through to the post-graduate level. Produce a student mental health and welfare survey which can be rolled out to all Unions, including a section for unions to provide institution specific data.

How should SU's be engaged?

NUS to support SUs to lobby institutions on increasing hardship funds.

Related active policy:

Motion 403 Grants not Debt

Hate Crime

What NUS believes:

Reports of hate crime have been increasing in the UK, including (but not limited to) instances of Islamophobia, antisemitism and racism. NUS will campaign against all hate crime. All students deserve to have access to education, free from harassment, intimidation or violence; regardless of background

What NUS should do in this area:

Organise conferences, summits, demonstrations, and direct actions where appropriate, to raise the profile of our opposition to hate crime and hate speech, make clear to the victims of hate crime that they are not alone, and to challenge perpetrators. Work with interfaith groups on a major interfaith project. NUS should publish a bi-annual report detailing all incidents of racism, including anti-Semitic incidents and instances of anti-Jewish oppression. Provide educational training on antisemitism as part of the Sabbatical Officer Summer training and throughout the year and to adopt the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism.

How should SU's be engaged?

Support for SUs to become hate crime reporting centers. Support SUs to provide active bystander training. SUs should be supported to participate actively in anti-hate crime work, developing local reporting facilities, and responding to specific incidents through the development of clear national guidelines, networks and resources. SU should be supported to adopt the IHRA definition of antisemitism.

Related active policy:

Motion 404 Antisemitism on Campus

Motion 403 Hate Crime

Motion 404 Online Harassment

Motion 412 Its time to combat antisemitism

Prevent

What NUS believes:

The Prevent agenda is discriminatory, ambiguous, and inherently flawed and as part of the Government's 'anti-extremism' work has been used to create an expansive surveillance culture to spy on the public and to police dissent, systematically targeting minorities and vulnerable individuals.

The Government's counter-terrorism/security policy is ill-defined and open to abuse for political ends. Prevent has created a hostile environment for Muslims and other minorities on campus and must be resisted.

What NUS should do in this area:

Ensure students are aware of their rights. Support Islamophobia awareness month. Ensure Islamic Societies receive support from independent officials. develop guidance alongside the Black Students' Officer on SUs dealing with the Charity Commission and accusations of 'supporting extremism' levelled at SUs. Lobby universities and members of the NUS to be more open and transparent about how they are engaging with PREVENT and other similar initiatives. Develop FE specific anti-prevent guidance. Find a way to reinstate the faith and belief project at NUS. Target the private companies who profit from the implementation of Prevent, including direct action and shaming campaigns

How should SU's be engaged?

Educate SUs about Prevent. Support should be provided to SUs to enable them to help staff to resist the implementation of Prevent agenda and work with relevant trade unions.

Related active policy:

Motion 406 Preventing Prevent

Motion 401 We Do Not Comply: Preventing Prevent

Mental health

What NUS believes:

There is a crisis in student mental health. Student suicides have increased, as well as the number of students disclosing a mental health condition to their institution and demand for on-campus support services. Support services are chronically underfunded. Support services often lack cultural competency, specifically disadvantaging minority groups in FE and HE. There is a direct link between mental health and financial hardship which is exacerbated by the marketisation of education and increasing levels of student debt.

What NUS should do in this area:

Explore further the link between financial hardship, debt and mental health amongst students and use the findings to inform the campaign. Present an alternative vision of how student support should operate that supports those that need it when they need it - across the entire spectrum of post-16 education; from further education through to the post-graduate level. Introduce a mental health award scheme similar to Green Impact. Campaign to have appropriate mental health support as a condition of funding for HEIs and FEIs. NUS to lobby for the protection of government funding for IAPT and for it to be rolled-out fully. NUS to work with NUS BSC and DSC on working with NHS and Black Mental Health UK on conducting research into barriers and experiences of accessing mental health support and release guidance for SUs and lobby institutions on how to engage in addressing culturally competent mental health services. VP Welfare will work with officers to ensure that mental health funding is at the forefront of discussions with

the Office for Students, BIS, AoC and UUK. NUS will work with partners including UUK and Student Minds to support students' unions role in the UUK #StepChange strategy for a whole institution approach to student mental health.

How should SU's be engaged?

NUS to support SUs to challenge institutions to incorporate financial hardship into academic appeals, mitigating or extenuating circumstance and mental health support. NUS should produce a student mental health and welfare survey which can be rolled out to all Unions, including a section for unions to provide institution specific data. NUS to support SUs to access mental health first aid training. NUS should support SUs by running workshops on campuses to support with the development of meaningful mental health campaigns.

Related active policy:

Motion 405 Prioritise Student Mental Health Now!

Motion 402 Mental Health and Hardship

Motion 405 Student Mental Health

Motion 406 Mental Health a Culturally Competent Framework

Motion 407 Mental Health First Aid

Motion W101 Mental Health from the Roots Up

Sexual Violence

What NUS believes:

There is a problem of abuse and harassment by staff toward students, and by towards other staff, with young women being disproportionately affected.

What NUS should do in this area:

Produce resources to support students facing sexual violence perpetrated by staff, and to support existing campus campaigns. Lobby for universities to record and make public all data on sexual violence, including that faced by staff.

How should SU's be engaged?

NUS will produce guidance for SUs on student-staff misconduct and support them in

developing campaigns and policies within their institutions.

Related active policy:

Motion 409 It Stops Here: Sexual Violence

Hidden Costs

What NUS believes:

Additional and hidden course costs are bad. Hidden course costs include the cost of a gown, which is mandatory in order to attend the graduation ceremony. Hidden course costs prevent students from participating fully in their education. The cost of transport, particularly for FE students is prohibitively high. Rail fares are increasing. Discount travel cards are not valid at peak times. Apprentices cannot purchase a 16-25 rail card.

What NUS should do in this area:

Research the average cost of attending graduation in the UK and work to reduce the cost. NUS should campaign to Department of Transport, ATOC & Transport Focus for lower rail fares for students and for the lifting of peak restrictions when using a 16-25 railcard. NUS to campaign for all apprentices to be able to purchase a 16-25 railcard.

How should SU's be engaged?

n/a

Related active policy:

Motion 408 Ticket to Ride

Motion 410 Graduation the Final Hidden Cost

NHS funding and bursaries

What NUS believes:

The NHS is under huge financial pressure due to chronic underfunding and as a result to cuts to other funding in support services, leading to more people than ever before accessing acute and emergency care. NHS cuts at a national and local level are putting lives at risk. Cuts have also meant that funding for NHS bursaries for allied healthcare students has been cut. Healthcare students face a range of additional and hidden costs which are not met by the financial support available to them. Retention of

these students is an issue. The NHS is a national treasure and we must fight for it.

What NUS should do in this area:

Campaign for the reinstatement of NHS bursaries, that meet the financial needs of students. Campaign for massive investment in the NHS. Work with external organisations like Save Our NHS. To organise a multi-agency national NHS Student Summit. Lobby for simultaneous GP registration for students, so they can register on campus and at home.

How should SU's be engaged?

NUS to support SUs campaigning to reverse NHS Bursary cuts and publicize how important bursaries are currently to nursing students. Students' Union's whose Universities have direct entry Health courses to lobby their university to help pay for students travel expenses whilst attending placement

Related active policy

401- NUS for the NHS

402- Save Our Services

410 – NHS bursaries

413- Dual GP registration for students

Legal Highs

What NUS believes

'Legal highs' are not fit for human consumption and pose a serious risk to health.

What should NUS do in this area

NUS should educate students on the dangers of legal highs and lobby central government for them to be made illegal

How should SUs be engaged

n/a

Related active policy

Motion 411 Educate all FE & HE students on the risks associated with taking legal highs and lobby the government to include all legal highs within the Misuse of Drugs Act 1971

Zone Conference Accountability

Vice President (Welfare) Zones Report

Author: Eva Crossan Jory

Date Produced: October

Priority Aims
<p>Housing- Affordable housing for all, redefining the meaning of affordability in the sector, ensuring students have access to safe and affordable accommodation.</p> <p>Mental Health- Politicising Mental Health- looking at the real issues causing the Mental Health crisis, creating support networks and materials for offices + support for mental health campaigns. Campaigning for properly funded and culturally competent counselling services on campuses.</p> <p>Faith and Belief working with student faith groups up and down the country to support them, working with the interfaith network, creating more inclusive spaces on campuses.</p>
Strategy

Breakdown/Update

Area of work	Progress
Housing & Affordability.	<p>I have commissioned NUS' biggest survey into student housing, looking specifically at students living in the private rented sector. This research will examine the conditions that students are living in, as well as the relationship they have with their landlord or letting agent, and importantly- give us genuine insight into the costs of rent and bills. For the first time, my research will ask students what *they* think is an affordable rate to pay for somewhere to live. I'm going to use this research to lobby the government and other political parties to get serious about the costs and conditions in the private rented sector.</p> <p>To continue on my key priority of affordable housing I have also commissioned another round of the accommodation costs survey. Now in its 50th year, this longitudinal study shows how the costs and provision of purpose built student accommodation, or halls, has changed over the years. For the last decade we have seen rents rising above inflation, driven by greedy private providers and universities outsourcing their responsibilities for students. The results are out in December and you can expect to see me in the media and on campuses supporting grass roots campaigns demanding rent cuts.</p> <p>In order to truly support local activism for SUs I'll be hosting a one-day housing activism event, where we will discuss the results from my research and share ideas and advice on how to build strong and effective housing campaigns. Drop me a message if you'd like more information, or keep an eye out for details on social media soon.</p> <p>I've also been in talks with the Ministry of Housing discussing the need for indefinite tenancies in the private rented sector and the abolition of 'no fault' evictions, which are the leading cause of homelessness in the UK. I've also directed NUS to engage in a working group at the Ministry to look at the future of deposits in the PRS, making renting fairer and more affordable for everyone.</p>
Mental Health	<p>Policy passed at national conference compelled NUS to support the Universities UK programme for improved mental health services in HE, by implementing a whole-institution approach to mental health. I have met with UUK and other stakeholders to</p>

	<p>feedback on their proposals and I will continue to work with them to improve their framework and support greater buy-in from institutions.</p> <p>However, I know that solving the mental health crisis affecting our students is not going to be solved with a framework. Our Mental Health is political and part of my work this year involves intervening and reframing sector work to politicise the understandings of mental health. This includes campaigning for better counselling and support services as just wellbeing activities along are not enough and institutions must do more to support students through real means that make a difference not just so they can tick some boxes. This includes work with BCAP to campaign for more funding for support services and trained counsellors.</p> <p>Work is also ongoing in regards to PG Mental health, which is extremely high and often not spoken about, I am working with the PG campaign on a series of workshops that are exploring the link between mental health crisis' within our institutions and the marketisation of education more generally.</p> <p>Any student suicide is an unacceptable tragedy, but the sheer scale of the numbers of students taking their own lives points to a severe crisis, that all educational institutions need to take urgent action on. I have worked with UUK and Papyrus as a critical friend on their Suicide Safer guidance for VCs, but frankly it didn't go far enough and so I'm going to be creating my own guidance, for sabbatical offices, to support your Mental Health campaigns and to cope with student suicide through communities of care within your unions but also to support you at difficult times- NUS should be here to support you in difficult times and times of crisis not just good times.</p>
Faith and Belief	<p>I have sent out multi faith calendars to every campus in the UK! These calendars will be useful when you consider union democratic events and socials. It is at the very least an education and events tool, but more importantly, it could be an opportunity for your union to celebrate the diversity of its membership.</p> <p>One of the simplest but most effective things we can all do to support students of faith on campus, is understand key dates of celebration and observance across the year, to help plan our engagement and activities ensuring no one is excluded.</p> <p>As we're sure you're aware, the activities of faith groups on campus are a core part of the student experience and wider student involvement with the local community. Having a community which shares your values and helps provide for your spiritual needs is an essential source of support for many students. This is one of the reasons why avoiding holding your events on major religious holidays is so important.</p> <p>I have also been meeting with various student faith groups such as UJS and FOSIS to discuss how the welfare zone can support them as well as meeting with the interfaith network around events for interfaith week. We are also looking into how we can help apprentices join their local union faith groups.</p>
Other Key Projects	<p><u>Gambling</u></p> <p>We are working with gambling commission to get safer ways of gambling and supporting students in debt. We have been publishing support networks for those suffering with addiction or who need financial support. There is an inherent link between the broken student funding model & debt and the rate at which young people are gambling. This work hasn't really been done before so it's exciting to be pioneering this partnership.</p>



	<u>Alcohol Impact, Students & Drugs</u>
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Alcohol impact results looking at changing drinking cultures and practices on campuses; harm reduction which links to the work done by the welfare zone previously on the student drug survey. Part of the recommendations from that involve Working towards getting drug testing kits on the purchasing consortium.

Membership Visits/Engagement:

- SUs 18
- National Society of Apprentices Training Day
- Manchester College
- Lead and Change Hertfordshire
- Lead and Change Leeds
- Leeds Beckett
- Met with BCAP
- Central SU
- Royal Holloway SU
- UWE
- Bristol SU
- Wrexham SU
- NUS NEC
- Northumbria SU
- Sheffield SU
- Sheffield Hallam SU
- Sheffield College SU
- Newham College

Sector Meetings/ Stakeholder Engagement:

- Met with the Gambling Commission
 - Met with Interfaith Network UK
 - Met with FOSIS
 - Met with UJS
 - ANUK Unipol Tribunal & Training
 - UUK Suicide Safer Project Group
- 