19-21 April 2016 | Brighton

Final proposals

CD10

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Key information

Purpose of this document

Following a priority ballot that was sent to all registered delegates, this document contains the full order of motions submitted by Constituent Members. The Priority Ballot was filled out by over 250 delegates to National Conference.

The Zones have been ordered in the following way:

- New Membership
- Priority Zone
- Education Zone
- Union Development Zone
- Welfare Zone
- Society and Citizenship Zone
- Challenges to the Estimates
- Annual General Meeting

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New Membership

Motion 001: New Members

Submitted by: National Executive Council
Speech for: National Executive Council
Speech Against: Free
Summation: National Executive Council

Conference Resolves:
To accept the following new members into membership of NUS:

- Longley Park Student Council
- Stonebridge Associated Colleges
- European School of Economics London Student Association (ESESAL)
- Woking College Student Council
- Royal College of Music Students' Union
- Moorlands Sixth Form College
- Percy Hedley College
- Brighton and Hove Recovery College

100 Priority Zone

Motion 101 | Working for students' unions, winning more power for students

Submitted by: NUS National President
Speech For: Megan Dunn, NUS National President
Speech Against: Free
Summation: Last Successful Amendment

Conference Believes

1. National Conference 2014 stated that students are at their most powerful when they organise collectively.
2. Student unionism, the collective action of students, is a long and proud tradition in the UK.
3. Students' unions are the collective action of students in colleges, universities and all other providers of further and higher education.
4. Students' unions work to make education better and more accessible, secure students more power, distribute it more equally and ensure every individual student is just as powerful as their institution.
5. Students' unions are the grassroots who offer students independent advice, world-class facilities and unrivalled opportunities to expand their knowledge and political awareness.
6. Students' unions defend students' interests and work to ensure that students are safe, supported and are not exploited and are the best progressive force students have in forging a better society.
7. Every student should have access to an independent, autonomous and student-led students' union and through the extension of student unionism, through students' unions, students will win more power.
8. One of the many worrying aspects of the government's HE Green Paper is the announcement that it is 'currently taking steps through our trade union reforms to improve union practices and increase transparency around how funds are spent'.
9. At the same time the government has announced the tabling of its trade union bill, in which it aims to undermine the right to strike by increasing limitations on legal industrial actions.
10. The Trade Union Bill would criminalise many forms of trade union activity; further limit the already very limited right to strike; and obstruct trade unions and the workers' movement from maintaining political representation.
11. Even before this Bill, there was a whole raft of laws aimed at crippling trade unions and stifling workers' rights, dating back to the Thatcher government.
12. The Tories are blatant hypocrites, requiring 40% or more for a strike when their party took office with less than 25% of the electorate.
13. The TUC has termed these attacks on TUs as the biggest attacks in 30 years.
14. The tone was set in the Queen's speech last year, which identified the human rights act as a key target of the Tory government.
15. We have seen similar attacks on student and trade unions take place under most tory majority government in recent memory.
16. The NUS has started to raise awareness about these threats through its #loveSUs campaign.

Conference Further Believes

1. The Westminster government's area reviews in FE and its Green Paper on the future of HE threaten student representation and the autonomy of students' unions.

2. Rising numbers of students, mergers in colleges, the government's policies on apprenticeships, devolution and changes to the funding of education have changed the landscape of education and the priorities of institutions and providers and threaten the campaigning power of students' unions.
3. These changes have put pressures on students' unions which are underfunded or not funded at all – particularly in FE – and now have less access to national funding and grants.
4. Students' unions affiliate to NUS and form its membership and NUS exists to champion, safeguard and make students' unions stronger.
5. The government's attacks on SUs are part of a wider climate of attacks on civil liberties that extend well beyond our unions.
6. The weakening of trade unions is a big reason why so many graduates and others face low pay, insecurity and a lack of rights, even when fortunate enough to find jobs.
7. Unions are a key aspect of a democratic society that allow us to debate, decide and take action on key issues, which affect us as students or employees.
8. Limitations on the right to organise and on the autonomy of unions is a worrying sign of a government clamping down on dissent.
9. It is crucial to offer a broad, united, opposition to these attacks.
10. NUS should concretely help the campaign for trade union rights.

Conference Resolves

1. Work to increase the number of students who are represented by an autonomous students' unions and work with members to ensure more students are directly involved with their students' union.
2. Launch a programme of work to increase the block grant of every students' union and launch specific research to campaign for the statutory funding for student representation in FE.
3. Learn from changes to provision in the nations to extend and prioritise NUS' work in FE union development and ring-fence funding for FE students' unions to campaign on area reviews in England, and devolved elections in the nations.
4. Continue to defend students' unions against any moves to restrict their autonomy or right to organise, campaign or represent students, together with trade unions.
5. Lobby sector bodies and mission groups to support and defend students' unions and work with their institutions to provide an increase in block grant for their students' unions.
6. Support students' unions in local areas through the #LoveSUs campaign to work together to influence local decision makers to support and deliver for students' unions
7. Ensure that students' unions are consulted in the creation of all NUS projects and campaigns.
8. To work with unions, the Campaign for Trade Union Freedom and Right to Strike to oppose the TU Bill.
9. To demand the repeal of all anti-trade union laws and a positive charter of rights: to join a union, organise, strike and do things which make strikes effective, including picketing and solidarity action.
10. Work and campaign alongside trade unions and civil society organisations to launch a broad campaign against the government's attempt to limit our ability to act in an autonomous and effective way.
11. Produce and promote useful materials explaining the implications of the government's proposals for student unions and trade unions, how the two are linked, and what kind of actions can be taken.
12. To create a section of the NUS website to promote union membership and highlight the fight for workers' rights.
13. Encourage local Student unions to approach trade unions and civil society groups in their localities in the context in order to hold joint events and initiatives to protect our democratic rights.

Amendment 101a

Submitted by: Bangor University Students' Union
Action: ADD
Speech For: Bangor University Students Union
Speech Against: Free
Summation: Bangor University Students' Union

Further Believes

1. Universities are increasingly providing higher education through franchised further education colleges in
   Wales, however without the same requirements for an autonomous, funded students' union in the colleges.
2. Students receiving higher education through a franchised college have a right to an autonomous representation structure that supports their needs.

Amendment 101b

Submitted by: NUS-USI
Action: ADD
Speech For: NUS-USI
Speech Against: Free
Summation: NUS-USI

Conference Resolves 5 (renumber subsequent resolves):

1. As Northern Ireland is the only region of the U.K. which has no legal requirement or obligation on institutions to have a students' union; that NUS continue to support the ongoing work of NUS-USI to introduce legislation through the Northern Ireland Assembly for independent, autonomous and fairly resources students' unions across higher and further education institutions.

Amendment 101c – Accepted into Main Motion

Amendment 101d

Submitted by: Belfast Metropolitan College
Action: ADD
Interrelationship: Will delete conference resolves 6 of the Priority Motion and Deletes 301, Conference Resolves 2
Speech for: Belfast Metropolitan College
Speech Against: Free
Summation: Belfast Metropolitan College

Conference Believes

1. That the attacks on student representation and SU autonomy go alongside and are linked with the vicious anti-trade union legislation being forced through by the Tories
2. These have been escalated through the new restrictions the government has brought in, attempting to ban SUs from supporting boycotts. This means denying students a democratic say in how their unions' funds are spent
3. That the attacks on trade unions, as well as SUs, are linked to the austerity agenda. The Tories seek to weaken the collective power of working class people, in order to remove obstacles to them destroying jobs and services – transferring wealth from the pockets of working class and young people to the hands of big business and the super-rich

Conference Further Believes

1. While initiatives such as #loveSUs or the TUC's #heartunions can play some role in promoting the work done by student and trade unions, they fail to measure up to the seriousness of the attacks on democratic rights being carried out by the Tories
2. That NUS should be linking its fight for student representation and SU autonomy to the fight for trade union rights and against anti-trade union legislation
3. That the usefulness of students' (or indeed trade) unions is most clearly demonstrated when they are engaged in organising and co-ordinating mass struggle to defend and improve the lives of those they represent
4. That we should also clearly link the fight to defend SUs to our organising in defence of education

Conference Resolves

1. To recognise the link between attacks on SUs and trade unions and to condemn all anti-trade union laws, including those introduced and maintained by previous governments
2. To replace the #LoveSUs campaign with Defend the Right to Organise or #righttoorganise. This should seek to build links with campaigns against the anti-trade union laws, and promote student unionism that draws on the collective power of students and organises to win
3. To incorporate our demands for SU autonomy and the right to organise into all our campaigning work – in particular that opposing austerity in education

200 Education Zone

Motion 201 | Divorce our courses from market forces

Submitted by: NUS Higher Education Zone Committee
Speech For: NUS Higher Education Zone Committee
Speech Against: Free
Summation: Proposer of last successful amendment

Conference believes

1. Successive governments have introduced policies designed to increase market competition in higher education and pass the cost of education from the taxpayer to the individual student.
2. The marketisation of the Higher Education sector, not to be confused with privatisation, is defined as a way of changing people's relationships and values towards those of the market, while operating institutions as if they were businesses. This is not simply a state versus market values debate, as the marketisation of education has been paralleled not by a decrease but an increase in state intervention and the micro-management of university life.
3. The previous Coalition government passed legislation which increased maximum tuition fee levels to £9,000 in England and pursued an agenda of opening up the sector to competition from private providers.
4. The current government, through its policy proposals since the publication of the Green Paper *Fulfilling our Potential*, show an intent on implementing further market reforms that have potential to further increase the cost of education to students and force even greater competition between institutions.
5. Higher education institutions are responding to higher education reforms and cuts to public funding by continuing to raise tuition fees where possible and by behaving as market actors, treating students as consumers, cutting corners and ruthlessly focusing on efficiency savings and competition in league tables.
6. The UK government's marketisation agenda in England is having knock-on effects in the nations, by squeezing funding for devolved administrations, and by putting pressure on institutions in the nations to raise fees for other-UK and international students in order to compete.
7. NUS has highlighted in publications such as *The Roadmap for Free Education, A Manifesto for Partnership* and *Democratic Universities*, how the marketisation agenda in higher education is having a negative impact on students.
8. NUS does not currently have policy on state-enforced marketisation and how to support unions and students in challenging it systematically.

Conference further believes

1. Marketisation is one of the greatest threats to our education system at all levels.
2. The so-called "benefits" to students and students' unions from market mechanisms, such as better information and choice, higher quality provision, and greater power to change things, are often exaggerated and can be achieved via non-market mechanisms.
3. The overreliance on quantitative data and metrics can deteriorate the relationship between students and academics, and it stifles the development of an inclusive learning environment.
4. Students' Unions operate in a difficult environment where they need to balance how to fight for better support and services for their members whilst actively opposing marketisation and other threats to students and education more widely.

Conference resolves

1. To actively campaign against the marketisation of education, calling for a free, publicly funded education system for all, driven by democratic values and duties for the good of society.
2. Focus attention on combating current and future government policy which attempts to further marketise our education system.
3. To produce further evidence of the negative effects of the market on students in higher education.
4. To produce guidance for students' unions which can help them better understand and counteract the negative forces of marketisation.
5. Provide direct advice and support to students' unions in fighting for improvements to the student experience whilst avoiding the pitfalls of consumerism and short-term thinking.
6. Help drive a new language of student empowerment outside of the frame of students as consumers, where ideas of "student choice" and "student rights" have strong meaning outside of marketisation.
7. Find more effective means for surveys and quality assurance to be used solely for enhancement rather than market competition.
8. Help enhance students' unions negotiation and campaign tactics to encourage their institution to break from market-orientated policy and strategy, and find an alternative sustainable path to institutional success with students at its core.
9. To work at a sector level to lobby and campaign against political inertia of organisations like Universities UK (UUK) to marketisation, pushing for institutions to change collectively.
10. To form greater collaboration and consultation with NUS Scotland, NUS Wales and NUS-USI on how UK government policies on higher education affect the devolved administrations and institutions in the nations.

Amendment 201a - WITHDRAWN

Amendment 201b

Submitted by: Kings College London Students' Union
Action: ADD
Speech For: Kings College London Students' Union
Speech Against: Free
Summation: Kings College London Students' Union

Conference believes:

1. The HE reforms currently being considered by the government represent a fundamental attack on the idea of education as a public service. It is a blueprint for the marketisation of the sector, introducing private providers and variable fees, and orientating the whole sector towards the needs of employers.
2. The new Teaching Excellence Framework (TEF) is a core part of the reforms and will damage the quality of education. In the years to come, the TEF will require and use data from the National Student Survey (NSS) and the Destination of Leavers in Higher Education (DLHE) survey.(1,2)

Conference further believes

1. To function in the medium term, the TEF will need us to participate in the NSS and DLHE.
2. If students and graduates either boycotted the NSS and DLHE or sabotaged the surveys by giving artificially maximum or minimum scores, this could render the TEF unworkable, and seriously disrupt the government's HE reforms as a whole. The NSS and DLHE already form important parts of the government's management and marketization of education.(3)

3. There is a strategic case for using them as a highly effective form of leverage against the government's destructive HE reforms.

Conference resolves

1. The VPHE, consulting with the NEC and education workers affected by the NSS (represented by UCU, NUS Postgrad Section, and the Fighting Against Casualisation in Education campaign), will determine the most effective boycott/sabotage strategy.
2. This will be done before June, when NUS will write to the government and announce that the NUS will mobilise students to sabotage or boycott the NSS and DLHE if the HE reforms and the TEF are not withdrawn.
3. If the government refuses to withdraw the HE reforms, to mobilise students to sabotage or boycott the Spring 2017 NSS, and the next year's DLHE. The campaign should begin at the start of Autumn Term 2016 collecting pledges from students that they will carry out the action if the HE reforms are not withdrawn.

Amendment 201c | Engaging with the Green Paper

Submitted by: York University Students' Union
Action: ADD
Speech for: York University Students' Union
Speech Against: Free
Summation: York University Students' Union

Conference Believes

1. The government's Green Paper represents the most significant restructure of higher education in recent times
2. The Green Paper's reliance on metrics to assess the quality of our teaching stifles innovation in teaching
3. The Teaching Excellence Framework's suggestion to allow institutions to increase tuition fees creates further marketization within our sector
4. The idea to allow more private universities risks creating inferior institutions and taking valuable resources from our existing universities
5. Making universities exempt from Freedom of Information enquiries will hurt transparency and limit students' ability to hold universities to account
6. The plans to reform Student Unions are yet another example of the government's opposition to the student movement

Conference Resolves

1. To oppose any rise in tuition fees linked to the Teaching Excellence Framework 2. To fight any attempt to weaken Student Unions or the Student Movement
3. To provide resources to help SU officers to:
4. Engage productively with their universities to ensure the student view is heard as plans set out in the Green Paper are further developed.
5. Lobby MPs to oppose the provisions in the Green Paper that are unsatisfactory to students
6. Continue to lobby to secure policy proposals that would make it more friendly towards the partnership between students and universities that we seek to achieve
7. Lobby Jo Johnson, Minister for Universities, with the concerns over the Green Paper to get a change in direction

Amendment 201d

Submitted by: NUS Postgraduate Section
Action: ADD

Speech for: NUS Postgraduate Section

Speech Against: Free

Summation: NUS Postgraduate Section

Conference believes

1. The proposed reforms presented in the government's Higher Education Green Paper included:
    a. Increasing tuition fees in line with inflation.
    b. The introduction of a Teaching Excellence Framework (TEF) that forces universities to compete in market-oriented metrics.
    c. Variable tuition fees across institutions that can rise if universities meet certain criteria in the TEF, including graduate employment statistics.
    d. Increased private sector involvement by making it easier for private providers to enter the 'market', award degrees, and compete with existing universities.
    e. Facilitating closure of existing universities.
    f. The exemption of universities from the Freedom of Information Act
    g. Students' unions mentioned in the context of the Government's reforms attacking trade unions' ability to campaign and take industrial action.
2. At the time of writing, after the consultation, we were waiting for a revised version of the reform package to be announced

Conference further believes

1. The Freedom of Information Act is an essential tool for holding universities to account by students and student media.
2. There are no one-size-fits-all metrics with which the Government can quantify the quality of teaching at very different institutions.
3. Some of the proposed metrics fail to recognise, and perpetuate, sexist, racist, socioeconomic and other disadvantages. Research has shown that the ethnicity of lecturers affects NSS scores. And given pay gaps and the biases in the job market, the use of graduate employment statistics will punish universities for accepting more women, black students, disabled students and those from poorer backgrounds.
4. Higher education should not be seen merely as job training. A narrow-minded focus on employability will damage the quality of education, and disadvantage institutions specialising in arts and humanities. The introduction of TEF will further disadvantage struggling institutions.
5. The TEF will increase stress and exploitation for teachers and academics, in particular casualised early career academics including postgraduates. Issues of casualisation disproportionately harm women and black academic staff. Improving teaching requires good working conditions for staff.
6. Universities and teaching can be improved by decent public funding and democratic structures, not marketisation.
7. The Government is proposing a structure which sets some public universities up to fail and close in order to make way for private businesses, to the detriment of students, staff, and wider society. The proposed reforms actively facilitate this process.
8. The autonomy and campaigning activity of Students' Unions must be defended.
9. We need to significantly up our work to stop the proposals which, combined with cuts to grants, bursaries and FE colleges, form a potentially devastating attack on public education.

Conference resolves

1. Actively campaign, in collaboration with education trade unions, to stop the proposed Higher Education reforms as a whole, countering with our own vision of democratic, accessible, well-resourced public education, with academic freedom and good pay and working conditions, well-funded by taxing the rich.
2. To put this campaign in the context of a wider fight against marketisation, casualisation, and the institutional perpetuation of oppressive biases and disadvantages.
3. To help SUs, with resources such as toolkits, etc, to spread awareness of the content and negative consequences of the reforms in order to mobilise people to join the campaign
4. To organise a demonstration at Parliament in the week running up to, or on the day of, any Parliamentary discussion or vote on these reforms, and to invite the education trade unions and other supporters to join us.
5. To place this action within a wider strategy of protest, direct action and lobbying, with action at both local and national levels.

Amendment 201e | Education not for sale – Stop the HE Reforms

Submitted by: SUARTS, Edinburgh SU, Manchester Students Union
Action: ADD
Speech For: SUARTS
Speech Against: Free
Summation: Edinburgh SU

Conference believes

1. The proposed reforms presented in the government's Higher Education Green Paper are a potentially devastating attack on education.
2. The HE paper threatens further fee rises, privatisation and marketisation on our campuses

Conference further believes

1. Universities and teaching can be improved by decent public funding and democratic structures, not marketisation.
2. The autonomy and campaigning activity of Students' Unions must be defended.
3. We need to significantly up our work to stop the proposals which, combined with cuts to grants, bursaries and FE colleges, form a potentially devastating attack on public education.

Conference resolves

1. To reaffirm our commitment to campaign for free and democratic education at all levels, funded by taxing the rich and big businesses, not by cutting other services or further squeezing those who can't afford it.
2. Actively campaign, in collaboration with education trade unions, to stop the proposed Higher Education reforms.
3. To link fighting the HE reforms to stopping the major cuts threatening further education and to reversing abolitions of grants and bursaries.
4. To organise further local and national action – including protest, direct action and lobbying, strikes and occupations

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

Submitted by: NUS Further Education Zone committee
Speech For: NUS Further Education Zone committee
Speech Against: Free

Summation: Proposer of Last Successful Amendment

Conference believes

1. Cuts to further education colleges and sixth form colleges since 2010, including the scrapping of the Education Maintenance Allowance in England, have outrageous and disproportionate.
2. The Association of Colleges has calculated that overall funding for colleges has decreased by 27% in real terms since 2010. Funding for 16-19 year olds fell by 14%. The Adult Skills Budget has been cut by 35% since 2009.
3. That the latest assault on further education is coming from the Government's 'Area Reviews' of post-16 education and training in England. At least 36 reviews across England will be completed by March 2017.
4. Whilst the Government's stated aim for the review is to create "larger, more efficient, more resilient providers" within further education, they will in reality see colleges merge, with fewer colleges, less staff and possibly more cuts to the further education budget.
5. A similar process of regionalisation of colleges in Scotland and Wales, leading to course cutbacks, staff strikes, and prohibitive travel costs.
6. That Sixth Form Colleges are at particular risk of closure, merger or conversion into academies and free schools.
7. That the Public Accounts Committee of MPs has reported that the Government continually "make[s] decisions without properly understanding the impact on learners", and that "it is unclear how area-based reviews of post-16 education, which are limited in scope, will deliver a more robust and sustainable further education sector".

Conference further believes

1. Continued cuts to further education are a national scandal and undermine access to education for people of all ages and all social classes.
2. College mergers and narrowed curriculums are only being viewed as necessary because of Governments' successive decisions to cut public funding.
3. The Government's approach to area reviews is rushed, reckless, and is not in the interests of learners. There is confusion about exactly what the Government wants to achieve and not enough public knowledge about the jeopardised futures of many colleges.
4. The area reviews do not account for learner voice or students' needs, and are too focused towards satisfying the needs to employers. Area reviews must listen to the needs of learners when making their decisions.
5. Bulldozing established colleges and sixth-forms to make way for private providers and academies will further marketise further education. We cannot allow for-profit providers to take over our further education sector.
6. There is no evidence that larger and more specialised providers are more cost-efficient than local general FE providers. Evidence from Scotland, Wales and Northern Ireland shows that merging colleges has not saved money, and has only led to further cuts to budgets, teaching and student places.
7. That there is still work to be done in putting regionalised colleges in the devolved nations on a sustainable and accessible footing, and that lessons can be learned for England.
8. That introducing a distinction between prestigious 'specialist' colleges and general FE colleges would be disastrous for the 36% of college students who study at level 2 and below. Providing second chances and basic-skills is a vital feature of college education.
9. Apprenticeships are often fantastic, but that they are not growing quickly enough to offer all students an alternative to college.
10. That regionalised colleges with fewer campuses will increase travel-to-learn distances and costs for many learners, and restrict access to learning for many. Some of the reviewed areas are over massive distances.

Student support for travel is inconsistent across local authorities and does not cover costs.

11. That further education and sixth-form colleges provide education for a massive range and diversity of learners, and are intrinsic parts of local communities. Small communities need local colleges to maintain their local identity.
12. It is unacceptable and unsustainable for the Government to expect colleges to pay for student learning costs by selling off their estates and assets.
13. That merged colleges must not cut-back on vital student support services.
14. That NUS needs to make the case for developing students' unions in colleges more than ever, building on work by NUS Scotland during regionalisation.

Conference resolves

1. To continue to condemn and call for a halt to cuts to further education and sixth forms across all nations of the UK, and where cuts have been halted, to call for reinvestment in the sector.
2. To endorse the National Union of Teachers' #SaveOurColleges campaign, and any upcoming actions to campaign against more cuts and poorly planned mergers.
3. To ensure that learners' voices are heard in the process of area reviews by bringing together college student representatives in affected areas.
4. To run a campaign drawing attention to cuts, area reviews, and attacks on the further education sector.
5. To make FE students aware of what is happening and the risks to their local colleges, and to enable students to advocate independently for their colleges.
6. To provide support and guidance to students' unions undergoing mergers, to ensure that unions come out of the area reviews process stronger than ever.
7. To lobby both nationally and locally for discounted and accessible travel for college students and apprentices across the UK.

Amendment 202a

Submitted by: London Metropolitan University Students Union, Lewisham Southwark Students Union, City and Islington Students' Union, MidKent College Students' Union, SUARTS, Edinburgh Students' Union, University of Manchester Students' Union
Action: ADD
Speech For: Lewisham and Southwark College
Speech Against: Free
Speech for: SUARTS
Speech Against: Free
Speech For: Free
Speech Against: Free
Summation: London Metropolitan University Students Union

Conference Believes

1. Over the next year further education in England faces its biggest attacks yet with the government's 'Area Review' – a process which has already taken place in Scotland. This 'Review' will result in colleges merging, huge job losses and cuts on a scale we have not seen before.
2. Since winning the General Election in May, the Tories have intensified their attacks on education.
3. These attacks have included cutting the Disabled Students' Allowance, scrapping maintenance grants and the NHS student bursary and a new round of cuts to further and higher education which are seeing courses closed and staff losing their jobs
4. The cuts have led to vital welfare services on campuses being axed, which has disproportionately hit women, Black, LGBT, disabled and international students as well as learners with learning difficulties and student parents and carers.

5. Meanwhile the government is deepening the marketization of higher education with plans to allow the 'elite' universities to increase tuition fees.
6. Schools and sixth-forms are also facing a funding crisis, with schools in some areas facing up to 30% budget cuts

Conference further believes

1. NUS should prioritise fighting all of these huge attacks by launching a major new campaign to Save Our Futures – Stop Cutting Education.
2. The focus of such a campaign would be to unite the whole student movement, in all Nations of the UK, to oppose all of the cuts facing further and higher education as well as putting forward our alternative vision for free, publicly funded education for all.
3. That NUS should approach the trade union movement to build a coalition behind the campaign.

Conference resolves

1. To launch a major campaign to Save Our Futures with the aim of fighting all the cuts to further and higher education
2. To organise Save Our Futures activist training days to equip students with the skills and knowledge to campaign against cuts locally and at a national level.
3. To put the voices of women, Black, LGBT, disabled and international students as well as student parents and carers at the heart of the campaign.
4. To use and encourage a variety of tactics in the Save Our Futures campaign from calling national days and weeks of action to lobbying, petitions, peaceful direct actions and creative stunts.
5. To put forward our alternative vision of free, accessible and publicly funded education through the Save Our Futures campaign.
6. To call a national demonstration in the autumn on the theme of 'Save our futures' – stop the education cuts' with a focus on opposing all of the attacks and cuts facing further and higher education. Including stop the HE reforms, Stop College Cuts, and Grants Not Debt.
7. To organise this demonstration on a Saturday to be inclusive of further education students.
8. To invite the other education trade unions to jointly organise the national demo alongside the NUS.

Motion 203 | Employability isn't working

Submitted by: NUS Higher Education Zone Committee
Speech for: NUS Higher Education Zone Committee
Speech Against: Free
Summation: NUS Higher Education Zone Committee

Conference believes

1. 58.8% of UK HE graduates are in non-graduate jobs.
2. 47% of total U.S. employment is at high risk of automation over the next two decades with expectations of similar trends in the U.K.
3. There remain deep inequalities in the labour market; graduates still face discrimination on the basis of their gender, gender identity, ethnicity, sexuality, nationality, religion, age and disabilities.
4. On average, women graduates still earn £8,000 less than men with the same degree. In addition, we know that when these averages are intersected by race and ethnicity, overall unemployment rates and the national pay gap of ethnic minority women is consistently lower and wider than that of white women in the West.

5. Some of these inequalities are upheld and even sponsored by the state, in particular international students who face the xenophobia and anti-immigrant discourse of the current government. Graduates in Northern Ireland also face stances by political parties in government, such as those on abortion and gay marriage, which help to legitimise homophobia and sexism.
6. As well as in graduate employment, and despite the progress on financial support for postgraduates, there remain key issues of fair access to taught and research postgraduate courses across all nations.
7. Analysis has shown that human capital is the key metric of the government's current agenda in education, which reinforces the notion that higher education institutions are primarily factories for the production of a skilled workforce and that they are subservient to the needs of business and industry.
8. The spiralling cost of study has clear effects on the decisions that students make, both at university and when they leave, limiting their options and pressurising them to focus on a simplistic notion of what education is for, based on human capital.
9. It is widely accepted that the pedagogy of employability is more than simply learning "soft skills" and how to utilise them in work. Employability is a wide concept which encompasses many aspects of the student experience.
10. Focusing too heavily on an employability agenda which is reduced to basic skills training is counterproductive, as this is not what students or employers need.
11. Graduate employment prospects are still too closely linked to where and what you study, rather than what you have learnt and how you have developed as an individual. This places many students at an unfair disadvantage.
12. The single-minded pursuit of higher graduate employment scores in the Destination of Leavers from Higher Education (DLHE) survey by some institutions is counter-productive and harmful to the wider education experience.
13. The government's Trade Union Bill threatens to further undermine the rights of workers by making it easier for employers to avoid industrial action and to break strikes with agency workers.
14. Accurate, inclusive and relevant Information Advice and Guidance is key to graduate employment prospects.
15. Graduate employment in the nations is affected by cross-border flow of graduates and the correspondence between their regional economies and the responsiveness of the higher education sector.

Conference further believes

1. Education can and should play a key role in tackling inequalities in the labour market and in wider society.
2. The government's economic policy and commitment to austerity are the central cause of the difficulties and inequalities that graduates face in the labour market, but the blame is being shifted onto higher education institutions and further education colleges for political reasons.
3. The right to join a trade union and the right to strike are absolutely essential and as a movement we must do all in our power to protect and enhance them.
4. The marketisation of higher education is part of an ongoing attempt by the rich and privileged to keep people down and maintain the existing inequalities in our society.
5. Education means far more than simply getting a job at the end of it, but it is nevertheless important to ensure that all students are best equipped to find the right job and thrive in it when they graduate.

6. That NUS must lead in the development of a new language of employability, one which is not tied into the government's marketisation agenda and the short-sighted pursuit of higher scores in the Destination of Leavers from Higher Education (DLHE) survey.
7. Students' unions can and should play a key role in developing a rounded conception of employability which complements rather than stifles the other important aspects of education and the student experience.
8. The employability agenda is economically illiterate: it is tied down to what employers think they want, rather than what society and individuals need.
9. Academic freedom is an important concept and too much intervention by employers on the basis of securing their own business interests threatens to undermine the ability for academics to teach freely and effectively, and for students' choice of modules, courses, learning styles and environments.
10. In courses designed specifically to equip people for certain careers, such as nursing and teaching, the government's programme of marketisation and austerity is threatening the futures of these students.
11. Students are being given overinflated expectations as a result of poor information, advice and guidance on graduate employment prospects.

Conference resolves

1. Support students' unions to provide more robust and realistic information, advice and guidance on careers and the state of the labour market, and enable all students to be able to articulate their skills and experience for the benefit of their future life choices, and to lobby their institutions to do the same.
2. To campaign for increased trade union membership among students and graduates and generate closer links between students' unions and the trade union movement.
3. Expand on the recommendations of the NUS Commission on the Future of Work and provide research on the state of graduate employment.
4. Produce guidance on how to campaign for careers services and IAG (Information Advice and Guidance) to be more inclusive and combative of social inequalities.
5. Lobby for better data on the employment destinations of both HE and FE learners, and for a more accurate definition on what constitute "graduate jobs", including the effect of cross-border flows and the effect of regional economic growth.
6. For NUS to initiate research and gather data on how students currently understand the concept of employability, their role in higher education and how it enables them more broadly as members of wider society.

Motion 204 | Free Education, Further Education, For Everyone

Submitted by: NUS Further Education Zone Committee
Speech for: NUS Further Education Zone Committee
Speech Against: Free
Summation: NUS Further Education Zone Committee

Conference believes

1. The funding arrangements for further education across the UK are complex and spread over multiple government departments.
2. That FE funding has been squeezed and cut across all four nations since 2010, including a 27% reduction in overall college funding and a 35% cut to the adult skills budget in England.
3. Adult skills spending per head of working-age population in England and Wales has halved since 2009.
   Funding per non-apprentice adult learner is only 15% of funding for an undergraduate.

4. There are 1.3 million fewer adult learners in England than in 2010.
5. FE cuts have affected all UK nations. There are 100,000 fewer college students in Scotland, in 2014 there was a £45 million cut to FE in Wales, and Northern Irish colleges have suffered a £12 million funding cut in 2015-
   16.
6. 24+ Advanced Learner Loans have been expanded to those 19 and over and to level 4 and 5 qualifications, despite loans being underutilised and leading to a 21% fall in numbers on eligible courses upon their introduction.
7. Cuts to the Education Maintenance Allowance (EMA) and Adult Learning Grant (ALG) in England have taken money directly out of students' pockets and harmed access.
8. Cuts to English for Speakers of Other Languages (ESOL) funding and pressure on available local authority funding for Learners with Learning Difficulties and Disabilities (LLDD) has hit some of the most vulnerable people in our society.
9. Around 100 colleges are reported to be financially 'stretched', whilst 39 are-'financially inadequate'.
10. That the compulsory education or training age has been extended to 18, and that 16 to 18 education is primarily delivered through colleges.
11. That the Government has introduced a new levy on business to fund an expansion of apprenticeships.
12. That the apprentice minimum wage is only £3.30 per hour.
13. There is extensive evidence demonstrating the value of further education for wider society and individuals, and in particular for working-class communities and those from the most disadvantaged socio-economic backgrounds.
14. That NUS has continually opposed the ongoing attacks on further education under the current and previous government.
15. That National Conference has previously passed policy declaring NUS's support for 'free education' in higher and further education, but has not yet outlined a route to free education in further education.

Conference Further Believes

1. That NUS and wider student movement needs to develop and expand on what we mean by 'free education' in further education.
2. That further education covers a wide-range of academic and vocational routes and many different levels and ages, and that funding arrangements need to be tailored to these.
3. That NUS needs to direct and focus its funding campaigning in further education to where it can have the greatest impact.
4. That introducing loans has not worked in FE, and their expansion is not a sustainable basis for funding.
5. That the current levels of the 16-19 bursary and discretionary learner support are unacceptably small.
   Maintenance support for FE learners needs to be expanded.
6. That the apprentice minimum wage is still unacceptably low, and should be at least in line with the National Minimum Wage.
7. Government investment in apprenticeships should extend to supporting apprentices living costs as well as the cost of training.
8. That cuts to mandated ESOL funding are a disgrace, and that the ability to learn English should be a right of all UK residents.
9. That local authority cuts are failing learners with LDD and reducing the places available at specialist colleges, many of whom are in serious financial difficulty.

10. That 16-19 funding should be equalised with pre-16 funding and protected in real, not cash terms.

Conference Resolves

1. To further outline a vision for free education in further education across all four nations.
2. To campaign against the extension of the fees and loans system for adult learners and to campaign for sustainable government funding and investment.
3. To campaign for equalising the apprentice minimum wage with the national minimum wage and for a portion of apprenticeship spending to be spent on wage support and widening access, including free prescriptions for 16-18 apprentices and extension of Care to Learn.
4. To campaign for the expansion of learner maintenance grants and bursaries across all four nations.
5. To endorse the National Association of National Specialist Colleges' (NATSPEC) 'A Right, Not a Fight' campaign for learners with LDDs, demanding that all students with special educational needs have access to specialist support.
6. To campaign against any further cuts to ESOL spending, and to make the case for investment in this area.
7. To campaign for the Government to extend the statutory right to free education in all subjects up to Level 3, regardless of age.
8. Deliver activist training for FE students across the UK so they are equipped to campaign for better provision in their colleges and community, and join up nationally to fight cuts.

Motion 205 | Liberate My Degree

Submitted by: NUS Black Students' Campaign, Leeds University Union, Sheffield Hallam Students' Union
Speech For: NUS Black Students' Campaign
Speech Against: Free
Summation: Proposer of last successful amendment

Conference Believes

1. Black students are over-represented in HE institutions in relation to the general population, but severely under-represented within academic ranks.
2. White graduates have significantly higher degree classifications than graduates from other ethnicities. This is a 16 percentage point difference between the two groups of graduates according to HEFCE data (Sept 2015).
3. Once other factors are taken into account, the proportion of Black graduates gaining a first or upper second continues to be 15 percentage points lower than their white counterparts.
4. Despite the intellectual contributions Black people have made to global knowledge production, and their close relationship with Britain over the past 400 years, Black people are grossly under-represented in university curricula.
5. A lower percentage of graduates with specified disabilities achieve a first or 2:1 class degree that those without a disability (4% in 2013-14, HEFCE Sept 2015 data) and disabled students report lower satisfaction levels with teaching practices.
6. In the last year NUS has made significant progress with the Office For Fair Access and HEFCE on prioritising solutions to attainment gaps at national level and embedding measures in access agreements as well as with BIS on addressing the gaps at postgraduate level.
7. The NUS Liberate My Degree campaign is ran in conjunction with the NUS Black Students' Campaign and aims to empower student reps from academic and liberation groups with the tools to transform and decolonise education so that it is more representative of the diverse student body, as well as amplifying local campaigns and initiatives to liberate education to a national level.

8. The attainment gap (the proportion of Black graduates graduating with 1st/2:1 degrees compared to their white counterparts) is nationally 16.8%.

Conference Further Believes

1. Universities are not doing enough to address the racism Black students deal with during the course of their degree.
2. The HE Green Paper talks about retention and attainment data to be considered as key metrics for university performance, identifying Black students as a particular group.
3. While it's important to see campaigning has put the issues on the national agenda, such an approach would encourage data gaming and superficial solutions that don't seek to address cultural erasure and the Eurocentrism of the HE education system.
4. Student engagement in designing curricula and assessment methods has been shown to improve degree outcomes, according to Higher Education Academy data.
5. Universities too often overlook Black academics for hiring and promotion.
6. Every student benefits from a curriculum which encompasses knowledge from all parts of the world, and every corner of Britain's former Empire.

Conference Resolves

1. NUS to prioritise supporting the NUS Black Students' Campaign and HE Zone to develop strategic approaches to tackling attainment gaps and institutional racism through challenging the sector's top-down and statistic obsessed approach and instead through student engagement in transforming education and collaboration with Black academics.
2. To resource and plan a continued roll out of the new NUS Liberate My Degree campaign, in consultation with Students' Unions to develop strategic local approaches to campaigns and training.
3. NUS to facilitate and resource collaboration between zone committee and *all* liberation committees' volunteer members who wish to drive the campaign and link with local members to support them in their campaigning efforts.
4. NUS to continually develop resources on changing aspects of teaching and learning, and decolonising education, and upload them onto the existing online campaign hub and disseminate to members.
5. NUS to develop reporting back mechanisms from unions so that an up-to-date bank of case studies is maintained for members' use but also for influencing the sector.
6. NUS to develop a long-term mechanism for measuring the impact of initiatives implemented at institutional level so that best practice can be shared.
7. To build solidarity and support Black students' campaigns for anti-racism and a more inclusive curriculum on their campuses e.g. Why Is My Curriculum White? and Rhodes Must Fall.

Amendment 205a | #LiberateMyFE

Submitted by: NUS Black Students' Campaign, Students Union at Bournemouth University
Action: ADD
Speech For: NUS Black Students Campaign
Speech Against: Free
Summation: Students Union at Bournemouth University

Conference believes

1. A well-rounded, critical approach to education is crucial in producing active, conscious members of society.
2. For this to be possible, a wide range of teaching, assessment and curriculum formats and approaches need to be adopted – education cannot be one-size-fits-all.

3. That the student movement teaches us so much about liberation, oppression and privilege. Not all people get the opportunity to explore these topics in so much depth.
4. If we want to free ourselves from oppression in society, we need to start educating people better and making people with privilege realise the inequalities that exist in our society and the impact that has on our minority groups
5. Issues relating to diversity, liberation and inclusivity within the curriculum apply to FE as well as HE.
6. FE course content and curricula often reproduce stale and tired forms of knowledge, focussing only on European history.
7. Despite remaining a global minority, the works and theories of straight white and/or able-bodies men are promoted in education as a universal standard.
8. The related issues arising from this for students who face oppression, such as attainment gaps and increased likelihood of not completing their studies, thus also apply to FE as well as HE.
9. This should start in school age, to change the mindset of people as they grow up - to make people aware of their conscious and unconscious bias and to turn oppressors into allies.

Conference further believes

1. A high proportion of FE students are Black
2. Liberation is just as important in FE as it is in HE
3. The aggressive promotion of 'British values' as core to all teaching under the PREVENT agenda impacts the range of material that can be studied in FE, and the range of critical perspectives that can be included.
4. A narrow approach to learning at any level is damaging to students as well as society.
5. This year the VPHE alongside the Black Students' Campaign have conducted a 'Liberate My Degree' tour across universities.

Conference Resolves

1. For the VPFE to work with Liberation campaigns in developing a #LiberateMyFE tour of colleges promoting a liberated education and challenging the Eurocentrcity of FE education – discussing approaches to learning that are race-critical, gender-critical and conscious of LGBT+ issues and Disability.
2. To produce toolkits for student reps in FE in promoting a liberated education and critical approaches to learning within their colleges.
3. To lobby to decouple 'British Values' from FE teaching and learning.
4. Lobby for liberation, oppression and privilege to be a compulsory part of the curriculum in school and FE.
5. In the short term, make the most of connections between HE and FE and give student unions the tools and resources to deliver workshops to young people on these subjects.
6. We should be aiming to use our place as an educational lobbying group to change the mindsets of young people and to do all that we can to start really shaping society through combating oppression.

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

Submitted by: Canterbury College, Sheffield College Students' Union, City & Islington College Students' Union

Speech for: Canterbury College
Speech Against:
Summation: City & Islington College Students' Union

Conference Believes

1. From 2013 students aged 16-18 studying in FE who had not achieved at least a grade C in either/both Maths and English GCSE at school have had to repeat this qualification within their Study Programme.
2. Previously those without these qualifications would do an English or Maths Functional or Key Skills qualification in addition to into their chosen qualification.
3. From 2013 institutions receive funding "per student" rather than "per qualification" and this has impacted on the amount of funding colleges receive for most 16-18 year old students, which is now around £4200 per student.
4. A new grading system for GCSE will be introduced in 2015 with 9-1 rather than A-G where a good pass becomes a grade 5.

Conference Further Believes

1. The government wants Colleges and sixth forms to achieve in a year what schools have failed to do in 12 years with less money than schools receive.
2. This is a disproportionate problem for FE Colleges as their entry requirements tend to be lower than sixth forms and sixth form colleges.
3. Maths and English qualifications are a good thing but only if they are inclusive of student needs for progression and relevant to their ambitions.
4. The new grading scale for GCSE will confuse both students and employers and may mean more students retaking at College.
5. College's failing to improve students GCSE scores can lead to poor Ofsted grades affecting recruitment and staff morale.

Conference Resolves

1. For NUS to research and suggest alternate methods of delivery of Maths and English qualifications using technology and contextualised examples with modular assessment for implementation by awarding bodies.
2. NUS to lobby national government to review the current situation and push for greater funding for English and Maths in FE colleges
3. For NUS to campaign to remove retaking GCSE Maths and English as a mandatory part of a study programme with other alternatives more suited to a broader range of students within FE.
4. NUS to work with the Education & Training Foundation on the review of Functional Skills for Maths and English to ensure it meets students needs.

Motion 207 | Cutting the costs of education to build a debt free future

Submitted by: NUS National Executive Council
Speech for: NUS National Executive Council
Speech Against: Free
Summation: NUS National Executive Council

Conference believes

1. Education is a right and everyone who wishes to should have the opportunity to access study, at all levels.
2. In both further and higher education, including workplace and adult learning, student support is inadequate, is becoming even scarcer and, in higher education, is based on students' ability to take on mortgage levels of debt.

3. The government's withdrawal of maintenance grants, and the ending of NHS bursaries will leave hundreds of thousands of higher education students with rising levels of debt – and the poorest students graduating with an unprecedented financial burden.
4. The withdrawal of public funding and switch to private debt has had an impact on education in every part of the United Kingdom – with budgets under pressure in Wales, Scotland and Northern Ireland as a result of devolution arrangements.
5. With college budgets continually under pressure and the consolidation of the sector underway, students in further education are being forced to rely on high-interest personal debt to cover living costs.
6. 'Pound in Your Pocket' research shows clear associations between student support and student wellbeing and retention.
7. The undermining and withdrawal of student support is therefore damaging access and retention in all areas of education.
8. Student support is also becoming increasingly fragmented across each area of study, with little information and help available in advance for students to plan and budget to make ends meet.
9. Students are struggling to cover the cost of their day to day living as costs continue to rise year in, year out – regardless of inflation.
10. NUS research has shown that over a third of all students have considered leaving their course in HE, with half of those stating financial difficulties as the cause.
11. Half of all students regularly worry about not having enough money to pay the rent and their bills.
12. Students' unions are struggling to cope with the huge demand for advice services as students seek support and help with financial stress.
13. NUS' #CutTheCosts campaign has highlighted the crisis that students and students' unions are facing in student support, with rising levels of debt making this crisis worse for the future.

Conference Further Believes

1. Building a debt-free future for education is more than a battle against tuition fees in higher education.
2. Student debt encompasses the vast amount, and costs, associated with overdrafts, family borrowing, pay day lenders and working overtime to cover the costs of study or having to choose between eating and heating.
3. Debt and excessive financial pressures are contributing to the mental health crisis that students are facing.
4. Students' choices are being limited by debt – with the poorest students more likely to choose different forms of study or institutions because of the levels of debt they may take on.
5. Rising debts have affected the number of part-time and mature students accessing higher education.
6. Rising student debt also affects inequality within education – with the poorest and most disadvantaged students; such as women, Black, disabled and LGBT+ students relying on student support to access education.
7. Saddling students and young people with rising levels of personal debt is failing to recognise the causes of the 2008 financial crisis – where mortgage levels of private household debt is widely recognised as the single greatest contributing factor.
8. Building a future on debt for young people and students is a recipe for disaster – and you cannot balance the books on the backs of students.

Conference Resolves

1. To continue to campaign to cut the costs of education, to build a debt-free future for education at all levels of study.
2. To focus on improving student support by supporting students' unions to lobby institutions locally to protect funding for students.
3. To campaign to win more funding for students' unions advice services, to cope with the rising number of students who are facing financial pressures.
4. To campaign to secure funding for further education students to cover any rising costs as a result of the area reviews process and make sure colleges make means-tested grants and support available.
5. To support students' unions in the nations to protect education in Wales, Scotland and Northern Ireland from any loss of funding which may result from government changes in England.
6. To run a campaign to win the hearts and minds of students, the public and the sector for a fair and equal education system that is debt-free.
7. To challenge the hypocrisy of the Westminster government in increasing private debt for students and young people by launching a debt-clock campaign that highlights this growing, mortgage-level, debt for students.
8. To Work with Martin Lewis, of Money Saving Expert, to lobby the government to protect current terms, for good, on all student loans.
9. To work to grow the number and type of discounts available to students through the NUS Extra Card that support students' on a daily basis and support students' unions to increase the number of students purchasing the card – putting money back into students' unions.

Motion 208 | Pride and Prejudice in Education

Submitted by: NUS LGBT+ Committee
Speech For: NUS LGBT+ Committee
Speech Against: Free
Summation: NUS LGBT+ Committee

Conference Believes

1. In 2014 NUS LGBT+ Campaign worked with many organisations to create research into the experiences of LGBT+ Students and Staff in Further Education
2. That over 1000 people took part in the research from colleges and adult education centres all over the UK
3. That since 2010 the government cuts have been made across many sectors, including both further and higher education.
4. Further Education has been hit hard by the cuts, with average cuts of at least 25%

Conference Further Believes

1. It is widely acknowledged that information, advice and guidance in schools is inadequate, meaning that many students may not be aware of all their options (including Further Education) on leaving compulsory education.
2. The findings from our 'Pride and Prejudice in education research found that - 47% of Trans students have seriously thought about dropping out of education
3. One in 10 LGB+ learners said that they were not out to anyone in education, within friends or family

Conference Resolves

1. To mandate the VP FE to work with the NUS LGBT+ Officers to identify and highlight how this cut will affect LGBT students in college, and adult education
2. To mandate the VP FE and committee to work with the NUS LGBT+ Officers and further education learning providers should be to focus efforts on protecting and preventing learners from experiencing homophobic, biphobic and transphobic bullying, harassment and assault, whether

perpetrated by staff or other learners, and to provide appropriate reporting and disciplinary mechanisms when incidents do occur

3. For the VP FE to encourage, further education providers collect information on sexual orientation and gender identity for equality monitoring purposes, efforts should be made to encourage reporting through reassuring and explaining to learners the reasons for such data collection, and providing details about how it is securely stored. Reporting in either of these categories should, however, remain completely voluntary
4. For the VP FE campaign for design specific guidance and toolkits for Further Education and adult education providers to tackle the issues that are presented in the findings of the research and implement the recommendations to help further education providers.

Motion 209 | Keep Universities Accountable

Submitted by: University of Bristol Students' Union
Speech For: University of Bristol Students' Union
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference believes

1. The HE Green Paper titled the "Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice" was released in November.
2. In this there were proposals to exempt universities from the Freedom of Information Act to level the field with private providers.
3. This was at odds with the Green Paper's narrative on students' unions which looked at how they could become more accountable and transparent with their members.
4. Since the announcement, Universities UK (UUK), the body representing all universities in the UK, and the Russell Group have agreed with the plans.

Conference Further Believes

1. Freedom of Information Requests provide a vital channel for students and students' union to hold their institutions to account.
2. Freedom of Information Requests have been a useful campaigning tool in exposing gender pay gaps, high levels of senior management pay, and in the fossil free divestment movement.
3. Universities becoming exempt from FoI would severely hinder student media groups who often hold universities to account.
4. Universities should remain accountable to their members and should not stoop to the lack of accountability found in the private sector.

Conference Resolves

1. To mandate the relevant officer to campaign against any measures to make universities less accountable.
2. To mandate the relevant officer to provide example Freedom of Information requests for all constituent members which enable SUs to campaign on areas of interest
3. Organise student opposition to these measures including through briefings and online support.

Amendment 209a | Freedom of Information and the Green Paper

Submitted by: NUS National Executive Council
Speech For: NUS National Executive Council
Speech Against: Free
Summation: NUS National Executive Council

Conference believes

1. Under the FOI act 2000 public authorities are obliged to publish certain information about their activities; and members of the public are entitled to request information from public authorities
2. The 2015 HE green paper suggests exempting Universities from the FOI Act

Conference further believe

1. Universities are public institutions and should continue to be obligated to publish information under the FOI Act

Conference resolves

1. Ensure that institutions are not taken out of provision for Freedom of Information and run annual FOI campaigns together with students' unions along with student and local media.

Motion 210 | For Free Education: support Jeremy Corbyn's National Education Service proposal

Submitted by: King's College London Students' Union and Belfast Metropolitan College
Speech for: Belfast Metropolitan College
Speech Against: free
Summation: King's College London Students' Union

Conference Believes

1. Jeremy Corbyn has pledged to scrap tuition fees and establish a publicly funded National Education Service funded by a 7% rise in national insurance for those earning over £50,000 a year and a 2.5% increase in corporation tax. The latter would constitute a "lifelong learning service" running "from cradle to grave."
2. The groundswell of support for Jeremy Corbyn during the Labour leadership contest came on the back of a huge enthusiasm for anti-austerity politics and a deep desire for a break with the cosy right-wing consensus that had dominated in Westminster for years
3. In particular, his clear demand for free education and the re-introduction of grants clearly resonated with students and young voters

Conference Further Believes

1. Conference notes that Corbyn's pledge for a free, fair and inclusive education system enjoyed an enormous surge of support from students.
2. That while Jeremy has taken a principled position on free education throughout his career, he is surrounded in the Parliamentary Labour Party by a majority of MPs who are deeply hostile to his leadership, and many of whom voted to introduce and then triple fees under the last Labour government
3. Jeremy Corbyn and his supporters still face a major battle if they are to see Labour adopt support for free education and the re-introduction of grants as a policy and central pledge
4. That the student movement should be attempting to intervene in this situation – organising to try and prevent any retreat on Corbyn's important pledge and to fight right-wing pro-fees MPs

Conference Resolves

1. Conference endorses Jeremy Corbyn's pledge to provide free education, i.e. the establishment of a National Education Service and an end to tuition fees, funded through progressive taxation on top earners and an increase in corporation tax.
2. To incorporate the demand for the Labour party to fight for free education into our campaigning
3. To lobby Labour MPs to support the demand for free education and the re-introduction of grants
4. To support the democratic demand raised by many for mandatory re-selection of Labour candidates, giving
   Labour members and trade unions a genuine say in who represents them at elections

Motion 211 | Quality Doesn't Grow on Fees

Submitted by: Reading University Students' Union, Brunel Students' Union, Sheffield Hallam & Leeds
Speech for: Brunel Students' Union
Speech Against: Free
Summation: Brunel Students' Union

Conference Believes

1. The BIS consultation document fulfilling our potential: Teaching Excellence, Social Mobility and Student Choice, also known as the HE Green Paper constitutes the biggest changes to English HE since 1992, with proposals seeking to further entrench the marketisation of the sector.
2. Students and our movement are committed to supporting and developing excellent teaching with our fellow staff, working together to create the best quality education and learning environments for students at all institutions.
3. The proposals around the TEF not only allow fee increases but will also create differentiated fees that bear no relation to the quality of provision and education.
4. Regardless of the look of the TEF in practice, the pressures of market competition and cuts to the teaching grant will make institutions focus on short-term decisions which involve cutting corners and gaming the system, taking the steps needed to raise fees, not the steps needed to increase quality.
5. Many aspects of the Green Paper will be likely to require approval from parliament - such as raising tuition fees – and be firmed up with a subsequent White Paper.
6. Many other proposals will not require a vote with decisions and actions made by the Secretary of State for Universities and Sciences on the basis of the consultation.
7. Therefore a wide range of tactics need to be employed in our response to the proposals so that no opportunity to challenge the proposals is missed and we cover the multiple issues present in the Green Paper.

Conference Further Believes

1. Education should be free. Our belief in free education is not just about removing tuition fees, but also fighting for students' ability to thrive in academic environments and support themselves, and for a liberated education system that works for all.
2. Competition doesn't drive quality in Higher Education
3. NUS is here to ensure all students have access to quality teaching. However, competition doesn't drive quality, as the fees regime failed to raise standards as was promised.
4. Higher fees disproportionately affect certain groups of students, particularly students defining into liberation groups. Soaring levels of debt disproportionately affect those from underprivileged backgrounds and loan repayments have unequal impacts as shown in a Sutton Trust (Sept 2015).
5. The Green Paper can't be read in isolation from Disabled Students Allowance cuts, maintenance grants turned into loans, or retrospective loan repayment changes to terms & conditions meaning graduates will have to pay more back each month.

Conference Resolves

1. To oppose any rise in tuition fees, even if nominal, as this paves the way for higher fee caps in the future.
2. To work with students' unions and academics' trade unions to oppose a TEF mechanism for improving quality by building an evidence base for improvements through student-staff partnership.
3. Continue to support SUs to fight the proposals through accessible information on proposals, campaigning materials, campaign guides, advice and support on linking with academics and local trade union branches.
4. To work with SUs, student reps, activists and academics on how to support and develop excellent learning in our institutions, showing our commitment to enhancement and partnership and our alternative to the market.
5. To mobilise students and co-ordinate mass national action against a rise in tuition fees, holding decision makers to account.

Motion 212 | Fees, Fights and International Rights

Submitted by: Reading University Students' Union and Liverpool Guild of Students
Speech for: Reading University Students' Union
Speech Against: Free
Summation: Liverpool Guild of Students

Conference Believes

1. Tuition fees are higher for international students
2. Tuition fees for international students are not fixed and increase every year
3. Students are often not told about the increment when they apply/enrol.
4. Such unpredictability makes it difficult for the international students to plan their budget. This in turn increases their psychological burden which might be one of the reasons to explain the discrepancy of academic achievement between international students and home students.
5. The dropout rate of the international students is highly disproportionate across all UK universities. The incourse fees increase is the key factors in which the international students have very limited access to financial assistance.
6. Many international students are supported by their government to further their studies in the UK either on loan or scholarships. This means they would fall into the debt spiral if they drop out from the university.
7. There is no regulation on the international students fees and the access agreements do not apply on international students.
8. No justification on the increment of the fees and no transparency on how the fees are spent
9. International students find it harder to obtain part time job due to visa restrictions
10. Under Immigration Act 2014, international students from outside EEA have to pay an extra £150(per year) immigration health surcharge as part of their visa application fees
11. The amount of tuition fee paid by international students is about twice as that paid by home students.
12. Tuition fees rocket up a lot every year without letting students know the reasons.
13. Costs are especially for postgraduate programmes e.g. Imperial College London & Royal Academy of Art charge £28,000 per year.

Conference Further Believes

1. Education monetization is intolerable
2. No direct evidence shows that international students receive additional support in return of the high amount of fees
3. The university should provide justification of the in-course fees increase, e.g. inflation rate
4. Mechanism such as Access Agreements is required for international students fees to ensure transparency and fairness
5. International students have the right to know where their fees are being spent
6. The hostile treatment against the international students ranging from visa to housing contracts affect the students' academic achievement. In the long run, the reputation of UK education system will be tarnished
7. The UK government should intervene and regulate the international students fees to stop free market persuasion on tuition fees
8. International students help to preserve diversity and create more jobs within the local community to boost economy as a whole

9. It's unacceptable to increase fees for both international & home students without providing any justification.
10. It seems that some universities are too commercialised and they treat students as a tool to earn more money.
11. Students should understand why institutions want to raise tuition fee by universities involving students in the decision-making process.
12. If students are dissatisfied, the institution must consider how to improve students' experience and teaching quality before raising its fees.

Conference Resolves

1. NUS must lobby the government to take prompt action for a transparent and standardised international tuition fees system
2. NUS should prioritise this campaign to raise awareness about the unfair treatment against international students
3. NUS should provide assistance for international students to defend their rights and empower them to raise doubts on the expenditure of their fees
4. To ensure institutions are transparent and involve students when making this decision - whether current students are satisfied with what they paid and what they get, whether they think this university deserves to charge such a large amount of money, etc.

Motion 213 | Stop Doing Over our Nursing and Allied Health Professions Students

Submitted by: University of Plymouth Students' Union, UEASU
Speech for: University of Plymouth SU
Speech Against: Free
Summation: UEASU

Conference Believes

1. There are huge problems with academic failure and lack of support for nursing and allied health professions students, across all institutions
2. NSS scores consistently track lower for Nursing and Midwifery courses against the average
3. Many nurses, midwives and allied health professions are on placement for half the year and as a result they are very unlikely to be involved with their Unions, societies and sports clubs.
4. Nursing and allied health professions placements are often some distance from the institution therefore increasing isolation and reducing the amount of contact time for face to face support with their institution to a minimum
5. Students on nursing courses and allied health professionals are often mature, with dependants and many institutions fail support those with these and other additional needs.
6. Nursing failure and dropout rates are at epidemic levels
7. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, misconduct and stress
8. Nursing and allied health professions students can be course terminated through the means of 'fitness to practice'.

Conference Further Believes

1. Nursing and allied health professional NHS bursaries have been scrapped with barely a whimper from NUS' education zone

2. Year after year NUS passes motions on Nursing and Midwifery that never seem to go anywhere
3. The last NUS Charter for Nursing and Midwifery students was published 21 years ago
4. The NMC's standards for Nursing and Midwifery education (like the QAA for these courses) fail to mention student support, student representation or social activity
5. These students need NUS and our campaigning work now more than ever

Conference Resolves

1. That any review of NUS' governance should address nursing, midwifery and allied health professions students, as a specific area
2. To look at integration of nursing across many Unions and their campuses to increase nursing and allied health professions representation
3. To work with trade unions to protect placements and future jobs for current nursing students
4. To hold a national summit on representation of Nursing, Midwifery and allied health professions students in conjunction with Unison, the RCN and the RCM relevant professional bodies
5. To lobby the NMC and other bodies to improve the standard of student representation, student social facilities and student wellbeing delivered by HEIs
6. To carry out research into the student experience of students on Nursing, Midwifery and allied health professions courses
7. To create a national charter for Student Nursing and Midwifery education

Motion 214 | First Class Degrees Should Not Rely on Additional Fees

Submitted by: University of Birmingham Guild of Students and Liverpool Guild of Students
Speech for: Birmingham Guild of Students
Speech Against: Free
Summation: Liverpool Guild of Students

Conference Believes

1. One of the largest concerns for students nationally is how they are going afford to live at University or College
2. Changes to Student Finance mean that low income students will be graduating with an increasing amount of debt
3. Cost of living as a student has risen significantly and unsuspecting costs are putting many students in financial hardship
4. Cuts to DSA, bursaries and grants are making it increasingly difficult for students to afford additional course costs
5. Additional course costs can include, but are not limited to: Text books, library fines, compulsory course trips and placement costs.
6. In 2015, the universities of Leeds, Nottingham and UCL raised collectively £500,000 in Library Fines
7. Textbooks are increasingly expensive to buy and core texts are often in high demand and students are often fighting over minimal copies.
8. NUS' priority campaign this year has been #cutthecosts, addressing the cost of living and studying as a student.
9. *Pound in your Pocket* research highlighted the way hidden costs for degree materials have a correlation with low student wellbeing due to the financial pressures that result from them.

10. Students often have to spend a considerable amount of money on textbooks, software and crafting materials.
11. Students are already stretching their maintenance loans over living costs and it's unreasonable to expect them to also have money for expensive course materials.

Conference Further Believes

1. No student's education should suffer due to inability to pay for additional costs that occur across institutions
2. It is immoral for universities to be making huge amounts of money from library fines
3. Financial pressure creates additional problems for students' academic work and wellbeing
4. Students pay £9,000 tuition fees, therefore additional costs should be absorbed at an institutional level
5. University of Sheffield highlights best practice in the Sector on Library Fines (bit.ly/207GAXN)

Conference Resolves

1. NUS should investigate and implement a service for students nationally to share, trade and buy second hand books
2. NUS should encourage universities and colleges to invest in more online and widely accessible resources
3. NUS should state opposition to profit from library fines and promote best practice as seen from University of Sheffield
4. NUS should encourage student Unions to put pressure on their university or college libraries to work out a structure in which library fines are paid back based on the individuals financial situation (i.e.: installments) if the student is not able to pay the sum up front.
5. NUS to conduct a follow up to the Hidden Costs campaign to see how Universities and Colleges have progressed since 2012 and highlight the distance there still is to go for institutions across the sector.
6. To urge universities to avoid unnecessary financial pressure on students.
7. To explore alternatives e.g. textbook loan system, online resources, or subsidising costs of materials.
8. To conduct further research into existing systems which seek to avoid additional costs and those with a successful record should be presented as alternatives to all institutions.

Motion 215 | UCAS for postgrads: free applications

Submitted by: LSE Students' Union
Speech for: LSE Students' Union
Speech Against: Free
Summation: LSE Students' Union

Conference Believes

1. Postgraduate education is inaccessible to most students, dependent on ability to pay
2. There is no universal application system such as UCAS in place for postgraduate students
3. Without a universal application system, applying for multiple Masters is time consuming
4. While tuition fees for postgraduate education remain high, other in built costs restrict students ability to even apply in the first place
5. Institutions can charge high application fees which prices students out of education
6. There is an underrepresentation of women and BME students in academia
7. The Higher Education bill is concerned with student choice and we need to capitalise on that for students

Conference Further Believes

1. It is the role of NUS to be lobbying for fair, affordable, and accessible application systems
2. So far, efforts have focussed on postgraduate loans
3. The development of a universal postgraduate application system would enable more students to apply to postgraduate study
4. The removal of costs to applications would also enable and encourage more students to apply to postgraduate study
5. The introduction of a universal postgraduate application system would facilitate real choice for students

Conference Resolves

1. NUS to lobby UCAS, the government, and other sector bodies to develop a universal postgraduate application system
2. NUS to provide support to students' unions on lobbying for free applications for students to apply for a Masters
3. That the Vice President for Higher Education should make a public statement demanding fair, transparent and free application system

Motion 216 | Academic Publishing Exploiting Academics and University Budgets

Submitted by: City University Union
Speech For: City University Union
Speech Against: Free
Summation: City University Union

Conference believes

1. Academic publishing sees such success because it is based on a model where Universities pay for the research, writing, reviewing and sometimes editing of journals, which they then have to buy back for their libraries.
2. The work of a current academic is dominated by teaching, marking, administration, pastoral care and organisational politics, therefore allowing very little time for research and peer reviewing.
3. An academics livelihood and reputation is dependent on publishing academic journals. Academic publications, citations of publications and conference presentations have become metrics for academic performance

4. For most articles in high-impact scientific journals the publisher also charges the scientists (or their funders or university) up to several hundred pounds per page published, with additional charges for the inclusion of images such as data from microscopic investigation of cells.
5. Some publishers also charge a non-refundable handling charge for considering the article, even if they reject it. This is in spite of the fact that the time-consuming work of peer review is done by scientific experts on an unpaid and voluntary basis.
6. In addition, the development of publication software has allowed the publishers to transfer much of the work of preparing a paper for publication to the scientist, so valuable research time – funded out of public sources or by medical charities – is now diverted to learning to use software to do work that was previously undertaken by employees of the publisher.
7. In Britain, 65% of the money spent on content in academic libraries goes on journals, up from a little more than half ten years ago.
8. In 2011, Elsevier, the biggest publisher of journals with almost 2,000 titles, cruised through the recession. Last year it made £724m ($1.1 billion) on revenues of £2 billion—an operating-profit margin of 36%.
9. A report by the house of commons Science and Technology Committee (2004) notes that digital culture is often unavailable to the public in libraries die to licencing agreements.

Conference resolves:

1. Work with Universities and staff unions to explore alternative models for academic publishing.
2. Lobby for a move away from for-profit publishing companies and towards autonomous journal publishing.
3. Consider how we can use open access and online publishing to make work towards a fairer system.

Motion 217 | Bringing teaching and learning into the 21st Century through online lecture capture

Submitted by: University of Leicester Students' Union
Speech for: University of Leicester Students' Union
Speech Against: Free
Summation: University of Leicester Students' Union

Conference Believes

1. The way that students learn and revise has dramatically changed over the last few years and there is a growing demand for online resources to support their learning.
2. Lecture Capture facilities (recording lectures which are available online) have been introduced in many universities to meet the growing demand for online material.
3. Academics currently own the performance rights to their material and it is up to that academic to choose whether they wish to participate in lecture recording.
4. UCU and Unison do not have policy to support the implementation of lecture capture and as a result it is difficult to roll out across campuses and ensuring that all students get the same learning opportunities.
5. Lecture capture facilities benefit those with access needs. These students may find it difficult to get to lectures for whatever reason – and it plays an important part of making higher education more accessible to all.
6. These online facilities also benefit students for whom English is not their first language.

Conference Further Believes

1. Lecture capture facilities enhance the learning experience for students across the countries that are then able to effectively revise course content and catch up on anything they may have missed or misunderstood
2. Lecture capture facilities are one way of helping to liberate the curriculum and should be utilised by higher & further education institutions.

3. It is wrong for academics to refuse to use such facilities, as it serves of great detriment to students who are then unable to revise and study effectively.
4. There is little evidence to support that lecture recordings promote students not going to lectures.

Conference Resolves

1. To lobby the big academic unions (including but not limited to unions such as UCU and Unison) and encourage them to adopt policy that supports the use of lecture capture facilities.
2. Lobby academic unions to reach out to local branches across the country to ensure effective rolling out of lecture capture facilities.
3. To support Unions who wish to lobby their institutions to roll out lecture capture facilities.
4. To mandate the VPHE to support Unions in rolling out lecture capture.

Motion 218 | We Were Told Student Loans Weren't Like Bank Loans

Submitted by: University of Bristol Students' Union
Speech For: University of Bristol Students' Union
Speech Against: Free
Summation: University of Bristol Students' Union

Conference Believes

1. Tuition fees were introduced in 1998 at an original level of £1,000. Since then tuition fees have increased and in 2012 the cap on tuition fees was raised to £9,000.
2. Since the introduction of £9,000 tuition fees the predicted amount of debt faced by graduates is between £40,000-£50,000.
3. The government has recently announced plans to prosecute graduates for failing to pay back their student loans on time.
4. Other proposed actions aimed at students included collaborating with HMRC and the Treasury to further crack down on graduates living overseas and placing sanctions on graduates.
5. Currently 48% of total loans are predicted to be written off as graduates fail to be able to pay back over the term of the loan.

Conference Further Believes

1. Students and graduates should not have to bear the burden the failure of the government's financially illiterate funding model for Higher Education.
2. If further income is required to fund government expenditure this should be made by cracking down on tax avoidance by large corporations, not balanced on the back of graduates.

Conference Resolves

1. For NUS to campaign against further measures to prosecute graduates for failing to repay loans.
2. For NUS to campaign against the financially illiterate model of ever-increasing loans and against any retrospective changes to their terms and conditions.
3. For NUS to provide guidance to SUs for winning these arguments locally with institutions and MPs.

Motion 219 | A Wider View of Education

Submitted by: University of Surrey Students Union, LSE Students' Union
Speech for: LSE Students Union
Speech Against: Free
Summation: University of Surrey Students Union

Conference believes

1. The government recognizes the importance of widening participation in higher education and want double the proportion of disadvantaged young people to enter university by 2020 than did in 2009
2. University tuition fees have risen to £9000 and with the implementation of the TEF are set to potentially rise again.
3. Research undertaken by the National Education Opportunities Network (Neon), involving nearly 1,500 year 13 students from eight different areas of the country applying to university this year, showed that those from lower participation neighbourhoods were 20% more likely to choose to study near to home, and to live at home while studying, than those from the highest participation neighbourhoods.
4. Access without success is not really access at all – especially when fees are so high. The Higher Education Funding Council for England's (HEFCE) own research in 2013 showed that students from disadvantaged backgrounds are significantly less likely to get graduate jobs, an upper 2:1 or even complete their course.
5. Government rhetoric claims that more students than ever are going to university
6. However, the number of mature and part time students has dropped significantly
7. Earlier this year, the Director of the Russell Group blamed the low number of disadvantaged students attending Russell Group universities on schooling
8. Only one in five disadvantaged students make it to a Russell Group university
9. The proportion of disadvantaged students in other HE institutions is significantly higher

Conference further Believes

1. Institutions are now using BTEC students' competency as a scapegoat for underperforming modules.
2. More should be done by institutions to support students coming into study from non-traditional academic backgrounds on higher education courses.
3. This has a disproportionate impact on students who fit into the widening participation agenda.
4. Structural barriers prevent students from going to university beyond tuition fees
5. We should be fighting rhetoric that scapegoats schools and lets universities off the hook
6. That a publicly funded, free education system is the ultimate end goal
7. Debates over free education stops the movement from engaging with educational inequality in a nuanced fashion
8. We need to demand progress now on educational inequality beyond free education
9. Universities should not be allowed to increase student numbers if they have not progressed on widening participation
10. NUS has failed to support students' unions on tackling access and has little guidance in place for officers

Conference Resolves

1. Create a student finance learning ladder that would outline for young people, parents and those who advise both groups, what young people should know at different points over their educational progression.

2. To Lobby the government and HEFCE to challenge institutions to publish their strategies for supporting students from non-traditional academic backgrounds.
3. NUS to lobby the government to set quotas for the Russell Group in terms of low participation groups
4. NUS to lobby for financial sanctions on universities when they fail to progress on access agreements
5. NUS to lobby for national targets to increase mature and part time students and reverse the decline
6. To provide students' unions with tools and information on how to tackle access in their institutions

Motion 220 | Support SUs that are campaigning to reverse NHS Bursary Cuts

Submitted by: The Students' Union at UWE
Speech For: The Students' Union at UWE
Speech Against: Free
Summation: The Students' Union at UWE

Conference Believes

1. The removal of bursaries would see students burdened with at least £51,600. Loan repayments will mean a nurse, midwife or allied health professional will lose over £900 a year.
2. One of the reasons healthcare courses remain popular is that the funding arrangements are different and act as an incentive in comparison with other university programmes. Scrapping the NHS bursary is likely to discourage people from considering becoming a nurses, midwifes or allied health professionals, exacerbating the current recruitment crisis.
3. Student nurses and midwives are expected to undertake clinical placements during non-term time, which means they have little time to do paid work. While other university students take part-time jobs to support themselves, this really isn't a viable option for nurses on such a challenging and intensive course.

Conference Resolves

1. To support SUs campaigning to reverse NHS Bursary cuts and publicise how important bursaries are currently to nursing student

Motion 221 | Imperialism Out of our Education system

Submitted by: NUS Black Students' Campaign
Speech for: NUS Black Students' Campaign
Speech Against: Free
Summation: NUS Black Students' Campaign

Conference believes

1. The British Empire implemented ethnic cleansing, genocide, enslavement, exploitative labour conditions and resource extraction on a scale unprecedented in human history.
2. The vestiges of colonialism are deeply embedded within the Western education system.
3. University buildings named/built in honour of colonialists and racists openly celebrate those who built their success on the back of Black suffering.
4. That the curriculum constantly celebrates white thinkers and the 'Western' experience, reproducing whiteness and white domination".

Conference further believes

1. The continuation of Britain's imperial power is evident in the curriculum, monuments and student/staff demographics of its educational institutions.
2. Colonialism and white supremacy were (and are) maintained through eliminating non-'Western' modes of
3. thinking, learning and understanding the world.
4. Dead white men do not hold the key to Black liberation
5. Black staff, students and other activists must lead the fight against Britain's imperial legacies.
6. The struggle for racial justice is global, and requires time, people power and as many resources as possible.
7. Black-led critical inquiry of the education system is key to dismantling racism embedded within it.
8. The Why is my curriculum white? campaign has begun to meaningfully start this conversation within university spaces.
9. This process should not be confined to formal institutions of education.

Conference Resolves

1. Support anti-racist and anti-imperialist campaigns on campuses in the UK and abroad such as RhodesMustFall and Why is my curriculum white?
2. Challenge the legacies of Empire within our campuses, textbooks, student and staff populations, and beyond.
3. Provide more resources for anti-racist and anti-imperialist student initiatives including (but not limited to) The NUS Black Students Campaign.

Motion 222 | Giving Part Time Students a Fair Deal

Submitted by: Sheffield Hallam Students' Union, University of Middlesex Students' Union
Speech for: Sheffield Hallam Students' Union
Speech Against: Free
Summation: University of Middlesex Students' Union

Conference Believes

1. Most recent UCAS figures showed the number of students taking undergraduate degrees on a part-time basis fell by a further 6% in 2014-15, continuing a steep decline in participation seen since tuition fees nearly tripled in 2012.
2. As a result just 570,000 people are now studying part-time at British universities – including first degrees, diplomas and postgraduate courses – compared with 824,000 in 2010-11, before the hike in fees took effect.
3. At higher education establishments in England alone, the equivalent number of part-time students has fallen from 350,000 in 2010-11 to 203,000 in 2014-15.
4. The HE Green Paper is lacking any mentions to address access to part-time education.

Conference Further Believes

1. Improving access to HE requires focus on lifelong learning and part-time study.
2. The government's introduction of maintenance loans for part-time students from 2018-19 is a welcomed step but is nowhere near enough.

Conference Resolves

1. To lobby for financial support in the form of grants for part-time students on foundation, first undergraduate and postgraduate courses.
2. To lobby for the introduction of financial support in bite-sized chunks so that students could study for individual modules rather than immediately committing to full degrees.
3. To lobby for opening the Childcare and Adult Dependant's grants to part-time applicants.

Motion 223 | UCAS 'name-blind admissions' - and beyond

Submitted by: Union of Brunel Students' Union, Sheffield Hallam Students' Union, Leeds University Union
Speech for: Union of Brunel Students' Union
Speech Against: Free
Summation: Leeds University Union

Conference Believes

1. Research in the U.S. and in France has shown that there is systematic bias in job recruitment as a result of discrimination of candidates with non-white sounding names.
2. Research by Dr. Vikki Boliver at Durham University suggests that only 36% of applicants for Russell Group universities from ethnic minority backgrounds receive places compared to 55% of white applicants.
3. Name-blind application processes are already standard practice in recruitment in many companies to remove unconscious bias in shortlisting.
4. The government has committed itself to tackling "unconscious bias" in higher education admissions.
5. The Prime Minister has said that UCAS will make its admissions name-blind by 2017.

Conference Further Believes

1. We live in an unequal society, dominated by privileged groups, where power relations are institutionalised in spaces such as education.
2. Inequalities in education are maintained and amplified as a result of institutionalised forms of bias and discrimination of which the staff and academics involved may or may not be aware of.
3. Name-blind applications will not solve these inequalities on their own, but they have the potential to remove some opportunities for relations of domination to be upheld, and help to promote fair access in education.
4. Applications processes differ from institution to institution and also courses, so action must be taken across all methods of reviewing applications, including interviews and portfolio applications.
5. We must not allow the government or our institutions to think that name-blind applications are a definitive solution to fair access; we must continue to push for further action against all forms of discrimination and social inequality found in our education system and beyond.

Conference Resolves

1. To support calls for a pilot of name-blind admissions in higher education institutions in the UK.
2. To call for UCAS, UUK and the research community to cooperate on developing a better understanding of inequality and bias in UKHE admissions.
3. To call on UCAS to take the necessary steps to open up its data to researchers, whilst also protecting students' rights to individual data protection.
4. To demand further action to tackle and mitigate bias and inequality in admissions.
5. To demand the further work be done on eliminating bias in interview processes where HE institutions employ them for admissions.
6. To continue to campaign for protection and extension of public funding for fair access through the Student Opportunities Fund.

7. To work with the sector on producing further research on issues of bias and inequality in admissions at postgraduate level and in access to apprenticeships.

Motion 224 | Caring about care experience

Submitted by: University of Sunderland Students' Union
Speech for: University of Sunderland Students' Union
Speech Against: Free
Summation: University of Sunderland Students' Union

Conference Believes

1. NUS has outstanding policy mandating NUS officers to work with organisations on issues pertaining to the specific lived experience of people who have spent time living in care.
2. The Buttle Quality Mark, which was the only framework by which support was measured for students who had been, or who remain, in the care of the state, ended in academic year 2014/15 in Scotland, and in 2013/14 everywhere else in the UK.
3. The Children & Young People Act (Scotland) (2014) extended the age of leaving care to 25. This means that students coming to college, university or other HEIs may now not be "care leavers" but indeed, may still be in care.
4. 4) There is no parity comparison across the UK as to what type of care experience is classified and counted officially. For example, "kinship care" is counted in Scotland but not in England.

Conference Further Believes

1. Our education institutions have an increased moral and ethical responsibility to students coming to study, from a care background.
2. In Scotland, every post-16 education body is named in law as a corporate parent and has parental responsibility for care experienced students.
3. Many students considering further or higher education are not being given appropriate guidance and information about their rights, about the support they're entitled to, or about the additional support offered by some institutions to those who declare their status as care experienced.
4. UCAS offers the "tick box" declaration scheme, but not all institutions are able to receive that information due to different systems.
5. Anecdotal evidence suggests that many care experienced young people are distrustful of the question due to the stigma and labeling of care experience.
6. Care experienced students may not be captured in provision for students from POLAR and SIMD (or equivalent) areas, as most children's houses are situated outside these areas.
7. There are multiple and complex reasons for children & young people being placed in care, the vast majority of which relate to instability at home.
8. Care Leavers across the UK campaigning for better provision have referenced upwards of 50 placements throughout their childhood, this constant flux disrupts attachments and friendships made, feelings of security and inter-dependency and impacts on the educational attainment of those in care.

Conference Resolves

1. To mandate NUS to set up a network for care experienced students.
2. For NUS to introduce a rules review to National Conference 2017 embedding representation of care experienced students onto NEC.
3. For NUS to draw on existing research of the experience of care experienced students to create a toolkit, to empower students' unions to lobby their institution to implement best practice including but not limited to:
4. Specific bursaries for care experienced students

5. Year-round accommodation offers for students with care experience
6. Additional support, advice and guidance for any student ticking the UCAS tick box
7. Specific reference in prospectuses to support available to any student who declares their care status on application
8. To work with all agencies involved in setting the policies for access to education, retention of students, support of students etc to ensure that the specific needs of care leavers are addressed in policy.

Motion 225 | 1234, We Want Good Placements For All

Submitted by: Bath Students' Union, Liverpool Students Union
Speech for: Bath Students' Union
Speech Against: None
Summation: Proposer of the Last Successful Amendment

Conference believes

1. In the pursuit of employment post education at all levels, students are almost forced to ascertain a range of work experiences to prepare them for and to gain employment.
2. Many schools have mandatory work experience periods that students must engage in and colleges, universities, students' unions and training providers often offer additional opportunities for experience to be gathered (this is distinct from volunteering).
3. Some of these organisations require students to complete these periods in order to gain their accreditation or qualification, let alone achieve additional experience for employment at a later stage.
4. Often work experience periods, from limited time to full year placements are unpaid or low paid, falling well below the minimum statutory rates for employment or living wage.
5. Placements have become a vital part to the student experience whilst in higher education, allowing students to put learning into practice and gain an insight into 'real world' issues.
6. The term "placement" covers a vast array of opportunities for students including, but not limited to:
   a. Professionally accredited courses with integrated work-based learning
   b. A year in industry
   c. Internships or summer placements
   d. A year abroad/ semester abroad
   e. Erasmus schemes
7. Placements provide students with key skills and improve their employability after university. Students value the placement experience highly, but if there are issue with a placement, the consequences can be detrimental to the student experience.

Conference further believes

1. Unpaid or low paid work experience, particularly those that occur over a prolonged period of time, such as placement years during undergraduate study create exclusive environments which prevent some students from participating.
2. Providing unpaid or low paid work removes the ability for students to cover their costs, maintain a basic, let alone average standard of living and directly puts students into the possibility or reality of poverty.
3. There is significant discrepancy across sectors, industries and organisations in regards to the rate of remuneration and rewards for gaining experience of work.

4. Certain groups of students, such as those who originate from low socio-economic backgrounds are put at a particular disadvantage as a result of these situations.
5. Financial support, including that provided through Student Finance in the United Kingdom, is not sufficient to support unpaid or low paid work experience.
6. Research and recommendations have been provided by NUS to allow Students' Unions to support students on professionally accredited courses with integrated work based learning as part of their curriculum.
7. The National Student Survey gives results to Universities on student satisfaction with professional placements in the NHS, but not on other placement opportunities.
8. It is felt that students on non-professional accredited placements have a different experience to other placement students and face different issues but research is needed on how these students can be supported.

Conference resolves

1. To work with Universities UK to develop recommended good practice for HE institutions to raise with work experience, and specifically placement providers.
2. To work with Universities UK to develop recommended good practice for HE institutions on making bursaries and grants available to unpaid and low paid students on compulsory instances of work experience.
3. To work with relevant sector bodies to effect training providers and colleges to recommended good practice for HE institutions to raise with work experience, and specifically placement providers.
4. To work with HE institutions to compile a profile of placement providers that provide adequate remuneration for students on placement, and to create a 'blacklist' of organisations that provide unpaid placements, and to make these resources available to students.
5. NUS to work with Students' Unions to conduct research into the problems faced by students on nonprofessional placements.
6. NUS to use research to provide a toolkit for Students' Unions on how to support placement students before, during and after their placements, building on the research.
7. In addition to this, NUS should build on the work done for students on professional placements, and develop their briefing "The Professionals" for students on non-professionally accredited placements.

Amendment 225a | Supporting students in HE who work

Submitted by: Liverpool Students' Union
Action: ADD
Speech For: Liverpool Students' Union
Speech Against: Free
Summation: Liverpool Students' Union

Conference Believes

1. Statistics from 2014 highlighted that 59% of students were in part-time work and 13% of students were in full-time work
2. Students' dependence on loans has risen, with 67% of students saying that their student loan was one of their main sources of income in 2014, compared to 60% in 2013. A quarter also admit to regularly dipping into – or being permanently in – their overdraft.
3. Some universities provide generous bursaries, which prevent students from being forced into jobs that would ultimately compromise their academic achievement.
4. The majority of universities recommend that students only take on a maximum of between 10 and 15 hours employment per week during the academic term.
5. Some universities actively discourage, or do not allow students to work as they recognise the impact that this can have on grade attainment.

6. Students have the right to work if this is something that they choose to do, rather than feeling forced to do.
7. Working part-time whilst at University is not always negative practice as students can develop transferrable skills. It is however important that students feel that they can effectively manage their time between their academic studies and employment.
8. The Department for Business, Innovation and Skills recognised that working while studying often causes difficulties, or challenges for students, and for those working long and/or unsocial hours these challenges are often heightened.

Conference Further Believes

1. The cuts to maintenance grants may increase the financial pressures that are already placed on students, leading to more students feeling like they have to work in order to survive their time at University.
2. The Governments proposed raising of tuition fees will further entrench financial worries into the minds of our students.
3. Academic failure as a reason for not completing a course at University has continued to increase, in align with the uptake of student employment whilst at University.
4. The reason for the rise in academic failure could be due to the conflicting time demands placed on a large majority of students.
5. One of the main reasons that people choose to go to University is to be academically successful.
6. The extra burden placed on students who are in work whilst studying will be more conducive to the formation of mental health issues such as stress.

Conference Resolves

1. To support institutions to provide extra resources in the form of toolkits and guides in addition to financial support to students to help them better cope with the enormous academic and financial pressures that they are put under.
2. To put pressure on institutions to afford more generous grants/bursaries to students so that the decision to work is not a mandatory one.
3. To encourage employers to offer 'holiday jobs', which could include 3 month paid internships, or retail contacts over the summer holiday to enable students to build their employability skills, without sacrificing their academic success.
4. To champion and work with 'excellent' student employers and create a database/benchmark of 'good' employers for students who are flexible around their studies, pay the living wage and are understanding of the academic obligations students are bound by in order to achieve their degree.

Motion 226 | Support the teaching of teachers to teach teachers to teach

Submitted by: Reading University Students' Union
Speech for: Reading University Students' Union
Speech against: Free
Summation: Reading University Students' Union

Conference Believes

1. Numbers starting teacher training has dropped by 17% in the last five years.
2. Government is putting more restrictions on students and institutions in their recruitment process.
3. National recruitment caps have been applied to Post-Graduate ITE (Initial Teacher Education)
4. Caps were only made known to institutions a matter of days before the quota would be reached.
5. Due to the late notice in enforcing the caps, many potentially excellent teachers lost their places as there has not been time for administrators to put their details in the UCAS system after the schools and Universities could agree that offers could be made.
6. Government is prioritising a more 'in school', practical route to Teacher Training such as School Direct at the expense of the Higher Education.
7. Many of the programmes whereby the recruitment caps have been applied are as 'school led' as School Direct.

Conference Further Believes

1. Governments 'School Direct' initiative is taking away students' right to choose their route into Teacher Training.
2. These caps constrain student choice when applying for TT.
3. This is an example of market fixing which will have a negative impact on the recruitment levels, and the student experience of those going through the process.

Conference Resolves

1. NUS to protect HE Teacher Training recruitment from the government.
2. NUS to lobby the government to remove the caps placed on TT in HEIs
3. NUS needs to recognise and celebrate the value of the HE route into Teacher Training allowing students greater choice.

300 Union Development Zone

Motion 301| The Impact of Student Opportunities

Submitted by: NUS Union Development Zone Committee
Speech For: NUS Union Development Zone Committee
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference believes

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

Conference further believes

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

Conference resolves

1. NUS to adopt these impacts both as a framework for expressing the difference students' unions are making in the world and as an overarching vision for the development of student opportunities.
2. NUS to continue the #LoveSUs campaign with a core theme of student opportunities, using recent efforts to build a national evidence base for their impact towards the defence of our movement.

3. NUS to embed these impacts across relevant areas of work. The Charitable Services board should start by looking at the NUS Awards, as a key way of acknowledging success in students' unions, recognising the evidenced difference made above and beyond other judging criteria.
4. NUS Trustee Board to explore how these impacts might be applied across the rest of the group's activities, seeing how they resonate for different stakeholder/membership groups.
5. NUS to offer support on behalf of members to national student opportunities groups where they aim to have the same impacts.

Amendment 301a

Submitted by: NUS Wales
Action: ADD
Speech For: NUS Wales
Speech Against: Free
Summation: NUS Wales

Add under believes 5:

1. The Open University is the main provider of part time education in the UK
2. Part time students have unique needs and require adequate representation on a national level
3. Our national student voice is stronger when it is representative of all learners and NUS should be a home for students' unions of all shapes and sizes

Add in resolves:

1. Work with the Open University students' association to explore options for their membership of NUS.

Amendment 301b

Submitted by: NUS-USI
Action: ADD
Speech for: NUS-USI
Speech Against: Free
Summation: NUS-USI

1. This work should incorporate specific and tailored support across Northern Ireland, Scotland and Wales, working in conjunction with NUS-USI, NUS Scotland and NUS Wales to demonstrate the impact of students' unions in their respective nations and regions.

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

Submitted by: NUS Union Development Zone Committee
Speech For: NUS Union Development Zone Committee
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference believes

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

Conference further believes

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

Conference resolves

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

Amendment 302a

Submitted by: University of Manchester Students' Union
Action: DELETE and ADD
Speech For: University of Manchester Students' Union
Speech Against: Free
Summation: University of Manchester Students' Union

DELETE: CR2, CR3

ADD:
Conference believes

1. The most basic act of engagement and participation that student unions need to get right is participation and representation of students in unions. We need unions to be democratic, open to their members, and to meet a basic set of democratic standards.
2. Without being democratic, unions cannot meaningfully facilitate the Learner Voice.

3. At conference 2015, we passed a set of basic democratic processes and standards.
4. NUS's offer of advice and consultation to its members should not be "affordable" – it should be free, and included in membership contributions. It would be better to put up affiliation fees than to limit poorer unions' access to proper advice.

Conference further believes

1. We should reaffirm policy passed at last conference, that unions need:
    a. Elected, not appointed, representatives
    b. A flow of easily accessible information to members (records of decisions, reports from elected officers, etc);
    c. Regular, well-built General Meetings and/or Councils;
    d. Councils open to all to attend, speak and put motions;
    e. All important decisions to be made by students and their elected representatives;
    f. Autonomous liberation campaigns, and preferably full-time Liberation officers
    g. SU independence from institutional management, including guaranteed, secure resources and space; means of communication with members; automatic annual elections; and accountable election returning officers with no employment or trusteeship connection with the institution.

Conference resolves

1. NUS will include the above basic democratic standards in any advice given to member unions on engagement and participation.
2. NUS's advice to its member unions will be free

Motion 303 | Safe Social Elections

Submitted by: University of Surrey Students' Union
Speech for: University of Surrey Students' Union
Speech Against: Free
Summation: University of Surrey Students' Union

Conference Believes

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

Conference Further Believes

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

Conference Resolves

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

Motion 304 | NUS Extra commission rates

Submitted by: Sheffield College Students' Union, Canterbury College Students' Union, City & Islington College
Speech For: Sheffield College Students' Union
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference believes

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

Conference Further Believes

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

Conference Resolves

1. For NUS to investigate methods for increasing the commission rates from NUS Extra sales for Students' Unions with small block grants and to bring recommendations to address this issue to the next NUS National Conference.

Amendment 304a

Submitted by: Canterbury College Students' Union, City & Islington College
Action: Delete and Replace
Speech for: Canterbury College Students' Union
Speech Against: Free
Summation: City & Islington College

REPLACE RESOLVES 1 WITH

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

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

Submitted by: University of Derby Students' Union
Speech for: University of Derby Students' Union
Speech Against: Free
Summation: University of Derby Students' Union

Conference Believes

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

Conference Further Believes

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

Conference Resolves

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

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

Submitted by: Middlesex University Students Union
Speech for: Middlesex University Students Union
Speech Against: Free
Summation: Middlesex University Students Union

Conference Believes

1. That in the past 20 years there has been a dramatic increase in the amount of outsourcing of services in universities and colleges
2. Many services previously run by student unions are now run by private providers
3. In many cases student unions no long run any commercial services
4. NUS Services currently provides support for unions who run services like bars, shops, café's and nightclubs
5. NUS Services currently doesn't provide services for unions where the bar, shop, cafe or nightclub are run by a private provider
6. NUS Services is a core part of the NUS offer

7. A Freedom Of Information (FOI) request at Sussex University revealed contract conditions which were negative for students

Conference Further Believes

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

Conference Resolves

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

Motion 307 | A Student Voice for Student Staff

Submitted by: University of Leicester Students' Union
Speech For: University of Leicester Students' Union

Speech Against: Free
Summation: University of Leicester Students' Union

Conference Believes

1. Students' Unions across the country employ approximately 17,000 student staff.
2. As of 2014, less than 5% of 16-24 year olds were members of trade unions.
3. One in four young people have issues with their mental health.

Conference Further Believes

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

Conference Resolves

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

Motion 308 | This Student Can

Submitted by: Teesside Students' Union, University of Leicester SU
Speech for: Teesside Students' Union
Speech Against: Free
Summation: University of Leicester SU

Conference believes

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

Conference Further Believes

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

5. Student opportunities are vital for student retention, wellbeing and creating well-rounded individuals.

Conference resolves

1. To create and provide Students' Unions with a toolkit in order to support their students appropriately, particularly those from a widening participation background.
2. For Students' Unions to lobby their University to show the positive impact that student opportunities can bring.
3. To encourage Students' Unions to work with local partnerships to allow for more opportunities to be delivered, particularly where these opportunities may not be able to be supplied.
4. To ensure that affordability and accessibility are prioritised in further work done on student opportunities by NUS.
5. To support Students' Unions in ensuring student opportunities are affordable for students from all backgrounds.

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

Submitted by: Coleg Sir Gâr Students' Union
Speech For: Coleg Sir Gâr Students' Union
Speech Against: Free
Summation: Coleg Sir Gâr Students' Union

Conference Believes

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

Conference Further Believes

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

Conference Resolves

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

Motion 310 | Make NUS Communications work for all

Submitted by: City University SU
Speech For: City University SU
Speech Against: Free
Summation: Proposer of last successful amendment

Conference Believes

1. That it is important for students' union to know and understand the work that is being done by NUS
2. Currently it is difficult to get access to information or people about the work of NUS unless you are part of the relevant networks
3. This is creating a hierarchy in NUS or those who are able to engage in the work of NUS and those that cant
4. All members of NUS should be able to communicate with, get communicate from and engage with the work of NUS

Conference Further Believes

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

Conference Resolves

1. That NUS comprehensively review its communications and engagement strategy with students' union and report that review back to National Conference 2017

Amendment 310a | Better networks to share best practice and build stronger student unions

Submitted by: Students Union at Bournemouth University
Action: ADD
Speech for: Students Union at Bournemouth University
Speech Against: Free
Summation: Students Union at Bournemouth University

Conference believes

1. Student unions are all working on similar topics, usually around the same time.
2. There are excellent examples of best practice around the sector that we could all share with each other and learn from, in order to build stronger student unions.
3. Jiscmail is our only current way of sharing best practice, which is very time-consuming and not very practical.
4. It takes people a long time and effort to respond, and isn't a very informative and clear way of doing things.
5. We could be doing a lot more to celebrate our successes and support each other in what we do.

Conference Resolves

1. NUS should set up an online platform for sharing best practice – divided into different subject areas.
2. Student Unions should be able to upload work that they have done, for other unions to use as a resource.
3. There could also be ways of unions to contact each other to ask questions and share advice, such as forums on each topic.

4. This would make a huge difference for us to all be able to easily work together – and collectively build stronger student unions.

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

Submitted by: Teesside Students' Union, University of Sunderland SU
Speech for: Teesside Students' Union
Speech Against: free
Summation: Proposer of last successful Amendment

Conference Believes

1. Further Education students' unions continue to be amongst our most effective campaigners in spite of little resources and often a lack of staff and support.
2. Higher Education institutions across the country have established partnerships with FE SU's that allow for better sharing of resources and expertise.
3. Last year's voter registration campaign is evidence of the great work FE and HE students' unions can do in working together on agreed policies.
4. These partnerships can often dissolve as sabbatical teams change and academic years come to an end.

Conference Further Believes

1. Effective partnerships between FE and HE students' unions makes our movement stronger.
2. FE is under unprecedented attacks from the government and it is important that HE students' unions act in solidarity to support FE students' unions in their campaigns.
3. NUS can do more to lead networks in local areas to maximise connections between FE and HE students' unions.

Conference Resolves

1. NUS should design and lead a 'buddy system' for HE and FE students' unions in local areas.
2. To identify areas of joint campaigning between HE and FE and unions, improving local links, and strengthening local networks.
3. To mandate the VPUD and VPFE to work on building stronger links between FE and HE students' unions to make us better able to resist the next wave of government attacks

Amendment 311a | FE and HE Unite!

Submitted by: Liverpool Hope Students' Union
Action: ADD
Speech for: Liverpool Hope Students' Union
Speech Against: Free
Summation: Liverpool Hope Students' Union

Conference Believes

1. The Association of Colleges has calculated that overall funding for colleges has decreased by 27% in real terms since 2010. Funding for 16-19 year olds fell by 14%. The Adult Skills Budget has been cut by 35% since 2009.
2. That the latest assault on further education is coming from the Government's 'Area Reviews' of post-16 education and training in England. At least 36 reviews across England will be completed by March 2017.

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

Conference Further Believes

1. Continued cuts to further education are a national scandal and undermine access to education for people of all ages and all social classes.
2. College mergers and narrowed curriculums are only being viewed as necessary because of Governments' successive decisions to cut public funding.
3. That further education and sixth-form colleges provide education for a massive range and diversity of learners, and are intrinsic parts of local communities. Small communities need local colleges to maintain their local identity.

Conference Resolves

1. Establish resource and training packages with the aim of developing a joint FE/HE Activist network.
2. To ensure that learners' voices are heard in the process of area reviews by bringing together college student representatives in affected areas.
3. NUS to provide lead officer and staff contacts for local FE & HE institutions
4. To actively promote and facilitate joint FE & HE campaigning against cuts, area reviews, and attacks on the further education sector.

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

Submitted by: Derwen College
Speech for: Derwen College
Speech Against: Free
Summation: Derwen College

Conference Believes

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

Conference Further Believes

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

Conference Resolves

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

Motion 313 | Student Unionism Worldwide

Submitted by: NUS Scotland
Speech for: NUS Scotland
Speech Against: Free
Summation: NUS Scotland

Conference Believes

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

Conference Further Believes

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

Conference Resolves

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

Motion 314 | Media and SU Officer Elections

Submitted by: University of Bath Students' Union
Speech for: University of Bath Students' Union
Speech Against: Free
Summation: University of Bath Students' Union

Conference Believes

1. That most Students' Unions have service level agreements (SLA's) with their media groups that contain clauses on covering SU Officer Elections.
2. Most coverage involves either interviewing the candidates or stating the candidates manifesto points.
3. The NUS Student Media Guide stated "'Anyone can pick up a national newspaper and read about what the government is doing, but student media outlets are uniquely placed to cover what is

going on locally in their institution, students' union and local community. Student journalists should take advantage of this on topics where you can be an expert, get access to information, comments and interviews, and where you can easily speak with those affected – the students on your campus.'

Conference further believes

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

Conference resolves

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

Motion 315 | KWAF KWAF KWAF IS ON FIRE

Submitted by: Middlesex University Students Union
Speech for: Middlesex University Students Union
Speech Against: Free
Summation: Middlesex University Students Union

Conference Believes

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

Conference Further Believes

1. Wednesday afternoons should be kept free

Conference Resolves

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

Motion 316 | Recognise competitive e-sports

Submitted by: Northumbria Students' Union
Speech for: Northumbria Students' Union
Speech Against: Free
Summation: Northumbria Students' Union

Conference Believes

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

Conference Further Believes

1. E-Sports are more inclusive than traditional Sports; Males and Females all play at the highest levels without segregation and in the same team.
2. Most disabled people are able to participate in competitive E-Sports against non-disabled players with no disadvantage.
3. E-Sports unlike some traditional sports has no issue with professional players and coaches self-identifying as members of the LGBTQIA* community.
4. Recognition of E-Sports as a sport would break down barriers to traditional sports and give students that are less likely to participate in these sports better access.

Conference Resolves

1. To petition Sport England and the British Universities & Colleges Sport (BUCS) to recognise E-Sports as a legitimate sport and for them to provide proportionate funding and support to any University Students that wish to compete in E-Sports.
2. To support and facilitate negotiation at University level for access to appropriate facilities on campus for E-
   Sports Societies to allow teams to train in the same physical environment. (These may include: Computer

Games Design PC Labs, Animation PC Labs and other facilities with appropriate PC Equipment)

3. To support and facilitate negotiation at University level in order to have any restrictions lifted that prevent students from participating in E-Sports from University owned or operated student accommodation.

400 Welfare Zone

Motion 401| NUS for the NHS

Submitted by: NUS Welfare Committee, Teesside Students' Union, The Students' Union at UWE, University of Edinburgh Students Association, Keele Students Union
Speech for: NUS Welfare Committee
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference believes

1. Our National Health Service is undergoing severe 'reforms'. The Government is cutting back on NHS budgets , privatising entire departments and enforcing changes on the workforce that has led to a scale of industrial action not seen in decades.
2. NHS services are the primary source of healthcare for all UK students. The NHS is currently not completely free for students: international students have to pay a fee, and prescriptions and other costs are incurred in some parts of the UK.
3. A&E, maternity and mental health services have been the first to be affected by closure and outsourcing.
4. Cuts have been proposed to vital funds which keep the profession accessible, including the NHS bursary for nurses, midwifes and other allied health courses.
5. The removal of bursaries would see students burdened with at least £51,600. Loan repayments will mean a nurse, midwife or allied health professional will lose over £900 a year.
6. One of the reasons healthcare courses remain popular is that the funding arrangements are different and act as an incentive in comparison with other university programmes. Scrapping the NHS bursary is likely to discourage people from considering becoming a nurses, midwifes or allied health professionals, exacerbating the current recruitment crisis.
7. Student nurses and midwives are expected to undertake clinical placements during non-term time, which means they have little time to do paid work. While other university students take part-time jobs to support themselves, this really isn't a viable option for nurses on such a challenging and intensive course.
8. That although the removal of the bursary is unfavourable, the retention and attrition rate for NHS Students are poor due to the financial burdens that they are faced with. Whilst the bursary relieved some of the strain, and although debt is not favoured, many students would be financially better off with a loan and wouldn't have to work an unsafe amount of hours alongside their studies and placement in order to make ends meet.
9. With better financial support in place this will see an improvement of retention and attainment whilst also enabling further access to other opportunities to enhance their student experience and personal development.
10. NHS students have compulsory placements as part of their course and are expected to pay for travel expenses on top of their tuition fees.
11. The costs that are incurred through travelling to placements, which are often far away from the University campuses, are hidden course costs.
12. That the momentum of the junior doctors' dispute about working conditions and the "Bursary or Bust" campaign to save NHS student bursaries gives us an opportunity to more actively oppose the Tories' dismantling and privatisation of the NHS.

13. That the NHS Bill, which when motions was submitted was about to return to Parliament, provides a rough outline of how to reverse the assault on the NHS.

Conference further believes

1. The National Health Service should be free everyone at the point of use, it should be well funded and people of all backgrounds should be able to work for it. All healthcare provision should be brought back into public hands: reversing all privatization and internal marketization.
2. NHS staff should be paid a fair wage for the work they carry out, whether they are trained professionals or on placement.
3. Students studying medical/health care related courses need more sufficient financial support while they study: the NHS bursary should be significantly increased, not revoked.
4. Removing the NHS-funded bursary will remove an intrinsic and financial link between students and our public health service. It is a move to further normalise private sector employment.
5. Cuts to FE budgets will disproportionately impact providers of Access courses in nursing and other health related courses.
6. Students and their unions, as primary service-users, can be integral forces in defending our national health services and advocating free healthcare.
7. That health workers' struggles are an essential part of the fight to save the health service. If the junior doctors' and bursary struggles win, it will put us in a much stronger position to oppose the privatisation agenda.
8. That the NHS as its best has represented at least elements of planning and provision for need in the midst of an exploitative and unequal society – at least aspiring to the idea that everyone has an equal right to life and health regardless of wealth. We must save it.

Conference resolves

1. To work with health trade unions and SUs who represent NHS and medical students to co-ordinate a national NHS Student Summit, bringing together all relevant campaigns and stakeholders to discuss the issues and propose a co-ordinated plan of action.
2. To provide political, practical and strategic support to campaigns by SUs and NHS students organising locally, with significant effort to support FE Unions with this work
3. To support calls made by health unions and national campaigns for relevant, targeted action in defence of the NHS, NHS bursaries and free healthcare for all
4. To call together students and students' unions to prepare and influence the direction of action taken, with particular focus on the involvement of FE students on health-related courses.
5. To support SUs campaigning to reverse NHS Bursary cuts and publicise how important bursaries are currently to nursing students.
6. For Students' Union's whose Universities have direct entry Health courses to lobby their university to help pay for students travel expenses whilst attending placement.
7. To support the junior doctors' strikes and the NHS bursary struggle.
8. To devote financial and other resources to helping students nurses and health professionals in this fight.
9. To support and campaign for an end to cuts, marketisation and privatisation in the NHS, and for a comprehensive, well funded, publicly owned, run and provided health service meeting clinical need. We support the NHS Bill and will lobby MPs to back it.

Amendment 401a

Submitted by: Teesside Students' Union
Action: Delete and Replace

Speech For: Teesside Students' Union

Speech Against: Free

Summation: Teesside Students' Union

Conference Resolves:
Replace 2, 3, and 4 with the following

2. To lobby the government, trade unions and registered bodies such as NMC for better quality funding and support for health students.
3. To produce material and a tool kit for Students' Union's to support and represent their students sufficiently in order to create positive change in the sector.
4. To provide networking events to create a more collaborative approach for Health students and help to give them a voice.

Motion 402 | SOS – Save Our Services

Submitted by: NUS Welfare Committee, Keele Students Union
Speech For: NUS Welfare Committee
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference believes

1. Cuts to welfare and support services are being made across the UK as a result of central government reductions in spending for local authorities. A total of £12.5 billion has been cut
2. Services most affected include health and social care, housing, childcare, fire and rescue, disability support, domestic violence and rape crisis centres as well as specialist support for vulnerable communities.
3. The impact of cuts to local services in turn affect students' reliance on those provided by their institution or students' union; services already strained by ever increasing student numbers
4. The effect of funding cuts varies in different areas across the UK: poorer boroughs are disproportionately affected.

Conference further believes

1. There is a strong need for clear research into the scale of cuts in funding for both national and local services, as well as targeted action to demand their reversal.
2. Student Unions require support in understanding budget cuts, responding to them and supporting students with the impact.
3. In particular, small and specialist and Further Education institutions need tailored support to address specific challenges where the institution does not have the capacity to provide its own support.
4. The impact of cuts to support services is compounded for students who experience multiple forms of oppression.
5. In order to campaign effectively, we need to collaborate with local and national organisations with a shared interest.
6. To ensure effective measures that cater for all students we need to work with Liberation campaigns to develop appropriate responses.

Conference resolves

1. NUS will promote and support regional networks of students' unions to campaign locally, and develop a toolkit for students' unions to use to research the local provision of services, in good time for local elections scheduled for May 2017.
2. NUS will commission a national survey of students to establish the scale and impact of cuts in support services across the UK.
3. To support Unison, Unite and others' Save our Services (SOS) campaigns and co-ordinate actions, as well as providing SUs with local contacts to initiate partnerships with trade unions and grassroots community campaigns.

4. To propose targeted actions where some of the largest cuts are being made, with a particular focus on relevant Government Ministers; as well as producing a campaign pack detailing all appropriate ways to take action on service cuts, from petition and lobbying to protest where necessary
5. To offer specific support to Further Education organisations and small and specialist unions where needed, including campaign training support and specialised toolkits.
6. To lobby institutions, Universities UK and the Association of Colleges to vocalise their opposition to cuts to the welfare services that affect students.
7. To work with Union Development to enter consultation with FE and HE Unions, and their institutions, on the possible implications and impact of the proposed cuts upon their current service provisions in order to build an evidence base; also using this to lobby for increased funding and resource to these areas where possible.

Amendment 402a

Submitted by: Kings College London Students' Union, Aberdeen University Students' Association
Action: ADD
Speech For: Aberdeen University Students' Association
Speech Against: Free
Summation: Kings College London Students' Union

Conference believes

1. We need local action to prevent and reverse cuts to services, and nationwide action to challenge the cuts to local authority budgets.
2. Relying on Council Tax increases to save services can end up squeezing those who cannot afford it.
3. We must also oppose outsourcing and privatisation, and campaign for public services to be publicly owned, under democratic control.

Conference further believes

1. Stopping and reversing local service cuts usually requires action beyond awareness-raising, to create pressure on decision-makers.
2. Approaching elections we must put forward clear demands based on our democratic policies, use the election period to popularise them, and place pressure on candidates and parties to sign up to them using all effective methods.
3. In the past, it has been possible for local councils, with the support of their communities, to refuse to implement cuts passed down from central government. Historic refusals to implement local cuts have been incredibly powerful and have caused changes at the national level. This requires not only councillors willing to resist, but an organised local movement ready to back them up with mass action when central government responds to push cuts through against the elected councillors.

Conference resolves

1. Mandate the VP Welfare to develop a coherent strategy working with SUs and allies to defeat cuts to local services and win decently funded, publicly owned services, including:
    a. Campaigns in the run-up to all relevant elections that put forward clear demands to protect services and place pressure on candidates and parties to meet those demands, including lobbying, media, protest and direct action.
    b. Complete support for organising efforts and industrial action by service workers against attacks on their pay, working conditions and jobs.
    c. Local lobbying, protest and direct action as appropriate in defence of specific services.

d. Cooperating with NUS liberation campaigns to provide information, assistance and encouragement for campus liberation groups to campaign against service cuts that are relevant to their members.
e. Exploring the potential for building local alliances that could effectively support councillors outright refusing to implement cuts, and for convincing councillors to take this route.
f. Campaigning on the national level to reverse local authority budget cuts, funded by progressively taxing the rich and business and placing the banking system under democratic public control.

Motion 403 | #Grantsnotdebt

Submitted by: UCLU
Speech For: UCLU
Speech Against: Free
Summation: UCLU

Conference Believes

1. Despite our protests, this Conservative government has abolished the poorest undergraduates' maintenance grants. Before it, the Coalition scrapped the FE Education Maintenance Allowance. Cutting these was shameful, but they weren't even enough in the first place. NUS previously supported universal living grants to support all students.
2. 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.
3. Many people fall through the gaps in any means-tested system that assumes parental support - in particular those with unsupportive families, such as many LGBT+ people. The "estrangement" system is broken, but even if we can improve it, it can only help those students who cut themselves off completely from their families. That's why NUS LGBT+ campaign voted last year to campaign for universal living grants.
4. Universalism – public services available to absolutely everyone – is a core progressive principle for our movement.
5. There is plenty of money in society to restore universal grants, plus fund good public services – it's in the bank accounts and businesses of the wealthy. That wealth should be used to pay not just for their education, but for everyone else's too.

Conference Resolves

1. Take up the #GrantsNotDebt campaign to first reverse the cuts to maintenance grants, and then to increase them to a decently live-able level, with additional supplements reflecting the needs of student carers and disabled students, and extend them to all students in FE and HE.
2. Demand this is funded through progressive taxation such as an increase in corporation tax and taxes on the richest, not by raising taxes on the poorest or cutting public services.

Motion 404 | Anti-Semitism on Campus

Submitted by: Oxford University Student Union
Speech for: Oxford University Students Union
Speech Against: Free
Summation: Proposer of the last successful amendment

Conference Believes

1. Anti-Semitism is a major problem in Britain, with increasing numbers of anti-Semitic incidents reported.
2. Anti-Semitism is a particular problem on campus, where Jewish students are often left feeling threatened and vulnerable, and with insufficient support from SUs.
3. Jewish students are the only minority group which is not directly represented by any of the NUS liberation campaigns.
4. There is a history of anti-Semitism occurring within the NUS.

Conference Further Believes

1. Anti-Semitism is a form of racism that is under no circumstances acceptable.
2. Anti-Semitism is best defined by the 'Working Definition of Anti-Semitism' adopted by the EU's Fundamental Rights Agency in 2005.
3. More needs to be done by institutions of higher and further education and by students' unions to tackle antiSemitism on campus.

Conference Resolves

1. To re-affirm its commitment to tackling anti-Semitism, particularly anti-Semitism on campus.
2. To widen the probe into institutional racism in the National Union of Students to include institutional antiSemitism.
3. To lobby Student Unions to have clearer policies on responding to anti-Semitic incidents and situations in which Jewish students feel threatened.
4. To mandate the NUS to provide resources to help Student Unions to formulate these clearer policies.

Amendment 404a | NUS should officially commemorate Holocaust Memorial Day

Submitted by: University of Birmingham Guild of Students
Speech For: University of Birmingham Guild of Students
Speech Against: Free
Summation: University of Birmingham Guild of Students

Conference Believes

1. The Holocaust, the genocide perpetrated by Nazi Germany, killed 6 million Jews and 5 million others including disabled and LGBTQ individuals, people of Roma descent and political opponents.
2. The Nazis who came to power in Germany in January 1933 believed that Germans were racially superior and deemed other groups including Jews were racially inferior.
3. Groups were persecuted on political, ideological, and behavioural grounds, among them Socialists and the LGBT community.
4. Holocaust Memorial Day (HMD) takes place every year on the 27th January. This marks the liberation of Auschwitz-Birkenau, the largest of the Nazi death camps.
5. It was created in 2000, when representatives from 46 governments signed a declaration committing to preserving the memory of those who have been murdered in the Holocaust.

6. HMD is the day for everyone to remember the six million Jews murdered in the Holocaust, and the millions of people killed by Nazi persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia, and Darfur.
7. HMD is a day to not only remember, but to honour the survivors of these hateful regimes and challenge ourselves to use the lessons of their experience to inform our lives today.

Conference Further Believes

1. Fighting racism and fascism should be an important part of NUS' work.
2. There is still evidence of racism and fascism on campuses throughout the UK, resulting in hate crimes including the poster that appeared on University of Birmingham campus that displayed a picture of Adolf Hitler with the words "Hitler was right".
3. Antisemitism, racism, and xenophobia still exist in society, and it is the responsibility of the generations following the Holocaust to fight those evils.
4. There are very few Holocaust survivors still alive, making it vital that students hear as many testimonies as possible about the atrocities that occurred.
5. Holocaust education is vital, especially in a time when Holocaust trivialisation and revisionism is happening in society.
6. It is important to remember what happened during the Holocaust to ensure that it can never happen again.
7. NUS should assist in the coordination of Holocaust Memorial Day events on UK campuses, including, but not limited to campus tours with Holocaust survivors.

Conference Resolves

1. To officially commemorate Holocaust Memorial Day each year.
2. To work with organisations such as the Holocaust Memorial Day Trust (HMDT) and Holocaust Educational Trust (HET) to provide educational resources for students' unions about the Holocaust.
3. To coordinate with the above organisations and the Union of Jewish Students in organising events to commemorate Holocaust Memorial Day.
4. To provide Holocaust education to sabbatical officers

Motion 405 | Prioritise Students Mental Health – Now!

Submitted by: York University Students' Union, Oxford University Students' Union, UEA Students' Union, Sheffield College Students' Union, Liverpool Guild of Students
Speech For: York University Students' Union
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference Believes

1. NUS Policy on mental health is due to lapse.
2. One in four people will suffer from mental health problems in any given year.
3. Severe cuts are being made to psychiatric and mental health services up and down the country, with little indicating any progressive change.
4. Mental health trusts in England have seen their budgets fall by £600m according to Community Care; young people's services were cut by £35 million in 2015.
5. Students face particular mental health issues. In line with national trends, mental health problems amongst students are on the increase; the proportion of disabled students who declared a mental health condition increased from 6% in 2007-09 to 9.6% in 11-12; from 0.4% to 0.8% of the entire student population

6. Demand for mental health services at University is increasing. Counseling services are experiencing a 10% year on year usage increase according to the chair of Universities UK mental well-being working group.
7. Financial, employability and housing concerns place a huge pressure on students, with rents rising by 25% alone between 2010-2013 (according to Unipol). The internet is also increasingly becoming a dangerous environment for mental health. 66% of people aged 17-22 will experience some form of online bullying according to Ditch the Label. All of these elements have been linked to a potential rise in mental health issues and stress related illnesses.
8. NUS surveyed 1,093 students in further and higher education in November and December 2015. It found:
    a Eight out of ten students (78%) say they experienced mental health issues in the last year.
    b A third (33%) also said they had had suicidal thoughts.
    c Among those who did not identify as heterosexual, the figure was higher at 55%.
    d More than half (54%) of respondents who reported having experienced mental health problems said they did not seek support.
    e A third said they would not know where to get mental health support from at their college or university if they needed it, while 40% reported being nervous about the support they would receive from their institution.
9. Periods of transition can be particularly problematic. Students, who often have multiple addresses for different parts of the year or who move to new areas for university, are particularly susceptible to falling through the cracks in public services.
10. The vast majority of students do not have the resources to afford private counselling, therapy etc.

Conference Further Believes

1. Stress, unhappiness, lack of motivation, anxiety and depression continue to take a toll on students nationwide.
2. The combination of greater financial and workload stress and the lack of adequate mental health services on campuses means more students suffering from mental health problems will be at risk of dropping out of education and become more vulnerable.
3. Too few Colleges and Universities have comprehensive strategies in relation to mental health and wellbeing.
   This is unacceptable.
4. Mental health has become an increasingly growing concern not only amongst the student population, but nationwide. Incoming students and their families are worried and nervous about mental health support provided at their future college or university.
5. Stigma around mental health issues deemed severe, such as personality disorders, psychosis and paranoia are often sidelined and not addressed amongst other mental health struggles.
6. Universities and Students' Unions need to continue to create an environment where there is no shame in talking about mental ill health or seeking help.
7. The first point of contact for students who are struggling with mental health issues is often an academic staff member. The level of understanding a student gets from a staff member is subject to that staff member's understanding of mental health, which varies greatly.
8. This variety puts students off contacting their academic adviser for fear of being stigmatised which can have a significant impact on their university experience.
9. That mental health and wellbeing services in every FEI and HEI should be adequately resourced and the operation and capacity of services should be regularly assessed in relation to demand and effectiveness.

10. That robust arrangements should be put in place for any student with mental health difficulties who is required to undertake a period of time studying off campus, including those studying or working abroad.
11. Treatments such as counselling can be effective and help many suffering from mental ill health but both NHS and university services tend to be woefully inadequate with substantial waiting lists.
12. We need a national campaign for mental health, which must be led by NUS and implemented at all Higher
    Education and Further Education institutions.

Conference Resolves

1. To prioritise mental health in the Welfare Zone in the year ahead.
2. To work with Universities to ensure that students have access to the services they need and that they are appropriately funded. For example ensuring institutions will address the gap created by the DSA cuts.
3. To lobby BIS, AoC and UUK to form a national student mental health task force, with student representation.
4. To work with institutions to reduce the strain on student support services by improving internal signposting so students access the right services, as well as raising awareness of what support is available externally.
5. To call for SUs to recognise the mental health of students as a priority.
6. To develop ways that mental health support and understanding can be embedded into the structures of SUs by supporting unions to:
    a. Lobby for relevant, well-supported and appropriate services for students at a University, Local and National level. These services must be responsive to feedback and be flexible to the needs of students, both in terms of type of service (i.e. not a one size fits all, counselling for everyone approach), but also the nature of the service (i.e. number of sessions available, services available in the evenings where possible).
    b. To develop joined-up approaches across institutions and external services.
    c. Ensure that academic policies are clear with fair expectations set in order to avoid undue mental stress upon student populations.
7. To campaign for:
    a. Mandatory employment of mental health staff/counsellors in all educational institutions. These staff would be separate to safeguarding staff and their roles within the institution. .
    b. A specific student wellbeing duty to be placed on Colleges and Universities as a condition of funding.
    c. Mandatory mental health training for academic and frontline staff, for example Mental Health First Aid Training.
8. To ensure the above campaigns address a full range of mental health conditions.
9. To ensure that Universities and Colleges work closely with SUs and student groups when formulating and implementing student mental health-related policies
10. To continue fighting against the DSA cuts and highlight the connection between disability cuts and the strain on student mental health by encouraging openness.
11. To support students to bounce back from difficult situations by building student resilience nationally and to create a positive campaigning atmosphere around mental health.
12. To report at the 2017 NUS Conference on the specific steps taken to achieve the above resolutions.

Amendment 405a | Mental Health and Suicide Prevention: A Long Term Collective Strategy

Submitted by: NUS UK Disabled Students' Campaign
Action: ADD

Speech For: NUS UK Disabled Students' Campaign

Speech Against: Free

Summation: NUS UK Disabled Students' Campaign

Conference Believes

1. That campaigning on mental health and suicide prevention has traditionally been a collaboration between the Welfare Zone and Disabled Students' Campaign (DSC), with feed in from other Zones and Campaigns.
2. In the year 2015/16, this work has included; building relationships with organisations with similar goals, the beginnings of a research partnership with the University of Worcester, and the production of an in-depth guide for student unions and activists, as well as the marking of key dates and supporting external campaigns.
3. That the work this year has aimed to politicise the issue of poor mental health and suicide in the student population as a result of marketization, competition, lack of support and the deprioritisation of wellbeing as a concern of colleges and universities.
4. That there is a growing sense in the movement that we need to look at both the mental health of students as students, but also the wellbeing of activists and student union officers involved in campaigning.

Conference Further Believes

1. That for collaborative work to be effective, it's important to lay out shared aims and plans as early as possible.
2. That the work this year, and the sector in general, has been too HE specific and must become more relevant to the needs of FE students.
3. That tackling the issue of activists' and officers' wellbeing involves a deeper understanding of the pressures and strains we face - including on time, relationships, and identity – as a result of our workloads, institutions, social media and oppression.

Conference Resolves

1. That the VP Welfare should work in conjunction with the Disabled Students' Officer to draw up a joint plan of action for the year 2016/17.
2. That a proportion of Welfare Zone budget is allocated to carrying out that plan.
3. That the VP Welfare should use all platforms at their disposal to increase the politicisation of this issue and embed these concerns into other issues across the Zone – such as; education funding, the welfare state, and housing.
4. That the VP Welfare should support DSC in following up on the recommendations of this year's guide with further training and campaign support for students unions and activists.
5. To ensure the policy focus of the Welfare Zone in the year 2016/17 is on FE students' experience of mental health and suicide and that this work should be carried out in conjunction with FE students unions.
6. That the VP Welfare should look to innovate guidance and structures that support and protect the wellbeing of officers and activists in our movement.

Motion 406 | Preventing Prevent

Submitted by: SUARTS, University of Surrey SU, Students Union at Bournemouth University, York University
Students Union, NUS Black Students' Campaign, and Liverpool Guild of Students
Speech For: Students Union at Bournemouth University
Speech Against: Free
Summation: Proposer of the last successful amendment

Conference believes

1. The Government's Counter-Terrorism and Security Act 2015 places a statutory requirement on public bodies and 'specified authorities' – including universities –to implement the PREVENT agenda.
2. PREVENT is vague, assumptive and discriminatory.
3. The PREVENT agenda, as part of the Government's 'anti-extremism' work has been used to create an expansive surveillance architecture to spy on the public and to police dissent, systematically targeting minorities and vulnerable individuals.
4. The Government's counter-terrorism/security policy is fundamentally flawed in its approach; its operant concepts of 'extremism' and 'radicalism' are ill-defined and open to abuse for political ends.
5. Under PREVENT, lecturers have been known to report students as being 'at risk of radicalisation' for merely taking an interest in political affairs in class, or for observing their religion more closely, whilst politically active students have found themselves visited by counter-terrorism officers. Lecturers and academics are also expected to have "training" to make them suitable for the role of reporting, yet when the approach is fundamentally flawed the results of such reports cannot be trusted.
6. Multiple University Vice Chancellors have spoken out against PREVENT, including those from Oxford University, Portsmouth University and Winchester University. (awaiting reference)
7. However we cannot get past the fact that our institutions are legally bound by the Government to follow
   PREVENT. We need to build on the great work we have already done by targeting the root of the problem.

Conference further believes

1. Islamophobia is massively on the rise across Europe, is state-sponsored and legitimised by the mainstream media.
2. Islamophobia is further perpetuated and heightened in this climate as well, and 'reprisal' attacks against Muslims increased sharply in the immediate aftermath of the Paris attacks in November 2015
3. Alienating minority groups and those targeted by PREVENT is actually counter-productive in the war on terror.
4. November has been marked as Islamophobia Awareness Month since 2012, initiated by a range of organisations
5. The government's identified 'warning signs' of "radicalisation" are highly problematic and renders suspect those with mental health difficulties. PREVENT measures therefore not only encourage racial profiling but also put vulnerable groups at risk.
6. Over half of referrals to Channel are now for school-age children, and there were more referrals within the first 5 months of 2015 than for the whole of 2014, or any year since its introduction.
7. The Act discourages free expression and analysis of ideas. Academics, as well as anyone in a public sector job, should not have to be part of this surveillance.
8. We fundamentally believe that universities and colleges are places for education, not surveillance

9. The implementation of the PREVENT Strategy on campus will not only isolate Muslim students but undermine the civil liberties of other groups such as environmental, political and humanitarian activists
10. The Students not Suspects tour brought together students alongside academics in opposition to PREVENT and showed an appetite for action against it although not always clear direction as to how to do so.
11. That the National Union of Students (NUS) and University and Colleges Union (UCU) have both passed motions at their conferences opposing the Act and PREVENT.
12. As charities, student unions are not legally bound to engage with PREVENT and should seek to boycott it.
13. We can beat PREVENT with collective, democratic action that disrupts its functioning and workers responsible for PREVENT duties are particularly well-placed to take such action.

Conference Resolves

1. To educate students on the details and dangers of the PREVENT Strategy through Student Unions and their Officers.
2. Ensure students are aware of their rights, and what help is available if they are concerned about PREVENT.
3. Ensure Islamic Societies receive support from independent officials with the role to assist these societies, and aid them in dealing with disputes.
4. To support Islamophobia Awareness Month as an annual initiative and encourage member SUs to mark it
5. To work alongside the Black Students' Campaign in calling for and organising a range of actions against the PREVENT duty, from direct actions by membership to possible legal action.
6. To develop guidance alongside the Black Students' Officer on SUs dealing with the Charity Commission and accusations of 'supporting extremism' levelled at SUs
7. Help student unions and students to work with campus trade union branches to encourage, concretely assist and support such action and defend workers against victimisation.
8. Fully support the initiative of education workers, through their trade unions, boycotting PREVENT duties.
9. Work with education trade unions to facilitate branches taking such action.
10. Work also with NUS Postgrad Section, as representatives of postgrads who teach, on how casualised student workers can contribute to such action.
11. To lobby universities and members of the NUS to be more open and transparent about how they are engaging with PREVENT and other similar initiatives. This involves:
12. Demanding publications of how the policy is operating within the university and Students' Union.
13. This includes access to materials used to train staff and students.
14. Holding consultations with the student body regarding how this affects students
15. For NUS to demand that Ministers and civil servants in charge of PREVENT engage with and meet students and their representatives to ensure they understand why PREVENT is so damaging.
16. To have the overall aim of tackling the problem at the root and stop PREVENT from being a legal compliance for our institutions to follow.

Amendment 406a

Submitted by: Liverpool Guild of Students, University of Surrey
Action: ADD

Speech For: Liverpool Guild of Students

Speech Against: Free

Summation: University of Surrey

Conference Believes

1. The Government implementation of PREVENT policies on university campuses tackling "extremism" and "radicalisation".
2. The Counter Terrorism and Security Act 2015 introduced a duty for public bodies, including FE and HE institutions, to engage with the PREVENT agenda.
3. FE and HE institutions must ensure staff are trained on PREVENT, to monitor the behaviour of their students and report concerns of 2extremism"and restrict external speakers.
4. Already students are being questioned by the Police and PREVENT officials, whether for taking out a book on terrorism at Staffordshire or accessing materials on their reading list at UEA.[4]
5. SUs are affected differently depending on their legal status, if they are FE or HE, and their relationship with their parent institution.
6. Despite relentless attack, the student movement has taken a principled position opposing the PREVENT agenda.

Conference further believes

1. It is unclear what definitions are used and which beliefs make a person "extremist" or "radical".
2. This lack of definition makes students wary of their beliefs, despite fundamental rights to practice beliefs and values.
3. PREVENT encourages greater scrutiny and monitoring of Muslim students, and Islamic Societies.
4. PREVENT alienates Muslim students from wider community. This scrutiny suggesting that benign activities may lead to criminal acts, with no presumption of innocence.
5. This monitoring promotes concept that Muslim students are potential terror suspects and prone to radicalisation.
6. Institutions and Students' Unions supporting PREVENT condone this rhetoric that radicalisation and terrorism are directly linked to specific groups.
7. Islamic societies are productive members of students' unions and have contributed to charity and welfare of students.
8. Unions should not resort to underhanded methods of preventing Islamic Societies operating with autonomy, or put unnecessary barriers in place that inconvenience societies, their events and their members.
9. Many students are afraid that association with Islamic Societies puts a mark on their record, which might affect employability, e.g. International or medical students.
10. PREVENT opposes constitutional rights; which is a dangerous zone, that will lead to widespread discrimination. Islamic societies should not have more scrutiny than other societies.
11. All Students' Unions should actively and publicly oppose PREVENT.
12. The government must clarify what constitutes the 'radicalisation' that PREVENT monitors.
13. That much of the PREVENT agenda is knee-jerk pandering to the right-wing media and political posturing by a Government desperate to look tough.
14. That the concept of "extremism" is so ill-defined that the Government could call into question almost any critique of the status quo, including climate change activism and anti-capitalist protests.

15. Opposition to PREVENT and concern about its impact is growing: from trade unions to the Government's independent reviewer of terrorism legislation, David Anderson QC, who has called for a complete review of PREVENT.
16. The PREVENT agenda actively targets Muslim and Black people in the UK, making them a convenient scapegoat and demonising and alienating those communities.
17. In FE and HE, the PREVENT duty stifles freedom of speech and academic freedom, forces institutions to spy on their own students and undermines the trust of Muslim and Black students in particular.
18. Violence is no solution to political problems, but the causes of violence are rarely as simplistic as PREVENT suggests.
19. The priority should be creating cohesive campuses and a cohesive society and this cannot be achieved through surveillance, silence, racism and Islamophobia.
20. This argument must be taken directly to those in positions of power: we cannot simply talk to ourselves.
21. That NUS desperately needs to support SUs to understand how PREVENT affects them and how to campaign against it.
22. Our opposition to the Prevent agenda is undermined by working with organisations whose values run counter to our own.

Conference Resolves

1. To obtain legal advice to clarify what constitutes 'radicalisation.'
2. To continue to oppose the PREVENT duty and the Counter Terrorism and Security Act 2015 and to demand a complete overhaul of the entire PREVENT strategy from first principles.
3. For the relevant NUS officer to work support HE and FE students' unions with campaign materials and in understanding what the PREVENT duty means for them and their students.
4. For NUS to identify a means of restarting the Faith and Belief project, with a focus on campus cohesion and dialogue between faith groups and others.
5. For NUS conduct research into the impact of Prevent in FE and HE and the effectiveness of alternatives.

Amendment 406b | Prevent and FE

Submitted by: Bradford College Students' Union
Action: ADD
Speech For: Bradford College Students' Union
Speech Against: Free
Summation: Bradford College Students' Union

Conference believes

1. The Counter-terrorism and Security Act 2015 made the PREVENT agenda a statutory obligation upon
   'specified authorities', including FE colleges – this is known as the Prevent duty
2. The requirements for Colleges under the Prevent duty are most stringent and burdensome.
3. This includes, for example, the aggressive promotion of 'British values' in all aspects of teaching and learning
4. Meanwhile the few safeguards for Academic Freedom assured for HE institutions, do not apply to FE under the duty.

5. Given how many FE student unions are constituted as part of their institutions, and not as legally autonomous, the Prevent duty does in some cases apply to FE Unions.

Conference Further believes

1. NUS and dozens of Unions have passed policy opposing the Counter terrorism and Security Act, and PREVENT on the whole, rightfully condemning the strategy as Islamophobic, discriminatory and as having a stifling effect on education, activism and democracy.
2. This past year the Black Students' Campaign alongside the Welfare Zone and Society and Citizenship Zone cohosted the 'Students not Suspects tour' across institutions raising awareness about PREVENT.
3. Work campaigning against PREVENT in FE however, remains more limited, and due to the reasons outlined in the Notes some FE Unions remain reticent to challenge it within their institutions.
4. PREVENT must be opposed fully and cannot be allowed to flourish in any sector.

Conference Resolves

1. Work with Fe Zone and the Black Students Campaign to develop specific FE-focussed anti-Prevent material.
2. Encourage Student Unions to approach local unions (such as UCU, UNISON, UNITE) community groups, and campaigns to build broad based opposition to the duty.
3. To lobby to decouple 'British Values' from FE teaching and learning.

Motion 407 | Not for Profit Halls

Submitted by: Reading University Students' Union
Speech For: Reading University Students' Union
Speech Against: Free
Summation: Reading University Students Union

Conference Believes

1. Nationally we are seeing students getting priced out of accommodation due to privatisation of university halls.
2. Contracts Universities have with private companies, such as UPP, reduces the control of new builds and the pricing of current accommodation.
3. Halls fees are rising year on year as Universities lose control of their halls and they become profit machines.

Conference Further Believes

1. There are huge benefits of living in University halls, from first years settling into University to accessibility for disabled students and safety for international students.
2. Privatisation of our halls means that our Universities have less control over our halls pricing and development of new builds.
3. Marketization of University accommodation means that halls prices will continue to rise.

Conference Resolves

1. NUS must lobby the Government to stop pushing pressure on Universities to choose private accommodation providers.

2. NUS VP Welfare to create a report that gives Universities more incentives to develop and maintain their own accommodation.
3. NUS to support SUs to hold their accommodation providers to account.

Motion 408 | Rent Strikes

Submitted by: SOAS Students' Union
Speech For: SOAS Students' Union
Speech Against: Free
Summation: SOAS Students' Union

Conference Believes

1. NUS has already committed to campaign for demands including scrapping letting agents' fees, taxing empty homes and multiple homes, scrapping council tax, permanent tenancies, a council house building program, and rent controls.
2. The housing crisis is only getting worse for both students and the rest of society.
3. The new Housing & Planning Bill is a huge further attack on social housing and will:
4. Force councils to sell off good quality council housing to private landlords.
5. Remove secure tenancies from council housing residents.
6. Push up rents for many council tenants.
7. Cut investment in social housing.
8. Undermine the rights of travellers and gypsies.

Conference Further Believes

1. Affordable, decent housing is of huge importance to student welfare and to access to education.
2. Students at SOAS and UCL have shown that rent strikes are a powerful weapon against exploitative landlords.

Conference Resolves

1. Reaffirm existing housing campaigning commitments
2. Oppose the Housing & Planning Bill
3. Work with the "Kill the Housing Bill" campaign, which is a coalition of trade unions, local tenants' federations, activist groups and gypsy & travellers associations.
4. Produce and promote useful information about how to campaign for decent, affordable housing and how to organise rent strikes, and provide support and assistance to student rent strikers.
5. Continue our commitment to cooperating with non-student housing campaigns and tenants' organisations, aiming in the end to have unified democratic tenants' unions for all in every town, city and region.

Motion 409 | Rogue Landlords

Submitted by: University of Surrey Students' Union, The Students' Union at UWE
Speech for: University of Surrey Students' Union
Speech Against: Free
Summation: The Students Union at UWE

Conference Believes:

1. The demand for Accommodation for students within the local community in many areas exceeds the level of supply.

2. There is no regulatory or statutory body designed to protect students against rogue landlords.
3. Students occupy more HMO properties than any other group in society.
4. Average rents across Britain went up by 4.9% between 2014 and 2015 , this rate is far higher in urban areas with Brighton and Bristol seeing an 18% increase. These increases are much higher the then the average increases to wages and the increase in student loans.
5. In the 2015, 17,000 tenants called Shelter's hotline for advice on landlord harassment.
6. More than three-quarters (76 per cent) of respondent to the NUS Homes fit for study survey had experienced at least one problem with the condition of their rented home – most commonly this was condensation (52 per cent), mould (47 per cent) or damp (41 per cent). Almost a quarter of respondents (24 per cent) reported having slugs, mice or another infestation in their home.
7. Half of respondents (52 per cent) reported that they have felt uncomfortably cold in their home and, related to this, 48 per cent felt that their accommodation was poorly insulated and/or draughty.

Conference Further Believes:

1. Landlords should be subject to regulatory policy to ensure students are never taken advantage of due to lack of experience.
2. Rogue Landlords inflate the price of their properties in the face of growing demand and limited supply.
3. The local and national government should do more to deter landlords from exploiting students.
4. Students should have access to fit for purpose and affordable privately rented accommodation
5. Agency fees are unjustified and the cost should be absorbed by the landlord without being passed on to the tenant through rent increase.

Conference Resolves:

1. To work alongside students unions to further develop The Code Landlord accreditation scheme delivered by Unipol to introduce the scheme to more student towns and cities.
2. To Challenge the government on rogue landlords and campaign that they do more to develop legislation around landlords and vulnerable groups of society, specifically students.
3. To give student unions the support and guidance to tackle the issue on a local level.
4. To 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.
5. To call for Students' Unions to lobby their local governments to improve local rental markets in favour of
   tenants

Motion 410 | Graduation: the final hidden cost

Submitted by: Middlesex University Students' Union
Speech For: Middlesex University Students' Union
Speech Against: Free
Summation: Middlesex University Students' Union

Conference Believes

1. Most people go to university hoping to graduate
2. The moment of physically collecting a degree is a central part of the myth and rhetoric which surrounds education
3. There are only two providers of most graduation gowns
4. Graduating in front of a students parents can cost 100s of pounds

Conference Further Believes

1. Having paid so much to get a degree students shouldn't have to pay to collect it
2. Like all hidden course costs graduation costs are bad

Conference Resolves

1. To conduct research into the average cost of graduation in the uk 2. To work to reduce this cost

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

Submitted by: University of Plymouth Students' Union
Speech For: University of Plymouth Students' Union
Speech Against: Free
Summation: University of Plymouth Students' Union

Conference Believes

1. Legal Highs are not yet controlled under the Misuse of Drugs Act 1971
2. Legal highs' contain one or more chemical substances which produce similar effects to illegal drugs
3. Legal highs first became popular in 2009, when Mephedrone became one of the most fashionable party drugs in the UK, as it simulated MDMA which is illegal
4. Legal doesn't mean that it is safe.
5. You can't really be sure of what's in a 'legal high'
6. There has been little or no useful research into the short or long-term risks associated from human consumption of legal highs

Conference Further Believes

1. There is an increased mortality rate related to legal highs being so easily accessible
2. Many of these risks are increased if the 'legal high' is combined with alcohol or with any another psychoactive drug.
3. Legal highs, can be described using three main categories; Stimulants, Downers and Psychedelics or Hallucinogens.
4. Many substances that have been found in substances sold as 'legal highs' have already been made illegal.
5. 'Legal highs' cannot be sold for human consumption so they are often sold as incense, salts or plant food to get round the law
6. We know that many 'legal highs' are sold under brand names such as: "Clockwork Orange", "Bliss" and "Spice"

Conference Resolves

1. To educate all students via awareness campaigns on the dangers of taking legal highs and the implications it could potentially have.
2. Lobby and campaign the government to change the law on the sales of legal highs within shops to prevent it being so easily accessible.
3. Banning all forms of legal highs on university or college campuses including partner college institutions and student accommodation.

Motion 412 | Self-Certifying Extenuating Circumstances

Submitted by: Newcastle University Students' Union
Speech For: Newcastle University Students' Union
Speech Against: Free
Summation: Newcastle Students' Union

Conference Believes

1. Many universities have extenuating circumstances procedures (ECPs) for students to alter their studies/course conditions (e.g. extensions of deadlines, exemption from tests, retaking exam at later date, etc.).
2. There are incidences where ECPs will require evidence.
3. ECPs often take up NHS time and resources when medical evidence is required.
4. ECPs can lead to students having to pay for a doctors letter as evidence (if it's been less than 7 days since study affected by extenuating circumstances).
5. UK employees only have to give evidence if they are ill for longer than 7 days (National Sick Leave Policy).

Conference Further Believes

1. ECPs can be strenuous for students.
2. ECPs should put as little pressure on students as possible.
3. ECPs take up the time and resources of academics.
4. ECPs should not put a greater strain on NHS services unless necessary.
5. Students should not have financial pressure placed on them in order for personal
6. Extenuating circumstances to be addressed.
7. ECPs can lead to students becoming more ill through the stress they cause.

Conference Resolves

1. To mandate NUS to lobby universities to introduce self-certifying ECPs for extensions
2. Less than 7 days (in line with the government's Sick Leave Policy).
3. To mandate the NUS to provide guidance to students' unions who wish to lobby their
4. Universities to introduce self-certifying ECPs for extensions less than 7 days.
5. To submit this motion to NUS National Conference 2016 priority ballot

Motion 413 | Drug Policies Supporting Students

Submitted by: Newcastle University Students' Union
Speech For: Newcastle University Students' Union
Speech Against: Free
Summation: Newcastle University Students' Union

Conference Believes

1. Students are expected to take reasonable care of their own health and safety and that of others around them. Universities and the students' unions are equally expected to take all reasonable measures to ensure the health, safety and welfare of students.
2. Many university accommodations, hospitality services and other platforms have 'Illegal Drugs (Zero Tolerance) Policies' (hereafter Zero Tolerance Policy) which can allow for:

a. Eviction from student accommodation, or other disciplinary responses, for first-time possession of illegal drugs.
b. Immediate entry into student rooms to establish the possession or sale of illegal drugs based on allegations or suspicions of drug use.
c. The use of alcohol, tobacco, nitrous oxide, inhalants and novel psychoactive substances (i.e. legal highs) without consequence or sufficient concern for the health and wellbeing of students.
d. The stigmatisation of students who use illicit drugs.

3. Some responses to drug use in accommodation are implemented in other Universities, such as: a. Two-stage warning system for eviction.
    b. Distinction between minor and major incidents, whereby only major incidents (i.e. supply, repeat offence, aggravating factors) are grounds for eviction :
    c. Written warning for possession of Class C drugs and disciplinary action (but not eviction from accommodation) for the possession of Class A and B drugs
    d. Three-stage system for eviction.
    e. Four-stage system for eviction.
    f. Education addressing all harmful substances, including illegal drugs and legal drugs (alcohol, tobacco, nitrous oxide, inhalants and novel psychoactive substances).
    g. Medical amnesty for students contacting emergency services for drug-related incidents.
4. This year Newcastle University has reviewed its Zero Tolerance Policy. This was based on the notion that the Drug Policies 2a, 2b, 2c and 2d have a negative impact on the personal lives of students. This was in favour of an evidence-based policy, with a focus on health and harm reduction. This change was initiated by 'Students for Sensible Drug Policy UK (SSDP UK)'.
5. Drug testing kits that allow students to check for the presence of adulterants reduce the risk of students not knowing what substances they are taking.

Conference Further Believes

1. Universities and the students' unions should treat students with courtesy, fairness, dignity and respect.
2. The Drug Policies in conference notes 2a, 2b, 2c and 2d do not sufficiently achieve its Policy Aims, notably to: a. Give specific and sufficient notice.
    b. Be a deterrent to illegal drug use.
    c. Get students to contact emergency services in a drug-related emergency.
3. We should have a drug policy which ensures:
    a. A more consistent practice and approach when dealing with illegal substances.
    b. Students are given specific and sufficient notice of the policy upon arrival.
    c. The promotion of available treatment and harm reduction services for substance users, prior to eviction for the use of illicit drugs.
    d. A "safe, secure and healthy accommodation environment" for students, by:
        i. Taking complaints about drug use in accommodation seriously and allowing for a transfer of tenancy where requested.
        ii. Engaging students by discussing the intimidating effects of drug use on other students in a tenancy in the compulsory intervention.
        iii. Education addressing all harmful substances, including illegal drugs and legal drugs (alcohol, tobacco, nitrous oxide, inhalants and novel psychoactive substances).
        iv. An alternative to immediate entry based on suspicion or allegation.

e. Medical amnesty for students contacting emergency services for drug-related incidents. 4. Students should know what substances they are using

Conference Resolves

1. To mandate NUS to work with SSDP to create guidelines for evidence-based drug policies, focusing on student well-being.
2. To mandate NUS to work with SSDP in creating a challenge drug zero tolerance campaign.
3. To mandate the NUS to work with SSDP in providing drug awareness posters for student halls such as the one attached so students are aware of policy and some of the dangers of drugs.
4. To mandate the NUS to negotiate deals for Drug Testing Kits for students' unions to purchase.
5. To submit this motion to NUS National Conference 2016 priority ballot.

Motion 414 | 75% of Funding, 100% of a Vote

Submitted by: Huddersfield Students' Union
Speech For: Huddersfield Students' Union
Speech Against: Free
Summation: Huddersfield Students' Union

Conference Believes

1. As young people over recent years we have seen cuts left, right and centre from our education system to support for the most vulnerable of our peers from maintenance grants, DSA and Support Groups. Now the government is attacking our health service provision and the reason for this; because we are young.
2. As a result of a funding alteration for health care provision, young people are being allocated significantly less than their older counterparts. With recent statistics suggesting "...75% of mental illness in adult life begins before the age of 18" (Mental Health Service Reform, 2016) and whilst at University "the majority of students experience mental health issues" (Guardian, 2015), why is it that younger people are considered as less in need of health care?
3. The blanket implementation of such a formula will leave young people without access to health care. Meaning anything from sexual health to mental health clinics will become inaccessible, and with the state of young peoples' health hitting and all time low; now is certainly not the time to be leaving us stranded.
4. We are entering into a world whereby seeing a health care professional is seen as a luxury and our health is second to the rest of society. The blanket implementation of such a formula will result in dangerous practice and young people unable to afford to attend a health centre.

Conference Further Believes

1. The guidance written by the NHS for the implementation of the Carr Hill formula states it should be 'reviewed on a case-by-case basis ensuring practices would not be unfairly disadvantaged by the changes with "special populations"' nor does it "unduly destabilise any practices" (NHS, 2014). However this is not the case, with some health centres seeing a massive 33% cut to funding, on the verge of closing and young people having to travel significant lengths in order to see a GP.
2. The weighted formula is based on 6 indices, which when multiplied against each other in a compounded manner results in a skewed calculation, the first of the indices is age/sex so a practice with a high proportion of young people receives huge funding cuts. As an example if all 6 indices were weighted equally a cut to a practice of 12,500 patients; 85% of which are students would go from 33% to 9%, a more manageable figure.
3. The PMS review aims to offer, "equality of opportunity", "supports fairer distribution of funding" and "reduces health inequalities". However its implementation at ground level to practices targeting a specific demographic does the exact opposite.

Conference Resolves

1. The Vice President Welfare should lobby Secretary of State for Health to hold CCGs to account when enforcing blanket rulings, resulting in dangerous practice not only for the young people but for the health care practitioners who are already stretched with resources and time.
2. The Vice President Welfare should lobby the Secretary of State for Health to implementation of the Carr-Hill formula.
3. The Vice President Welfare should run a national campaign on defending student healthcare and defending campus health centres.

Motion 415 | Make PrEP available on the NHS for Free

Submitted by: NUS LGBT+ Committee
Speech For: NUS LGBT+ Committee
Speech Against: Free
Summation: NUS LGBT+ Committee

Conference Believes

1. There are now around 110,000 people living with HIV in the UK. Both men who sleep with men and black African communities are disproportionately affected by HIV.
2. Two European studies of pre-exposure prophylaxis (PrEP), PROUD1 and IPERGAY2, reported their results in February 2015. Both studies showed that PrEP was a highly effective method of HIV prevention, reducing new infections by 86%.

Conference Further Believes

1. Rates of new HIV infections are far too high.3 The NHS urgently needs to make PrEP available.
2. An NHS England process to evaluate PrEP is underway, but any decision to provide PrEP will not be implemented until late 2016 at the earliest. This is too long to wait.
3. 3.We need to improve HIV prevention around the world and PrEP can help tackle unacceptable health inequalities.
4. Condom use has prevented tens of thousands of HIV infections. But levels of condom use are not high enough to bring HIV under control. Many people do not use condoms each time they have sex and every year there are thousands of new infections. PrEP could prevent new infections among some of those at greatest risk of acquiring HIV.
5. Condom use will remain a core strategy in HIV prevention. PrEP gives people who already find it difficult to consistently use condoms an additional way to protect their health.
6. PrEP can also be effective for heterosexual men and women. For example, a study in east Africa found that PrEP reduced infections within couples in which one partner is HIV positive by 75%.
7. PrEP allows someone to protect their own health, even if their partner refuses to use a condom. Because it is taken before sex, it does not rely on decision-making at the time of sex.
8. As well as preventing HIV infection, PrEP has additional benefits including reducing stress and anxiety about HIV transmission. It can enhance pleasure and intimacy, and limit sexual dysfunction.
9. Many people, including those who are able to use other HIV prevention options, won't need PrEP.
10. Cost-effectiveness studies show that PrEP will be affordable if it is provided to people with a significant risk of acquiring HIV. People living with HIV need to take lifelong treatment. PrEP consists of fewer drugs and people only need to take it during periods when they are at risk of HIV.

Conference Resolves

1. To actively campaign for earlier access to PrEP. The NHS must speed up its evaluation process and make PrEP available as soon as possible. Interim arrangements should be agreed now to provide PrEP to those at the highest risk of acquiring HIV.

2. To actively campaign for PrEP to be available to all people who are at high risk of acquiring HIV, whatever their gender or sexuality.
3. To actively campaign for the NHS to make PrEP available for free of charge on the NHS.
4. To actively campaign for PrEP to be made available to trans people.

Motion 416 | No more room at the Inn

Submitted by: Bath Students' Union, FXU, University of Surrey SU
Speech for: University of Surrey SU
Speech Against: Free
Summation: Bath Students' Union

Conference believes

1. In 2015-2016 the government has removed the cap on student numbers. We saw unprecedented numbers of students enter Higher Education.
2. More students are going into Higher Education than ever before.
3. The fee level has not risen since set in 2012
4. 76% of HE institutions charged the maximum fee from inception.
5. With no ability to increase the fee with inflation, these institutions have simply over recruited to increase their income.
6. The rapid increase in student numbers has seen added pressure on local housing in these areas, who are struggling to cope with higher demand.
7. In areas of low housing stock, competition for student housing has seen a fall in housing quality and an increase in rent prices.
8. In some university areas, the local Council has taken steps which negatively impact on the availability of student homes, such as reducing the numbers of permitted Houses in Multiple Occupation.
9. Increased demand in housing has caused students to have to search for accommodation earlier and earlier, which causes issues particularly for first-year students who may struggle to find suitable housemates early in their university life.
10. The increase in rent prices in areas of low housing stock has meant students are increasingly dependent on funding from families or part-time jobs, especially considering average rent prices outside of London are 112% of the average student maintenance loan.

Conference further believes

1. Higher Education institutions have a responsibility to ensure there will be adequate housing for students not only in university-owned halls of residence but also in the local area when increasing their student intake.
2. Pressure should be put on local government to alleviate any deficits in student housing and to work with universities within their area to tackle current and projected housing crises.
3. In many parts of the country demand outstrips supply for accommodation which increases its cost and limits its availability.
4. Many institutions lacked the infrastructure to support the students that they were and are recruiting. Leaving a number of vulnerable students including first years, returning students, international students and postgraduate students without accommodation for their first year.
5. Institutions should not be permitted to increase their intake without proof to HEFCE that they have the necessary infrastructure to do so

6. The government should do more to increase the availability of affordable housing for students
7. The Government should do more to encourage institutions and local councils to build more affordable accommodation for students.
8. Local government should look at the availability of accommodation for students within their locality and make provision to ensure that there is enough to meet demand.

Conference resolves

1. To conduct a piece of research into the impact of increasing student numbers in areas of low housing stock on the student experience and standards and costs of student housing.
2. As part of this research to rank universities on the ease of finding accommodation, the availability and cost of adequate student housing and the support given by the university in finding private sector housing and to make this resource widely available to students.
3. Encourage CMs to support students searching for housing in low housing stock areas and work with their institutions and Councils to ensure adequate housing provision.
4. Support CMs to encourage their institution to coordinate with their respective local Councils to future proof any increases in student numbers and to take steps to avoid housing crises.
5. To develop a how to guide to support student unions in challenging local government and institutions to build more affordable accommodation for students.
6. Within this guide include examples of best practice where Students Unions and Universities have worked together to curb student number intake until housing problems have been resolved.
7. Lobby the government to ensure that Institutions have to prove they have the infrastructure to support the level of students they wish to recruit.
8. Lobby HEFCE to introduce the necessary regulation to enable this policy.
9. Commission research to understand the nature of the problem of excessive numbers in greater detail across the country.

Motion 417 | Doctors Notes & Medical Forms

Submitted by: UCLan Students' Union
Speech For: UCLan Students' Union
Speech Against: Free
Summation: UCLan Students' Union

Conference Believes

1. GP's do not have to charge fees for Doctors Notes because many GP's are not employed by the NHS and they have to cover their own costs
2. Currently Fit Notes to provide to employers are free under the National Health Service Acts and Social Security Acts
3. For a copy of health records on a computer, GP's can charge a maximum of £10, for a mixture of hand written and computer records they can charge a maximum of £50
4. Fitness Certificates fall outside the NHS GP Terms & Conditions therefore they have the freedom to charge whatever they want, this includes certificates to be given to education institutions in regards to absence from exams or missing a coursework deadline. This also includes Medical Forms to be given to institutions like
5. Camp America, BUNAC etc.… which require medical examinations before going on their placements

Conference Further Believes

1. If Fit notes for employers are free, then why are Medical Notes for Educational Institutions not?

2. That there is not enough government regulation on these fees and doctors have the freedom to choose their charges
3. That it is understandable that doctors surgeries have to cover their own costs however this should not be done at the expense of students who are trying to pass their course
4. That universities should offer some sort of reimbursement scheme for these charges if they continue to give the money back to students when they submit a note too them
5. It is a burden on Students' Finances to continue to pay these charges especially in a day and age when charges are on the increase and loans on the decrease
6. It is immoral for a doctor to charge a sick person a note just so they can get exam or coursework exception

Conference Resolves

1. For NUS To lobby the UK Government to regulate these charges and to make Medical Notes/Certificates for Educational Institutions Free, much like Fit Notes for Employers
2. For NUS to offer support to Unions for local lobbying action of their local GP to get them to lower or abolish the fees.
3. To ask educational institutions to offer some sort of reimbursement scheme for students who are genuinely ill and need to get the certificates so they can sit an exam late or get extensions on course work.
4. To make this an NUS Priority Campaign.

Motion 418 | Ticket to Ride

Submitted by: Sheffield College Students' Union, Canterbury College, City and Islington College
Speech For: City and Islington College
Speech Against: Free
Summation: Proposer of Last Successful Amendment

Conference Believes

1. Around 30% of FE students travel by train to College
2. That no discounted rail fares can be obtained using a 16-25 railcard before 10 am
3. Rail fares have risen by over 25% on average since 2010
4. Anyone studying more than 15 hours per week may purchase a 16-25 railcard
5. Apprentices over 25 are not eligible for a 16-25 railcard

Conference Further Believes

1. Most students who use rail to travel to their institution, travel before 10am
2. High rail fares are a huge barrier to many students accessing their education
3. Improving rail travel access is good for students education and the environment.

Conference Resolves

1. For NUS to 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.
2. NUS to campaign for all apprentices to be able to purchase a 16-25 railcard.
3. NUS to campaign for all new rail franchises to include student discounts

Amendment 418a | Equip SUs with the tools to lobby local governments to improve local public transport provision

Submitted by: The Student's Union at UWE
Action: ADD

Speech For: The Students' Union at UWE

Speech Against: Free

Summation: The Student's Union at UWE

Conference Believes

1. Young people are amongst the biggest users of bus services, whilst 40 per cent of people over 60 use the bus at least once a week
2. Passenger cars produce nearly 60 per cent of all CO2 emissions from road transport in the UK, compared with just 5 per cent from buses.
3. Every £1 of public investment in buses provides between £3 and £5 of wider benefits.
4. Between 2009 and 2014 councils' spending on local-transport services fell by 19.7%.
5. Since deregulation in 1986 – unleashed with the promise that "more people would travel" – bus trips in big cities outside London have collapsed from 2bn to 1bn a year, fares have risen, services worsened and bus use fell.

Conference Further Believes

1. Bad transport links negatively impact on student's ability to study at University.

Conference Resolves

1. Create and fund a nationwide campaign to improve transport links in high density student areas outside of London.
2. Give Student Union officers training to lobby local government officials to make changes in their local area

Amendment 418b | Wheels to Work: Reduce the Cost of Apprentice Travel

Submitted by: Asset Training Learner Forum
Action: ADD

Speech For: First 4 Skills

Speech Against: Free

Summation: NSoA

Conference Believes

1. As both learners and workers apprentices face unique barriers in participating in education.
2. The work of the National Society of Apprentices has proved to be an effective force in highlighting some of these issues. Including winning an increase in apprentice minimum wage last year.
3. While wages increased they are still far below minimum wage, and nowhere near what could be considered a living wage.
4. Cost of transport is prohibitive to many apprentices in participating in education.
5. Recent research by the National Society of Apprentices shows that on average apprentices are paying £24 per week on travel.
6. This means at current apprentice minimum wage apprentices need to work for 8 hours before the cost of travel is covered.

Conference Further Believes

1. The work NUS has carried out in supporting apprentices has made a significant difference in recognising apprentices as learners, as well as workers.
2. That it is unacceptable that any apprentice should be unable to fulfil their potential due to the cost of travel.
3. Students in full time education often benefit from travel discounts that are unavailable to those who choose to undertake apprenticeships.

Conference Resolves

1. For NUS to campaign for apprentices to receive the same travel discounts as full time students. Including but not limited to; concessionary fares and passes, Student Oyster Cards and railcards for students over 25 undertaking an apprenticeship.

Motion 419 | Rights for Parents and Carers must extend to students

Submitted by: Teesside Students' Union
Speech For: Teesside Students' Union
Speech Against: Free
Summation: Teesside Students' Union

Conference Believes

1. Mature and part –time students often study alongside full time employment and/or additional caring responsibilities.
2. Many institutions do not have policy on student parents, and do not have provisions for reasonable adjustments to be made, for students with children and/or caring responsibilities regarding assessments and placements.

Conference Further Believes

1. Students who have parenting responsibilities should be supported by their institution and Students' Union in the same way as a worker would be supported by their trade union.
2. Childcare is extremely expensive and notoriously inflexible, particularly if contact hours or placements have been rearranged or cancelled.
3. That student parents who are breastfeeding must have specific provision and support, and/or access to the same provision and support offered to employees at our institutions, so they can maintain breastfeeding whilst returning to studies. This includes but is not limited to being given time and space to express milk, and storage for expressed milk.
4. That student parents should have allowances and flexibility similar to an employee for when their children are sick, have school holidays or teacher training days.
5. That PhD students must be entitled to maternity leave, pay and benefits which is the same as an employee of the institution.

Conference Resolves

1. To compile a 'Best Practice' report and toolkit for students' unions to campaign and lobby their institutions, to implement reasonable and fair adjustments for student parents.
2. To campaign for provisions on campuses for breastfeeding mums.
3. To work with similarly interested groups, including trade unions, to ensure maximum flexibility for student parents and for institution staff.
4. To provide resources and materials to support student unions to work with universities to develop student parent and care giver policies.

5. To work with trade unions to campaign for improved maternity & parental leave & pay rights for PhD students.

Motion 420 | We don't need a flux capacitor to see we need more capacity

Submitted by: Derwen College
Speech For: Derwen College
Speech Against: Free
Summation: Derwen College

Conference Believes

1. The membership of NUS includes at least ten Specialist Colleges who provide support for students with a wide range of learning difficulties and disabilities, this has steadily increased over recent years
2. Within the wider context of austerity, the Special Educational Needs reforms, and the devolution of money to local authorities there have been substantial cuts to funding for Specialist Colleges
3. These cuts in funding have led to a lack of choices for learners with learning difficulties and disabilities in terms of where and what they study

Conference Further Believes

1. The restrictions on funding have resulted in students being offered inappropriate placements which are unable to meet their specific learning and access needs leading to a high risk of failure
2. Students with learning difficulties and disabilities deserve the right to the same choices as their mainstream peers in Further Education
3. The voice of students with learning difficulties and disabilities deserves to be heard at a national level
4. The Association of National Specialist Colleges (NATSPEC) has launched a campaign (A Right Not A Fight) to raise awareness of funding issues for specialist provision

Conference Resolves

1. NUS must be increasingly aware as an organisation, that there are specific issues facing students with learning difficulties and disabilities within specialist FE provision as well as those within General FE
2. NUS should affiliate to the Right Not A Fight campaign
3. NUS Welfare zone should work specifically with students in specialist colleges for those with learning difficulties and disabilities to ensure they are supported and enabled to raise awareness of their specific issues and to be heard in the right places
4. NUS VP Welfare must engage with the needs of specialist colleges in terms of supporting participation and collaboration with the organization.

500 Society and Citizenship Zone

Motion 501 | Right to Education for Persons in Detention

Submitted by: NUS Society and Citizenship Committee
Speech for: NUS Society and Citizenship Committee
Speech Against: Free
Summation: NUS Society and Citizenship Committee

Conference believes

1. People in prison represent a highly marginalised group who often have their right to education violated whilst in detention and also after incarceration.
2. Learning in prison is normally viewed as a tool for change aimed maximising impacts on recidivism, reintegration and employment upon release. This focus is narrow as the right to education is not only a tool for change but a human right and thus the right to education not relinquished when a person enters the Criminal justice System (CJS).
3. There is need as evidenced by the Special Rapporteur for Education in their report on Prison Education to redouble efforts to respect, protect and fulfil the right to education for those in detention
4. The provision of education in detention is complex and often the environment it takes place in is hostile to the liberating potential
5. Statistics show prison population reflects a disproportionate number of people that come from poor, discriminated and marginalised groups and communities.

Conference resolves

1. To support youth offending units that provide education to young people in prisons
2. To raise the profile of education in prison through the media and social media (blogging and vlogging) and by working with stakeholders such as but not limited to PET, ACU and Howard League
3. To work specifically with alternative, innovative and engaging media outlets such as Buzzfeed to release engaging and easy access articles on Prison Education
4. To work with FE colleges to engage persons in detention as well as governors in raising profile of prison education.
5. To use NUS voice to break the narrative that prisoners are undeserving of education and highlight the human right to education as well as its rehabilitative potential
6. To campaign for varied, adequate, relevant and quality education provisions for those serving longer term custodial sentences
7. To campaign, strengthen and champion learner voice of prisoners as well as support initiatives aimed at formalising systems and avenues for learner voice in prisons
8. To support, create and disseminate toolkits for advocacy and campaigning on prisoner rights with a focus on access to education for people in prison.
9. To work with APPG on libraries to advocate for prison libraries and increased access to education materials for students in prison

Motion 502 | Divest-Invest

Submitted by: NUS Society and Citizenship Committee
Speech for: NUS Society and Citizenship Committee
Speech Against: Free
Summation: Proposer of last successful amendment

Conference believes

1. Man-made climate change is real and it is happening now, caused by the burning of fossil fuels, predominantly by the world's richest nations.
2. The effects of climate are already being felt through warming global temperatures, leading to more frequent extreme weather events and rising sea levels.
3. The world's poorest people will suffer most from climate change.
4. UK tertiary education institutions are playing a crucial role in leading on climate change research globally.
5. However, many institutions have investments in fossil fuel companies, or carry out research for them into conventional fossil fuel extraction. This is not in keeping with the 'public good' remit of our institutions.
6. At the time of writing, 14 UK HE institutions have made commitments to full or partial divestment from fossil fuels. Although this is an impressive campaign achievement for the movement, many more need to divest.
7. Institutions that divest should reinvest their money into clean-tech and renewables companies, so that our institutions are making a positive commitment to tackling climate change.

Conference Resolves

1. Divest-invest to be a high-profile campaign for NUS in 2016/17.
2. NUS should produce a divestment toolkit, to include:
    a. Clear steps on how to run a successful divest-invest campaign
    b. Justification for why institutions should be divesting their socially and environmentally damaging investments such as those in fossil fossils and the arms trade
    c. Case studies of successful divest-invest campaigns
    d. Guidance on positive investments
    e. Tailored resources for FE colleges on severing links to the fossil fuel industry.
3. NUS should thoroughly research the number of tertiary education courses that are sponsored by the fossil fuel industry, and the value of research paid for by the fossil fuel industry, with a view to establishing a baseline value for both. They should also explore the ethics and implications of course sponsorship.
4. Society and Citizenship zone to work with Union Development to support and establish student societies coordinating divestment and reinvestment campaigns, particularly linking in with national social and environmental sustainability campaigning organisations such as People & Planet, Global Justice Now and War on Want.
5. Society and Citizenship zone to work with Further Education Zone to ensure FE is prioritised and mainstreamed into all sustainability projects.
6. NUS to engage AoC and UCU on climate change issues, and build consensus for divest-reinvest.
7. NUS to engage the research funding councils on climate change issues, with specific reference to the funding of research that supports the fossil fuel industry.

8. NUS to ensure that that it does not have any investments in the fossil fuel industry; to seek to influence any pension schemes that it pays into to divest from fossil fuels; to engage Endsleigh Insurance on divestment.

Amendment 502a

Submitted by: NUS-USI
Action: ADD Resolves 9
Speech for: NUS-USI
Speech Against: Free
Summation: NUS-USI

Conference Resolves:

1. To ensure that this work, at all stages, considers and is inclusive of campaigning work which is ongoing right across the U.K. and also explore potential collaboration through NUS-USI with the Union of Students in Ireland (USI) and students' unions in the Republic of Ireland.

Amendment 502b

Submitted by: Students' Association of the University of the West of Scotland
waived to UEA
Action: Delete and Replace, Add
Speech for: Students' Association of the University of the West of Scotland
Speech Against: Free
Summation: Students' Association of the University of the West of Scotland

Delete and Replace:

Conference Believes 3:
3. The world's poorest people will suffer most from climate change. Local and indigenous communities on the front-line of fossil fuel extraction face land grabs, violence and ill health. The colonial models of extraction employed by the fossil fuel industry must not be replicated as we construct our low-carbon future.

Conference Believes 7:
7. Institutions that divest should reinvest their money into a just transition through community-owned and controlled energy in the UK and Global South, so that our institutions are making a positive commitment to tackling climate change.

Conference Resolves 2:

2. NUS should produce a divestment toolkit, to include:

a. Clear steps on how to run a successful divest-invest campaign
b. Justification for why institutions should be divesting their socially and environmentally damaging investments such as those in fossil fossils and the arms trade
c. Case studies of successful divest-invest campaigns
d. Guidance on positive investments that includes advice for how student unions can invest in the Yansa community wind farm at the development and construction phase.
e. Tailored resources for FE colleges on severing links to the fossil fuel industry.

Conference Resolves 8:
8. NUS to ensure that that it does not have any investments in the fossil fuel industry and commit to reinvest 10% of it's endowment in the construction phase of the Yansa community owned wind farm in

Mexico; to seek to influence any pension schemes that it pays into to divest from fossil fuels; to engage Endsleigh Insurance on divestment.

Add:

Conference Believes 8:
8. Priority for investment should be given to transformational scale projects like the $160mil Yansa indigenous owned wind development in Mexico which will see the creation of the largest community owned renewable energy scheme on the planet in a region where new corporate wind infrastructure has led to violence, corruption and land grabs.

Amendment 502c

Submitted by: Liverpool Guild of Students
Action: ADD
Speech for: Liverpool Guild of Students
Speech Against: Free
Summation: Liverpool Guild of Students

Conference believes

1. The focus of the NUS campaign is fossil fuel divestment, and renewable energy investment from university endowments and pension funds.
2. Endowments and pension funds are monies that have to be invested in a stable way, usually in shares.
3. The launch of the NUS 'Divest, Invest' Campaign, calling on Institutions to move their investments to renewable energy.

Conference further believes

1. The impact divestment and investment will have on the grounds by which decisions are made.
2. That it is important to ensure the fossil free campaign is made more relevant to students on campus day to day. For instance, a focus on a balanced curriculum is essential for our students.
3. Institutions will respond more positively to campaigns that have a more strategic and longer term objective.
4. It is Disingenuous to divest from fossil fuels, without considering how behaviour could be adapted, for example reducing energy consumption.

Conference Resolves

1. To revise the Divest Campaign to focus on on-campus, local investment in community renewables and local energy.
2. This would include:
3. Considering the carbon-neutrality of campus estates programmes.
4. Reduce institutions' reliance on fossil fuels.
5. Investing in solar, wind and other renewable energy.
6. Ensuring a balanced curriculum; teaching about renewable energy and fossil fuels.

Motion 503 | Students are Citizens, Too!

Submitted by: University of Leicester Students' Union
Speech for: University of Leicester Students' Union

Speech Against: Free
Summation: University of Leicester Students' Union

Conference Believes

1. Students and Students' Unions contribute to their local communities by through the economy, volunteering with local groups, and fundraising for local causes.
2. Large numbers of students stay in their area of study after completing their course and stay as permanent residents of typically 'student' areas.

Conference Believes

1. Within local communities, students living in HMOs often get treated as nuisances by permanent residents.
2. Local and national media tend to cover students in a negative way, rather than highlighting the positive impact students can have.
3. Students consider themselves residents of their local area, and deserve to be treated as such.

Conference Resolves

1. To work with local councils to ensure students are integrated effectively into local communities.
2. To produce a report outlining the non-economic benefits of students to communities, highlighting the positive case for students.
3. To support Students' Unions in building relationships with their local communities to ensure good levels of cooperation and collaboration.

Motion 504 | Refugees Welcome in Universities and Colleges

Submitted by: SUARTS
Speech for: SUARTS
Speech Against: Free
Summation: Proposer of last successful amendment

Conference Believes

1. Over a million asylum seekers reached Europe in 2015 alone, many fleeing war and persecution.
2. People seeking refugee protection and those granted discretionary leave to remain (DLR) are classed as overseas students, are charged higher fees and cannot access student loans.
3. Students' Unions and student societies across the country have been successfully campaigning for scholarships and bursaries for refugees and asylum seekers.

Conference Further Believes

1. Education is a right and should be free for everyone, regardless of nationality and citizenship status.
2. Current funding system leaves Further and Higher Education out of reach for many refugees and asylum seekers.
3. While free public Higher and Further Education for refugees is the ultimate goal, scholarships and bursaries funded by universities and colleges are a temporary solution and make learning possible for many.

Conference Resolves

1. To continue working with Student Action for Refugees on the Equal Access campaign, and make it a priority.
2. To campaign for free access to education for refugees and asylum seekers, funded by progressive taxation.
3. To encourage and provide resources for Students' Unions to lobby their institutions for scholarships for refugees and asylum seekers, covering fees and a living allowance.

Amendment 504a | Students' Unions and #RefugeesWelcome

Submitted by: NUS National Executive Council
Speech For: NUS National Executive Council
Speech Against: Free
Summation: NUS National Executive Council

Conference believes

1. That there are a number of refugees arriving in the UK after suffering untold violence, political and economic insecurity in their home countries

Conference further believes

1. That unlike some sections for our communities Students' Unions core aim is to be welcoming, inclusive environments

Conference resolves:

1. Support students' unions to become local refugee welcome hubs with advice and support about the local community and who to speak to as part of local community open days supported by NUS.

Amendment 504b | Action for Refugees

Submitted by: Liverpool Guild of Students
Speech for: Liverpool Guild of Students
Speech Against: Free
Summation: Liverpool Guild of Students

Conference Believes

1. The Student Action for Refugees (STAR) and NUS campaign ensuring people in the UK seeking refugee protection have equal access to higher education.
2. People waiting for a decision on their asylum application or have been granted Discretionary Leave to Remain in the UK don't have equal access to university.
3. They are charged international student fees ranging from £8500 to £29200, with no access to student loans or grants. They cannot work and often live on £36 a week.
4. With the current refugee crisis there will be increasing numbers of individuals affected by this issue (By the end of 2014 there were 117,161 refugees, 36,383 pending asylum cases).
5. STAR and NUS are campaigning for those seeking refuge protection to be able to:
6. study as home students
7. be recognised as having additional needs and be given access to additional support, e.g. bursaries

Conference further believes

1. Putting international students (who often receive funding from their governments and choose to study in UK), and people who were forced to leave their countries, due to war or persecution, in the same category goes against common sense.
2. A number of institutions have already adopted Equal Access, but there are more institutions which have made little improvement to their policy.

Conference Resolves

1. Ensure this important issue is highlighted to students' unions and encourage them to lobby their institution.
2. Investigate other factors such as stigma that asylum seekers face on campus.

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

Submitted by: Students Union at Bournemouth University
Speech for: Students Union at Bournemouth University
Speech against: Free
Summation: Proposer of the last successful amendment

Conference Believes

1. The amount of 18-24 year olds who vote is on average 40%.
2. This has fallen from an average of 60% in the 1990s, and is nearly half of the amount of 65+ year olds that vote.
3. The Government is launching attack after attack on students and young people in both FE and HE - with tuition fee increases, maintenance grants being cut and the NHS bursary being scrapped.
4. Young people don't engage in politics, so politicians don't target their policies towards them.

Conference Further Believes

1. We know for a fact that young people are nowhere near as 'apathetic' as other generations, and the media like to make out.
2. We know that there is just a disconnect between what young people care about and party politics. Young people feel let down by the Government and feel under represented in Parliament.
3. NUS does some great work on voter registration and turn outs - but it is often just in the months leading up to elections and referendums. We would get much better results if this was something we were constantly working on.

Conference Resolves

1. We need a full review of the way that we currently attempt to engage students in politics and activism – we need to evaluate the strengths and weaknesses of what we currently do.
2. We need to lead a long term strategy into how we can improve on how we engage students in politics.
3. We need a clear action plan of the next couple of years - and how we will achieve a target of increased amounts of students and young people voting.

Amendment 505a | Northern Ireland: Get with the times

Submitted by**:** NUS-USI
Speech For: NUS-USI
Speech Against: Free
Summation: NUS-USI

Conference Believes

1. Voter registration drives have become a common part of students' union's annual campaigning activity.
2. By registering students to vote and organising activities around voter registration, students' unions are consistently ensuring that university and college campuses remain spaces of political engagement and civic responsibility.
3. By registering students to vote, students' unions can also very easily and effectively measure impact and be strategic in how they enhance their political capital.

Conference Further Believes

1. Online voter registration has been introduced in England, Scotland and Wales.
2. Online voter registration has to some extent made voter registration easier and more accessible.
3. Due mainly to historical reasons, online voter registration has not been introduced in Northern Ireland.
4. NUS-USI has in recent years called on the UK Cabinet office to review the current voter registration process for citizens in Northern Ireland, with the belief that there is no longer any good reason by online voter registration is not available there.

Conference Resolves

1. For the Vice President Society & Citizenship to work alongside the NUS-USI President to make representations to the Westminster Government and UK Cabinet office to introduce online voter registration in Northern Ireland.

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

Submitted by: Edinburgh University Students' Association
Speech for: Edinburgh University Students' Association

Speech Against: Free
Summation: Edinburgh University Students' Association

Conference Believes

1. That the momentum of the junior doctors' dispute about working conditions and the "Bursary or Bust" campaign to save NHS student bursaries gives us an opportunity to more actively oppose the Tories' dismantling and privatisation of the NHS.
2. That the NHS Bill, which when motions was submitted was about to return to Parliament, provides a rough outline of how to reverse the assault on the NHS.

Conference Further Believes

1. That health workers' struggles are an essential part of the fight to save the health service. If the junior doctors' and bursary struggles win, it will put us in a much stronger position to oppose the privatisation agenda.
2. That the NHS as its best has represented at least elements of planning and provision for need in the midst of an exploitative and unequal society – at least aspiring to the idea that everyone has an equal right to life and health regardless of wealth. We must save it.

Conference Resolves

1. To support the junior doctors' strikes and the NHS bursary struggle.
2. To devote financial and other resources to helping students nurses and health professionals in this fight.
3. To support and campaign for an end to cuts, marketisation and privatisation in the NHS, and for a comprehensive, well funded, publicly owned, run and provided health service meeting clinical need. We support the NHS Bill and will lobby MPs to back it.

Motion 507 | Climate Change

Submitted by: UCLU
Speech For: UCLU
Speech Against: Free
Summation: Proposer of last accepted amendment

Conference Believes

1. The recent COP21 climate talks produced a lot of rhetoric, but insufficient concrete commitment on tackling dangerous climate change.
2. The $100 billion pledged to help developing countries meet the COP21 targets is less than 8% of global military spending, to say nothing of corporate profits.
3. COP21 had little to say about droughts, floods, crop failures, species extinctions, coastal erosion and extreme weather, and nothing about climate-driven mass migration.
4. The UK government's seriousness about meeting a zero emissions target by 2030 is shown by the fact it recently scrapped a £1bn competition to develop carbon capture technology and cut subsidies to solar power 65%.

Conference Further Believes

1. Promoting lifestyle changes and relying on markets won't save us.
2. Tackling climate change requires massive public spending on developing alternative energy, transport, redesign of housing, workplaces, urban environments, and more, tied to democratic public ownership in these sectors.

3. Unsustainable industries need to be taken under democratic public ownership, their infrastructure converted and jobs transferred to prevent lay-offs.
4. We need mass mobilisation around these goals, linking up students and climate campaigners with the workers' movement.

Conference Resolves

1. Make campaigning against climate change and for a sustainable world a major priority this year, highlighting demands for public ownership and democratic control of energy and transport.
2. Highlight the government's lack of seriousness about reaching zero emissions by 2030.
3. Build links with trade unions on this, including support for unions representing the solar energy workers whose jobs the government is slashing.

Amendment 507a | It's a thing!

Submitted by: Fife College Students' Association
Action: ADD
Speech for: Fife College Students' Association
Speech Against: Free
Summation: Fife College Students' Association

Conference Believes

1. Climate change is a thing! The earth temperature is rising faster than it has in previous years.
2. Sustainability and environmentally friendly practice is a National interest and aim.
3. The use of vehicles and contribution from people day to day doesn't even compare to the percentage that animal agriculture contributes to climate change. With an around of 50% carbon emission coming from the meat and dairy industry alone.

Conference Further Believes

1. that what we are selling in our cafeterias is more harmful to the environment than the amount of people using petrol vehicles to get to our institutions.
2. by reducing the amount of animal products we sell we can help our institutions to become more eco-friendly and lowering their c02 emissions.
3. by doing this it also give our students more healthy and ethical choices in turn improving their wellbeing.
4. if there is a reduction in animal products being used in our institution's the supply and demand will decrease there for impacting on the amount of animal agricultural activities happening which then leads to a bigger reduction in the c02 imitations making a more positive impact on the climate.
5. This will further inform people on environmental issue and in turn give them the choice to make conscious decisions in day to day life which then helps the environment.

Conference Resolves

1. For NUS to create a campaign to support the students' unions in lobbying their institutions to reduce carbon foot print and become more environmentally friendly by reducing animal produce by a third, and highlight nationally the impact that animal agriculture has on the environment
2. To lobby the government to launch a similar imitative across all educational institutions.

Motion 508 | Stand Up to Racism

Submitted by: MidKent College, London Metropolitan University, City and Islington College
Speech for: London Metropolitan University

Speech Against: Free
Summation: MidKent College, Waived to National Executive Council

Conference Believes

1. The refugee crisis has seen thousands of people die over the past year while thousands more languish in camps in the most appalling conditions.
2. The government's response has been disgraceful and has sought to demonise people who are fleeing war, poverty and persecution.
3. Across Europe there has been a staggering rise in Islamophobic hate crimes, including in Britain. Between 2013 and 2015 hate crimes against Muslims in London doubled.
4. As the cuts bite racist scapegoating is on the rise, with politicians seeking to blame immigrants and Black communities for falling living standards which are in fact a result of the Tory government's austerity measures.
5. Racist discrimination and institutional racism continues to rise. For example, new research from the TUC has shown that Black university graduates earn 23% less than their white counterparts.
6. The government's response in letting only 20,000 refugees into the country across 5 years is disgraceful.

Conference Resolves:

1. To reaffirm that campaigning against all forms of racism, Islamophobia and anti-Semitism is a top priority for the student movement.
2. To continue to oppose and campaign against the government's racist Prevent agenda, which sees Muslim students unfairly targeted and harassed on campuses.
3. To reaffirm NUS' No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students' Unions.
4. To 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.

Conference Resolves

1. To reaffirm that campaigning against all forms of racism, Islamophobia and anti-Semitism is a top priority for the student movement.
2. To reaffirm NUS' No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students' Unions.
3. To 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.

Motion 509 | Solidarity with Migrants and Refugees

Submitted by: UEA Students' Union, Middlesex Students Union
Speech for: Middlesex Students Union
Speech Against: Free
Summation: UEA Students' Union

Conference Believes

1. The rhetoric around immigration in the UK is toxic, with politicians from all parties lining up to attack migrants.
2. The current Government's position is that the UK should accept 20,000 refugees over a period of five years, which is a failure of its moral duty for the country to act as a place of safety for people fleeing conflict, oppression, the effects of climate change and other factors which may force people to seek asylum.

3. Ongoing conflict in Syria will heighten the refugee crisis, with more people taking more dangerous action in order to attempt to find safety.
4. The continuing climate crisis will increase the number of refugees and environmental migrants.
5. Across Europe, anti-immigrant policies are being introduced, including the seizure of valuables from migrants in Denmark.
6. NUS has a long and proud history of standing in solidarity with the oppressed.
7. That since the start of the Syria crisis over 4 million people have been displaced
8. That 1.2 million refugees are currently in camps in Lebanon, 650 000 are in camps in Syria, 1.9 million are in camps in Turkey and the UK has taken a pitiful number, globally places for a mere 2.6% of the refugees have been offered places by the global community
9. That student unions have played a key role in making this crisis a national news story
10. That local councils can offer to take refugee's
11. That those who are trapped in Syria and in camps on the border are often the most vulnerable
12. That as a result of a campaign by MDXSU 50 Syrian refugees have been resettled in Barnet
13. That refugee resettlement campaigns bring together communities, with mosques, synagogue's, churches, schools and SU's all playing a crucial part

Conference Further Believes

1. As the referendum on EU membership looms, the rhetoric used by the national media and political figures will become more and more hostile.
2. The United Kingdom can and should accept many more refugees than the current UK government is doing.
3. Western military intervention in Syria will only exacerbate the refugee crisis.
4. Climate change is already disproportionately affecting people in the Global South, as its worst effects will naturally affect these countries hardest, but also because these countries are least well equipped to adapt to a changing climate as a result of a long history of Western imperialism and capitalist exploitation.
5. Migration brings benefits both to the migrants themselves and to the country they are migrating to.
6. Arbitrary national borders that prevent certain people entering a certain country are morally problematic and perpetuate racism and conflict between people, and that freedom of movement should become the norm, not just across Europe but across the Globe.# That the UK should do its bit, and that David Cameron has offered more rhetoric than action
7. That there is a grassroots desire amongst students for action
8. That many students are directly affected by the situation
9. That NUS should be doing more to co-ordinate a national response
10. Campaigns to help those in camps from Turkey to Calais are a way of improving the conditions in temporary accommodation
11. Long term the solution is for the global community to step up and to do its bit
12. Councils up and down the UK should take at least 50 refugee's each immediately
13. This would provide emergency relief for 50,000 of the most vulnerable people in the world
14. That by creating a safer route to the UK the UK can reduce the risks being taken in getting to the EU by refugee's
15. That this will undermine the inhumane and immoral financial gains being made illegally by people smugglers
16. That for us to affect this we need effective national leadership

17. That NUS should be co-ordinating a national coalition of those students, groups and SU's who want to make the world a better place
18. Students can play a crucial role in helping refugee's settle in the UK, providing English lessons, sports opportunities and other SU services

Conference Resolves

1. To express full solidarity with refugees and migrants.
2. To lobby the UK Government to accept more refugees for as long as the current crisis continues.
3. To condemn the aggressive anti-migrant policies of European governments.
4. To re-affirm our position against British military intervention in Syria.
5. To ensure that in NUS campaigns on climate change, the explicit link is made between it and the effect this has on people in the Global South.
6. To support migrant solidarity actions wherever possible by:
7. Aiding Student Unions to run collections and organise solidarity runs to the Calais jungle.
8. Working directly with migrant solidarity groups that seek to improve conditions in detention centres, combat fascist organisations, resist deportations and other actions in solidarity with migrants.
9. Supporting national demonstrations in solidarity with migrants and refugees.
10. To work with Citizens UK and the National Refugee Welcome Board to campaign both for refugee's to be resettled and then to be supported upon arrival
11. To condemn the failure of the UK government to do more
12. To mandate the VP Soc and Cit to do more about this
13. To celebrate case studies from student unions who have successfully run resettlement campaigns

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

Submitted by: Students Union at Bournemouth University
Speech for: Students Union at Bournemouth University
Speech against: Free
Summation: Students Union at Bournemouth University

Conference Believes

1. Students all around the UK's accessibility to education is under huge threat at the moment – with the Government planning to cut NHS bursaries from the year 2017/18 and the cuts in maintenance grants said to result in the poorest students leaving higher education with £53,000 worth of debt.
2. Student housing is also one of the biggest issues that affects students currently, with ¾ of students claiming to have problems with their homes.
3. These issues have huge implications for accessibility to education, retention and mental health.

Conference Further Believes

1. If we want to tackle these issues, we need to start from the ground up, lobbying local MPs and councillors to do something about it.
2. Many student unions, however, have little resource and expertise to do so, and NUS currently doesn't currently provide much support in this area.
3. Local Councillors are crucial to engage with when it comes to issues like student housing.
4. There is also little tailored support when it comes to tailored support for different parties – for example, student unions with Labour MP's and councils getting much more success in lobbying than student unions with Conservative MP's and councils.

Conference Resolves

1. To set up resources for student unions to use on how to lobby local Councillors and MP's.
2. Tailor them from party to party - and consider other factors such as regions of the UK and specialist support that might be required.
3. Give us examples of best practice and some helpful guidance and advice of where to turn if we are struggling.

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

Submitted by: International Students Committee, University of Plymouth Students' Union
Speech for: International Students Committee
Speech Against: Free
Summation: Proposer of the last successful amendment

Conference Believes

1. 2.3 million EU citizens are resident in the UK.
2. EU citizens are allowed to vote in the UK for devolved Parliaments and Assemblies, local authorities and European Parliament. They can register to vote if they have been residing in the UK for 12 months or more.
3. British living abroad (emigrants) can vote in all British elections up to 15 years after they left the UK.
4. Qualifying Commonwealth and Irish citizens are allowed to vote.
5. The democratic participation in the referendum of EU Citizens residing in the UK is critical as the outcome of the referendum could bear potential life-changing consequences and serious implications on their future lives. We find it deeply unfair that the outcome of the referendum will directly affect millions of people who could not express their views democratically.
6. EU citizens hold a diverse range of opinions about the EU but they will not be able to express them as they are not allowed to vote, regardless of how long they have been living in the UK. Non-British EU citizens will be most affected by the outcome of the referendum.
7. Whereas the extension of suffrage to 16 and 17 year olds has already been discussed nationally, the issue of EU citizens living in the UK being excluded from voting in the upcoming referendum has not been addressed sufficiently.
8. European migrants contribute immeasurably to the UK and its education system in a number of ways.
9. International EU students make up an important component of the UK education system and the student movement.
10. The date for the referendum on the UK's membership in the EU has been set for June 23 2016.
11. The result of the EU referendum could impact the access of European students to European educational institutions.
12. NUS has policy to campaign for the UK to remain in the EU.
13. The ERASMUS exchange programme has provided opportunities for over 3 million student across over 30 countries to study abroad, an opportunity which would not be available for UK-based students were the UK to leave the EU.
14. EU international students should have the choice to contribute to a referendum that could greatly impact their movement, involvement and choices to study or work in the UK.

Conference Further Believes

1. There has not been a proper debate about the implications and repercussions on EU citizens' lives were the UK to leave the EU.
2. Crucial questions remain unanswered, e.g. the retrospective application of restrictions to benefit access; imposition of Tier 2 working visas (with the consequent £35,000 minimum income threshold.
3. We believe in freedom of movement for all.
4. We are in a better position to campaign for the EU to work on behalf of workers of Europe and for the principles of free movement and to better align with our beliefs as an organisation, if we remain in it.

Conference Resolves

1. For NUS to campaign and to pressure the Government to extend the right to vote in the 2016 EU Referendum to include EU students and citizens residing in the UK.
2. For NUS to issue resources to unions on how to engage and campaign around this issue.
3. To take collaborate with the International Students' Campaign and namely EU-international students on conducting NUS' campaign to remain in the EU, in the lead up to the referendum.

Amendment 511a | Defend Migrants: Another Europe is Possible

Submitted by: UCLU
Speech For: UCLU
Action: ADD
Speech Against: Free
Summation: UCLU

Conference Believes

1. This year will be the referendum on the UK's EU membership, and David Cameron is already trying to renegotiate the terms, undermining important rights and attacking migrants.
2. We should fight to defend the guarantee of freedom of movement for EU citizens (including students travelling to study), and fight to extend it to those currently locked out of "Fortress Europe".
3. Despite some progressive policies, the current state of the EU protects the interests of the rich and powerful.
   It is undemocratic and bureaucratic, and enforces austerity and privatisation.
4. But the UK state is no less a tool of the rich and powerful. Leaving the EU would only boost anti-migrant racists and strengthen barriers against free movement and international solidarity.

Conference Further Believes

1. NUS rightly already opposes Brexit. At the same time, we cannot ignore the EU's problems. We must argue to stay in as part of a fight for a genuinely democratic and socially just Europe with better rights for migrants.
2. The big Britain Stronger in Europe campaign is dominated by Tories and business leaders. It's their campaign to defend the EU as it is now, and so can't be a voice for the kind of Europe we want. The Another Europe is Possible (AEIP) campaign and Workers' Europe have been set up to organise a progressive, anti-austerity, internationalist opposition to Brexit.

Conference Resolves

1. Campaign for the UK to stay in the EU, but on our own basis as above, for:
   a. international student and workers' solidarity
   b. levelling up of wages, conditions, services and rights across the EU

   c. democratisation including a sovereign European Parliament
   d. freedom of movement and an end to "Fortress Europe"
2. Campaign against David Cameron's renegotiations undermining migrant rights, workers' rights and human rights.
3. To work independently from the Tory- and big-business-dominated "Britain Stronger in Europe", instead promoting a positive vision by working with AEIP and Workers' Europe, and student unions and trade unions across Europe.
4. Put migrants' rights and freedom of movement at the heart of our campaign.

Amendment 511b | Shut Down All Detention Centres

Submitted by: Oxford University Student Union
Action: ADD
Speech for: Oxford University Student Union
Speech Against: Free
Summation: Oxford University Students Union

Conference Believes

1. There are 14 Immigration detention centres/immigration removal centres in the UK
2. There's a long list of human rights abuses in these
3. One can be taken there without evidence and there is no limit on how long one may be kept there
4. Conditions in these centres are inhumane
5. Several are run by private companies such as G4S
6. Many people die in these centres, and thousands of detainees are on suicide watch

Conference Further Believes

1. Universities are often international students' immigration sponsors
2. Universities have been known to use this to threaten international students who criticise them, for example the cases of Justice 4 Sanaz and Dr Casey Briezna.
3. The Prevent Legislation continues to demonise international students and students of colour
4. Government policy and the current anti-immigration rhetoric in politics and the media is extremely worrying

Conference Resolves

1. To condemn the existence of any and all Immigration Detention Centres in the UK
2. To raise attention to the racist profiling of students of colour and particularly Muslim students under the Prevent Legislation, especially with regard to immigration detention.
3. To work with organisations such as Queer Strike and Movement for Justice to support those seeking asylum in the UK and those detained in immigration detention centres.
4. To draw attention to the inhumane conditions inside such detention centres and to allocate financial and human resources to lobbying the Home Office to change the law and government policy to better carry out its obligations under international convention and the demands of natural justice, and to ultimately end immigration detention in the UK.
5. To help any individual Student Union to mobilise students for protests against immigration detention centres.

Amendment 511c | Save ESOL

Submitted by: SOAS Students' Union
Action: ADD
Speech For: SOAS Students' Union
Speech Against: Free
Summation: SOAS Students' Union

Conference Believes

1. Since 2009, government funding for English for Speakers of Other Languages (ESOL) has been cut by 60%.
2. Only this summer £45 million previously allocated to fund mandated ESOL learning for job seekers was cut.
3. At the same time, roughly 850,000 residents across the UK lack basic English language skills.
4. Research indicates that language skills are the single most important alterable aspect of integration in the labour force.
5. Free and accessible language courses are a key aspect in ensuring social and economic stability for new migrants and minority language speakers.

Conference Further Believes

1. The right to learn English in a free, accessible environment is a right for all.
2. The government's ongoing cuts in ESOL budgets are part of its wider xenophobic campaign against migrants.
3. Depriving people from free, accessible language courses is a punitive measure by the government aimed at making the life of recent migrants harder and discourage them from remaining in the UK.

Conference Resolves

1. Join forces with the Action for ESOL campaign and campaign for the government to reverse cuts to the ESOL budget.
2. Campaign and lobby for publicly funded, accessible, high quality language education for all those who need it.
3. Support the FE zone, the International Students' Campaign, and Black Students' Campaign in their ongoing campaigns for ESOL.
4. Develop and distribute materials explaining the importance of ESOL, highlighting the ongoing cuts to its budgets, and encouraging SUs in both HE and FE to join up with Trade Unions and community groups in their locality to campaign for the reversal of ESOL cuts.

Motion 512 | Justice for Palestine

Submitted by: Lewisham Southwark College, London Metropolitan University Students' Union, City and Islington Student's Union
Speech for: Lewisham Southwark College
Speech Against: Free
Summation: London Metropolitan University Students' Union

Conference Believes

1. In the summer of 2014 Israel launched a brutal invasion of Gaza which saw over 2,000 Palestinians killed, over 10,000 people injured and hundreds of thousands of people displaced. The overwhelming majority of those killed and injured were civilians, including hundreds of children as homes, hospitals, refuges and schools were deliberately targeted.

2. The Israeli military directly attacked the right to education during this military assault on Gaza. UN schools and the Islamic University of Gaza were amongst the infrastructure Israel targeted during its assault on Gaza.
3. The UK government is directly arming Israel with £180m worth of weapons sold in the period 2008-2012, including F16 fighter jet components, assault rifles, armoured vehicles and ammunition.
4. Palestinian human rights, including the right to education has been particularly hard hit by the siege on Gaza. Basic educational equipment including books, paper, computers, stationary and desks are all in limited supply and Israel routinely cuts off Gaza's electricity supply. Alongside this, the siege traps 1.7m people in a tiny strip of land with severely limited access to basic supplies such as food, safe water and medicine.
5. Israel has imposed a siege on Gaza for 10 years. A recent UN report on Gaza stated that without the siege being lifted Gaza would be "uninhabitable by 2020." The Egyptian government is complicit in the siege on Gaza as it refuses to open the Rafah border.
6. There has been no reconstruction of Gaza since the 2014 war with 70,000 housing units urgently required to meet immediate shortages.
7. Israel continues to expand its illegal settlement activity in East Jerusalem and the West Bank, with the Israeli Ministry of Housing planning to build 53,548 new illegal settlement units.
8. In January 2016 the European Union called for an end to all settlement activity and for the dismantling of all outposts erected since March 2001.
9. The Tory government is banning Councils from implementing an ethical investments policy if it chooses to. This includes banning Councils from boycotting good and services from illegal Israeli settlements, arms firms and fossil fuels. There are media reports that this could also be extended to Students' Unions.

Conference Resolves

1. To condemn and call for an end to Israel's siege on Gaza and illegal occupation of the West Bank and also call for the Egyptian government to open the Rafah border.
2. To reaffirm NUS policy on boycotting companies like Veolia and Eden Springs which have been identified as being complicit in human rights abuses in Israel/Palestine.
3. To call upon the UK government to stop arming Israel.
4. To oppose the UK government's undemocratic attacks on Councils adopting ethical investment policies, which includes the banning of boycotting goods and services from illegal Israeli settlements.
5. To coordinate a nationwide student day of action to commemorate UN Palestine Solidarity Day on 29 November.
6. Invite a Palestinian student as a guest speaker for next year's NUS National Conference.

Motion 513 | Not My Living Wage

Submitted by: University of Leicester Students' Union, Liverpool Students' Union
Speech For: University of Leicester Students' Union
Speech Against: Free
Summation: Proposer of the last successful Amendment

Conference Believes

1. George Osborne introduced the idea of a 'National Living Wage' of £7.20/hr for workers over 25 in the last Autumn Statement.
2. The Living Wage Foundation defines a Living Wage in the UK as £8.25/hr and £9.40/hr in London.
3. SUs have been campaigning for a Living Wage in their institutions for a number of years

Conference Further Believes

1. The 'National Living Wage' is merely a rebranding of the current National Minimum Wage.
2. By restricting the policy to over-25s, young people are more likely to be locked into poverty.
3. A Living Wage should be calculated on the cost of living, rather than median earnings.
4. A full Living Wage ensures that workers are happy, secure and able to support dependents.

Conference Resolves

1. To condemn the government's definition of a Living Wage and continue supporting a full Living Wage.
2. To work with the TUC and relevant trade unions to ensure University staff are paid a full Living Wage.
3. To lobby for an equal wage for workers of all ages.
4. To mobilise students during Living Wage Week (first week of November) to campaign for a full Living Wage in their institutions.
5. To support SUs who are looking to become Living Wage employers.
6. To put pressure on institutions to pay the living wage to all students and to only work with providers who also do so.

Amendment 513a | Fight for £10 an hour

Submitted by: Belfast Metropolitan College
Action: ADD
Speech for: Belfast Metropolitan College
Speech against: Free
Summation: Belfast Metropolitan College

Conference Believes

1. Poverty pay has a huge impact on the welfare on the many students who need to work while they study
2. From April 2016 the government's so-called 'National Living Wage' – a still very low £7.20hr– will come in for workers aged over 25
3. That this 'living wage' is nothing of the sort and, when combined with the government's attacks on benefits, will still leave many worse off
4. Outrageously workers under 25 are excluded from the 'National Living Wage'. Those who are 21-24 will continue to receive £6.70, 18-21 year olds will get £5.30, under 18s a paltry £3.70 and apprentices just £3.30
5. Young people don't get a discount on rent, bills, food, clothes etc

Conference Further Believes

1. The TUC now has a policy of fighting for a minimum wage of £10hr
2. This policy was initiated by the Bakers' Union (BFAWU), and has been the central demand of their Fast Food Rights campaign, which also argues strongly against youth exemptions
3. Jeremy Corbyn supported the demand for £10hr during his election campaign, although since then, the right in the Labour party have sought to undermine this pledge like many others

Conference Resolves

1. To campaign and fight for a minimum wage of £10hr with no exemptions
2. To launch a 'join a trade union' campaign encouraging students who work to join a union in order to fight for improvements in pay, conditions and for £10hr
3. To fight for universities and colleges to pay their staff at least this minimum

4. To link up with trade unions to fight for £10 now
5. To campaign against right-wing elements in Labour who want to force Corbyn to retreat from his support for £10hr

Motion 514 | Syria, Daesh, Kurdistan and the war

Submitted by: UCLU
Speech For: UCLU
Speech Against: Free
Summation: UCLU

Conference Believes

1. The ongoing war launched by Assad against the Syrian people in 2011
2. The expansion of Daesh and far-right sectarian militias amongst the anti-Assad opposition
3. The Kurdish struggle for national liberation in Syria, Iraq and Turkey
4. The UK bombing campaign begun in 2015
5. The ongoing intervention by many imperialist powers, including Iran, Russia, France, Saudi Arabia, Turkey, Qatar, the USA, the UK and their proxies.

Conference Further Believes

1. Cameron's bombing campaign in Syria cannot defeat Daesh, but can only increase the suffering of the Syrian people. It is cynically motivated, and designed only to increase the UK's "prestige" internationally.
2. Assad's regime is monstrous and must go; and the Russian campaign to shore up his regime is equally monstrous
3. If the UK government were interested in fighting Daesh or Al-Qaeda, it would stop the flow of support to them from UK allies: Turkey and the Gulf States
4. The struggle of the Kurdish people for self-determination, against Daesh and the racist Erdogan government, deserves our support
5. The Kurdish Workers' Party (PKK) democratically represents a large proportion of Kurds and is a major force fighting effectively against Daesh and for the Kurds to be free, so it should be removed from the UK and EU lists of banned organisations.

Conference Resolves

1. To support the call to remove the PKK from the UK and EU ban lists
2. To issue statements, organise meetings and support mobilisations in support of the Kurdish struggle; in support of secular and democratic forces in Syria and humanitarian efforts to support the Syrian population.
3. To send NUS banners to, and mobilise students to participate in, protests against the UK bombing of Syria

Motion 515 | Welfare in our prisons

Submitted by: LSE Students' Union
Speech For: LSE Students' Union
Speech Against: Free
Summation: Proposer of the last successful amendment

Conference Believes

1. 257 people died in prisons in England and Wales last year.1

2. 89 of those deaths were suicides, one was from prison officer restraint, and 8 were homicides (the highest level of homicides since records began1).2
3. That the number of deaths per year in prisons in England and Wales has doubled in the last 20 years and has quintupled since 1990.2
4. In the 12 months leading up to September 2015, there were 30,706 incidents of self-harm in prisons and immigration removal centres in England and Wales.3
5. In the 12 months leading up to September 2015, there were 18,874 incidents of assault in prisons and immigration removal centres in England and Wales.3
6. That already in 2016, there have been a further 12 suicides in prisons in England and Wales.2
7. That Michael Gove, the Secretary of State for Justice, has repealed several of the reforms introduced by his predecessor Chris Grayling including notably the: restriction on prisoners receiving books, charges on people being found guilty in court, and limitations on the provision of legal aid.
8. That there have very recently been debates in both the House of Commons (January 27th 2016) and House of Lords (January 21st 2016) on the issues of prison reform and the crisis in the prison system.
9. That corporal punishment in prison was abolished in the United Kingdom by virtue of section 65 of the Criminal Justice Act 1967.
10. That capital punishment was abolished in all ordinary circumstances in the United Kingdom by the Murder (Abolition of Death Penalty) Act 1965 and was completely abolished by the Human Rights Act 1998.

Conference Further Believes

1. That the right to life and the freedom from torture should extend to all persons regardless of whether they have their liberty or are in the custody of the state.
2. That prison should be a place of rehabilitation, learning, and personal development and that no one should enter prison fearing for their life or well-being.
3. That the ever increasing numbers of deaths and assaults in our prison system is the result of overcrowding and a lack of: time outside cells, rehabilitation facilities, adequate healthcare
4. provision, sufficient educational and training opportunities, and sufficient action to protect vulnerable prisoners and identify prisoners who pose a threat to others.
5. That all prisoners should have the right to the basic dignity and protection of a single cell.
6. That prisoners who have committed offences of violence or are known to exhibit violent behaviour should always be held in a single cell for the protection of themselves and others and monitored by prison officers particularly closely.
7. That prisoners who have committed offences of prejudice or are known to be prejudiced should also be closely monitored by prison officers and should never be held in the same cell as someone to whom their prejudice extends.

Conference Resolves

1. To condemn the continued dramatic increase of violence in our prisons and the resulting tragic harm to and loss of human life.
2. For the VP Society and Citizenship to write to and publically call on Michael Gove as the Secretary of State for Justice to urgently implement policies to reduce the number of deaths and assaults in our prison system and to urge him to denounce anything less than zero deaths and assaults as unacceptable.
3. For the VP Society and Citizenship to write to and publically call on the Baron Falconer of Thoroton as the Shadow Secretary of State for Justice to pressure the Government to urgently implement

policies to reduce the number of deaths and assaults in our prison system and to urge Michael Gove to denounce anything less than zero deaths and assaults as unacceptable.

Amendment 515a | Imprisoned Women. Support Women students in Prisons

Submitted by: London South Bank Students' Union
Action: ADD
Speech for: London South Bank Students' Union
Speech Against: Free
Summation: London South Bank Students' Union

Conference believes

1. There are 15 women's prisons in England, two of which are privately run. This includes 6 mother and baby units.
2. Every women's prison has an education department, the remit of which is to facilitate prisoners' educational needs.
3. The average number of women in prison per year is 4,000 for England and Wales.
4. That the best way to change the direction of a person's life is through education

Conference Resolves

1. That NUS should work with imprisoned women in order to further their access to education.
2. To call for institutions with registered students who are current prisoners to ensure that those prisoners have access to the Student Union of that institution.
3. To launch a campaign highlighting that education while imprisoned can shape a woman's future for the better.
4. To fully support imprisoned students and work with Student Unions, and Universities to ensure those students are facilitated and supported to continue their studies during their sentence and following their release.
5. To launch a campaign ensuring that imprisoned students are aware of the NUS support available to them.

Motion 516 | Affiliate NUS UK to Students For Cooperation

Submitted by: Edinburgh University Students' Association
Speech For: Edinburgh University Students' Association
Speech Against: Free
Summation: Edinburgh University Students' Association

Conference Believes

1. Students for Cooperation is a national body created to help develop and support student co-operatives across the UK. It is democratically controlled and owned by its constituent co-ops (also known as a secondary co-op) and works to create new groups by providing training, workshops and support. It aims to create a dedicated network of co-operatives across the UK providing students with affordable, democratically controlled and member owned services.
2. The Cooperative principles bear a strong similarity to the principles of student unions and the student movement: Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. The Rochdale principles upon which cooperatives are based are: Voluntary and Open Membership, Democratic Member Control, Member Economic Participation, Autonomy and Independence, Education, Training and Information, Co-operation among Co-operatives and Concern for Community.

Conference Further Believes

1. Affiliating to Students for Cooperation will show our support for student led co-operative initiatives.
2. Affiliation will open up a dialogue between the NUS and Students For Cooperation so that they may collaborate on projects in the future.
3. The training and support that Students for Cooperation will provide to its member co-operatives and at student's unions where co-operatives are being created will help fill a void within unions in regards to cooperative enterprise and co-operative management. These skills will help students enter co-operative employment which makes up £37 billion to the UK Economy.
4. Co-ops can play a vital role in pushing for radical social change in the same way student unions can.

Conference Resolves

1. To affiliate to Students for Cooperation.
2. To take up the use of Students for Cooperation affiliate logo on NUS materials such as letters and emails.
3. Support student led co-operative initiatives and work with existing student coops such as the Birmingham Student Housing Coop and the SHRUB (Swap and Reuse Hub) in Edinburgh.

Motion 517 | End Hospital Bombings

Submitted by: University of Leicester Students' Union
Speech For: University of Leicester Students' Union
Speech Against: Free
Summation: University of Leicester Students' Union

Conference Believes

1. Under Article 27 of the Geneva Convention respecting the Laws and Customs of War, it clearly states that in sieges and bombardments all necessary steps must be taken to spare, as far as possible among other buildings, hospitals.
2. That during the conflict in Syria 60 Medecins sans Frontiers (MSF) hospitals have been bombed.

Conference Further Believes

1. We need to ensure that humanitarian aid reaches the victims of conflict and does not itself succumb to violence.

Conference Resolves

1. To support the campaign, started by students involved in MSF, that calls on "The UN security council, the UK government and all the powers involved in the region must do more, for the simple sake of saving lives."
2. To use NUS' public profile to raise this issue with appropriate government officials.
3. To work alongside SUs and MSF to develop a campaign that raises the profile of this issue amongst students.

Motion 518 | Workers' and trade union rights

Submitted by: Edinburgh University Students' Association
Speech For: Edinburgh University Students' Association
Speech Against: Free
Summation: Edinburgh University Students' Association

Conference Believes

1. That the attack on workers' rights in the Trade Union Bill would criminalise many forms of trade union activity; further limit the already very limited right to strike; and obstruct trade unions and the workers' movement from maintaining political representation.
2. That even before this Bill, there was a whole raft of laws aimed at crippling trade unions and stifling workers' rights, dating back to the Thatcher government.
3. That the Tories are blatant hypocrites, requiring 40% or more for a strike when their party took office with less than 25% of the electorate.

Conference Further Believes

1. That union rights, including an effective right to strike, are essential to workers' ability to defend themselves against employers and fight for better rights – and to democracy.
2. That the weakening of unions, with employers aided by the government, is a big reason why so many young (but not only young) workers are in low paid, insecure, no rights jobs.

Conference Resolves

1. To work with unions and campaigns including the Campaign for Trade Union Freedom and Right to Strike to oppose the TU Bill.
2. To demand the repeal of all anti-trade union laws and a positive charter of rights: to join a union, organise, strike and do things which make strikes effective – picket, take solidarity action, etc.
3. To create a section of the NUS website to promote union membership and highlight the fight for as well as attacks on workers' rights.

Motion 519 | Scrap Trident – spend the money on jobs, education and public services

Submitted by: University of Manchester Students' Union, Edinburgh University Students Association, Aberdeen University Students' Association
Speech for: Aberdeen University Students' Association
Speech Against: free
Summation: University of Manchester Students' Union

Conference Believes

1. A decision will be made this year whether to renew the UK's Trident nuclear weapon system.
2. The £100 billion the government wants to spend on replacing Trident should be spent on decent, socially useful jobs, free education and other public services.
3. The supposed "deterrent" value of nuclear weapons depends on willingness to use them; and using them would certainly mean vast numbers of civilian deaths immediately and for years to come.
4. The government wants to spend billions on murderous weapons of mass destruction at the very time it is gutting public services. Our society is not short of money – there is huge wealth in the pockets of the rich – but this is a terrible way to spend those resources.

Conference Further Believes

1. The shipyards producing nuclear weapon-carrying submarines (the weapons themselves are bought from the US!) can be converted to produce something else. Governments have converted military industry to civilian purposes many times in the past and workers employed in the arms trade have previously developed plans of their own for such conversion.
2. The workers involved in these projects should be guaranteed decent alternative jobs producing something socially useful, with no loss of pay or conditions, and a lot money would still be left for public services.

Conference Resolves

1. To campaign against replacing Trident and for nuclear disarmament on the basis set out above.
2. To facilitate CMs to campaign for money to be spent on free education, jobs and services instead of nuclear weapons.

Motion 520 | Blacklist the Blacklisters

Submitted by: Kings College London Students' Union
Speech for: Kings College London Students' Union
Speech Against: Free
Summation: Kings College London Students' Union

Conference Believes

1. In February 2009, the offices of Ian Kerr (founder of the Consulting Association (CA)) were raided by the Information Commissioner's Office (ICO), exposing the existence of a 'blacklist' containing the personal details of 3,213 people, largely construction workers.
2. According to the Guardian, "Ian Kerr spent more than 30 years compiling blacklisting files on workers considered by managers to be politically troublesome […] One of his bosses said he infiltrated "a lot" of trade union meetings and was "a key guy."'
3. Mr Kerr admitted before the Scottish Affairs Committee that shortly after the ICO raid in 2009 he destroyed records held by the Consulting Association, meaning that the ICO only saw a "small amount" of the records held.
4. Further investigations into the Consulting Association have provided increasing evidence for the involvement of UK police and security services in the maintenance of blacklists.

Conference Further Believes

1. This year universities have a larger intake than usual as caps on student numbers have been lifted, leading to a boom in construction work on campuses.
2. As yet, no effective inquiry has been put into place to investigate the full extent of blacklisting in the construction industry and the level of collusion between this illegal enterprise and the UK authorities.

Conference Resolves

1. Conference resolves to lobby universities to refuse to grant construction contracts to any company that is known to have participated in blacklisting. The union acknowledges the Procurement Advice Note issued by the Welsh government in September 2013 (1) and calls on university management to put effective measures in place to ensure that nowhere on our campus or halls of residence is tainted by blacklisting.
2. Conference condemns the blacklisting of workers by construction companies and gives full support to the call from the TUC for a full 'Leveson-style' inquiry into blacklisting in the UK.

Motion 521 | No complicity in workers' rights abuses!

Submitted by: NUS Scotland
Speech for: NUS Scotland
Speech Against: Free
Summation: NUS Scotland

Conference Believes

1. Many UK Universities operate Transnational Education (TNE) schemes, including overseas campuses.

2. Some TNE schemes operate in countries where abuse of workers' rights is rife, including repression of trade unions, widespread use of indentured labour, and coercive employment practices.
3. NUS and Students' Unions have raised concerns about the abuses of workers' rights in countries where TNE campuses operate.

Conference Further Believes

1. Universities operating in countries that permit abuses of workers' rights are complicit in human rights abuse and is a form of colonialism.
2. Our commitment to protecting workers' rights matters across the world: we have to ensure our institutions operate ethically overseas.
3. Oversight of TNE operations is very limited: sector bodies and trade unions have only a preliminary understanding of these issues.

Conference Resolves

1. NUS should build links with international organisations and conduct research into workers' rights issues related to TNE operations.
2. NUS should support students' unions to engage with their institutions over TNE campuses, and challenge workers' rights abuses alongside international trade union groups.

600 Annual General Meeting

DPC Triennial Rules Review Motions

Motion 601 | Let's make policy more accessible, relevant and democratic

Submitted by: Democratic Procedures Committee
Action: Delete Rule 466 – 469 and replace with resolves
Speech For: Democratic Procedures Committee
Speech Against: Free
Summation: Democratic Procedures Committee

Conference Believes

1. NUS policy currently lapses after three years
2. The NUS constitution currently stipulates that delegates can challenge policy due to lapse at conference
3. DPC is currently mandated to factor in time in the order paper to discuss challenges to the policy lapse
4. There is no opportunity to amend these policies and the parts procedure does not apply to this section of conference

Conference further believes

1. That re-adopting policies written three years ago is not the best way to ensure a relevant and robust policy document
2. That all motions and amendments debated at National Conference should be open to the same amending processes as other motions
3. That policy submitted to conference should have been submitted by a Constituent Member that same year

Conference resolves

1. To delete rules 466-469 ad replace with:

Policy to be updated after each National Conference

466 Democratic Procedures Committee will publish National Conference policies that have been in existence for three years at the same time as zone reports are published
467 These policies will automatically lapse at the end of the final session of National Conference
468 Constituent Members are welcome to resubmit the policies, either rewritten or in their original form, through the usual policy motions and amendments process in accordance with rules 407-414.
469 Any such submissions will be treated in the same way as any other policy motion or amendment submitted to National Conference.

Motion 602 | Improving the definition of Emergency Motions

Submitted by: Democratic Procedures Committee
Action: Delete Rule 432 and replace with resolves
Speech For: Democratic Procedures Committee
Speech Against: Free
Summation: Democratic Procedures Committee

Conference believes

1. That Constituent Members are able to submit emergency motions relating to issues/events that happen in between the submission deadline for motions and amendments and National Conference

Conference further believes

1. That the current definition of what constitutes an emergency motion does not reflect the zoned nature of the work of NUS.

Conference Resolves

1. To delete rule 432 and replace with (additions are in bold): An emergency motion is one whose substance concerns events occurring after the latest date for the submission of ordinary motions for discussion by the forthcoming meeting of the National Conference. No motion is an emergency motion unless the present work of the National Union, **or the work of one of its zones,** would be severely impaired by the failure of the forthcoming meeting of the National Conference to discuss the issue.

Motion 603 | More time debating your motions

Submitted by: Democratic Procedures Committee
Action: Delete and replace with resolves
Speech For: Democratic Procedures Committee
Speech Against: Free
Summation: Democratic Procedures Committee

Conference believes

1. That the number of National Conference delegates attending compositing meetings was a fraction of the total number of delegates
2. That following the adoption of the current constitution, the newly formed Democratic Procedures Committee chose to implement a priority ballot process to allow conference delegates to determine the order of motions and amendments
3. That year on year the number of delegates participating in the priority ballot has increased

Conference further believes:

1. That the priorities of DPC are to facilitate as many motions and amendments being debated as possible and to ensure debate is fair and accessible
2. That DPC has identified challenges to the order of motions and amendments made at conference as taking time away from debate, meaning less motions and amendments are debated and less delegates have the opportunity to speak
3. That the priority ballot is the fairest way of giving conference delegates control over the order of motions and amendments

Conference resolves

1. To work closely with Students' Unions to further the rise in participation in the priority ballot
2. To delete rule 377f and replace with 'That the question, currently under debate, be now put.'
3. To delete rule 377g and replace with 'That the question, currently under debate, be not put'.
4. To delete rule 380h

Motion 604 | Eligibility to stand for NUS positions

Submitted by: Democratic Procedures Committee
Action: Delete and replace with resolves
Speech For: Democratic Procedures Committee
Speech Against: Free
Summation: Democratic Procedures Committee

Conference believes:

1. That under the current system according to Article 16 members of the NEC and other NUS Committees, who are not registered students or a students' union sabbatical officers at a constituent member of NUS, can run for NUS positions by using NEC and other NUS committees as their 'constituent member'.
2. This allows people who have not been students or students' union sabbatical officers for over a year to be election candidates.
3. That under the current system, full time NUS officers are able to run for both block of 15 and other committees of NUS.
4. That under the current system full and part time NUS Officers are unable to be a candidate for the NUS Trustee Board or Democratic Procedures Committee, unless at least five years has passed between the end of their term as a full time officer and close of nominations.

Conference further believes:

1. That our elected representatives should have up-to-date lived experience as a student, students' union sabbatical officer or NUS full or part time officer.
2. That full time NUS officers re-running for voluntary positions after their terms in office does not contribute to a healthy culture of developing national leaders from student or students' union sabbatical positions.
3. Full time NUS officers should be more limited to what positions they are able to run for to ensure that they aren't able to indefinitely re run for positions across NUS.

Conference resolves:

1. To insert Section 620 and renumber accordingly:

Eligibility

i. Eligibility for elected office to shall be restricted as follows and may be further restricted in the relevant rules.
ii. Individual student membership shall mean Article 16.1 (Students of a Constituent Member aged 16 or over) and 16.3 (the Sabbatical Officers of Constituent Members, including NUS FTOs)
iii. Individual committee membership shall mean Article 16.2 (the Committee Members as defined at 143.1) and 16.4 (sabbatical convenors of NUS Area Organisations)
iv. Candidates for all full time officer positions and for membership of any of the principal committees of the Nations, Sections, Zones and Liberation campaigns must be individual student members at the close of nominations for the position;
v. Candidates for all other positions must be individual student members or individual committee members at the close of nominations for the position;

2. To add this Rule after 209 and renumber accordingly:

210 No Full Time Officer shall be eligible to stand for election to any voluntary position on the NEC or any other NUS Committees as defined in 143.1 a) – f).

3. To delete Rule 204 and 206 and replace with

204 A person shall be eligible for election to any of the offices named in clause 98 of the constitution if, at the close of nominations, they are an individual student member or Full Time Officer in accordance with Article 100 of the National Union, except that the following restrictions shall apply.

206 No person shall be eligible for election to any of the other offices named in Article 98.2-6 of the core constitution if they have been elected to any of those offices on two previous occasions.

AGM Motions

Motion 605| A full time paid NUS Trans Officer and an autonomous NUS Trans Liberation Campaign

Submitted by: NUS LGBT+ Committee, University of Bristol Students' Union, SOAS Students' Union, Oxford
University Student Union, Lancaster University Students' Union
Speech for: NUS LGBT+ Committee
Speech Against: Free
Summation: NUS LGBT+ Committee

Conference Believes:

1. A motion was submitted to NUS Trans Conference 2015 to create a full time paid NUS Trans Officer and an autonomous Trans Students Campaign and this motion passed unanimously.

Conference Further Believes

1. Thanks to the great work of many LGBT+ activists the LGB+ community has made vast progress in achieving equality and liberation for LGB+ people in law and society over the last few years. However the same cannot be said for the trans community.
2. In the UK (and the rest of the world) the trans community still faces marginalisation, discrimination and prejudice in regards to legal recognition, equal marriage, health care and equal rights to name but a few examples.
3. The NUS LGBT+ campaign has two elected officers. This is due to the historical gender bias within the LGBT+ movement and NUS championing gender balancing across all leadership roles within NUS. Thus one of the LGBT+ officer places is reserved specifically for those who define as women within the LGBT+ campaign.

Conference Resolves

1. To support the decision made by the NUS Trans Students' Conference to create an autonomous NUS Trans Students Campaign (separate and from the NUS LGBT+ campaign) that will be governed by a full time and paid NUS Trans Officer and an additional Trans Campaign NEC place. In accordance with this resolves the rules and articles of NUS UK will be amended to include the following:

    a. To amend the Liberation Rules 1900, to include a full-time officer Trans Officer, by adding clause f to read:

    1916 Officers
    There shall be the following Full Time Officers for the Liberation Campaigns;
    a. Women Students Officer

b. Black Students Officer
c. LGBT+ Students Officer Open Place
d. LGBT+ Students Officer Women's Place
e. Disabled Students Officer
f. Trans Students Officer Place

b. To amend the NUS UK Article 50, to add the Trans Students Campaign, by adding the clause:

52.5 Trans Students Campaign

c. To amend the NUS UK Article 43, to include the Trans Students Campaign in the composition of the NEC, to read:

2. 43.11 An officer from each of the five Liberation Campaigns;

a. To amend the National Executive Council Rules 105, to add an additional NEC place for the Trans Students' Campaign, by adding clause h to read:

105 Each of the principal committees of:
a. The Women's Campaign
b. The LGBT Campaign
c. The Black Students' Campaign
d. The Disabled Students' Campaign
e. NUS Scotland
f. NUS Wales
g. NUS-USI
h. The Trans Students Campaign

shall appoint two members of the National Executive Council, of whom at least one shall be an officer of the campaign or nation, and they shall do so according to a procedure that they shall themselves agree for the purpose of making the appointments, save that said procedure will ensure that at least one of the members of the National Executive Council is a self-defining woman.

3. That the first NUS Trans Officer, NEC place and committee shall be elected at NUS Trans Conference in 2016/17 ready to take office in July 2017.
4. The position shall be paid a full-time wage equal to that of the other full time paid NUS NEC UK officers.
5. That the NUS Conference 2017 Estimates will include financial estimates for a NUS Trans Officer and a NUS Trans Students Campaign equivalent to that of the other NUS NEC UK full time officers and their campaign budgets
6. That a reserved NUS LGBT+ officer place for women within the campaign remains and that the creation of a full time paid NUS Trans officer must not supersede this.

Motion 606 | Giving a voice to 700,000 of our members

Submitted by: Asset Training Learner Forum
Speech for: National Society of Apprentices
Speech Against: Free
Summation: First 4 Skills

Conference Believes

1. Currently over 700,000 people in the UK are learning through apprenticeships
2. The vast majority of these are not learning through universities or colleges and are therefore not members of NUS
3. That since its inception the National Society of Apprentices has had significant successes including winning sick pay for apprentices and seeing a 20% rise in the Apprentice Minimum Wage
4. That most education policy is devolved to national representatives
5. That most work related policy is still delivered nationally
6. That localism means that an increased amount of influence is now being given to regional decision makers in England
7. That students in the UK can belong to more than one constituent members if they study in multiple CMs
8. That the definition of an apprentice is different in Scotland, Wales and Northern Ireland and the local definition should be the one which NUSUK applies
9. That the National Society of Apprentices has developed with firm values but without formal written rules
10. That shutting apprentices our of NUS democracy for 94 years has been wrong, and is something which we must address

Conference Further Believes

1. That it is time to bring that National Society of Apprentices in membership, as a full constituent member
2. That every apprentice in the UK should be considered a member with the option to opt out
3. That because of local policy differences a federal model is the correct approach
4. That the number of NUS delegates the National Society is entitled to should be calculated once a year with and divided up proportionally between the regions, each delegate will equal a place on the leadership team with people elected to fulfil both roles.
5. That there should be a rolling national society leadership team elected on an annual basis, with a maximum single term lasting 18 months
6. That 80% of the leadership team should be elected regionally along boundaries already applied to CM regions
   (Scotland, Wales, Northern Ireland, London and the South East, the South West, the East Midlands, the West Midlands, the North East and Yorkshire and the North West)
7. That 50% of the places should be reserved for women
8. That the remaining 20% should be directly elected during a national 'apprentice takeover week' on NUS connect
9. That any apprentice should be eligible to both stand and vote in the elections
10. That NUS should be transparent in where the income from the Apprentice Extra card goes
11. That for every apprentice card sold £1 should be transferred to NUS in lieu of the traditional affiliation fee
12. That all other decisions relation to the national society should be made by the leadership team

Conference Resolves

1. To mandate DPC, the VP UD, VP FE and the NEC to work together, in consultation with the existing NSoA Leadership team to bring forward proposals which allow for the National Society to be accepted into membership at the start of NUS conference 2018.
2. That these proposals should be in keeping with both the letter and the spirit of the believes above

Motion 607| We are the National Union of Students Not the National Union of Sabbs

Submitted by: University of Bristol Students' Union
Speech for: University of Bristol Students' Union
Speech Against: Free
Summation: University of Bristol Students' Union

Conference Believes

1. NUS is currently consulting on a new strategy which will take it to 2021.
2. There is also a review of NUS's democratic and governance processes underway.
3. The National Union of Students is made up of 7 million students.

Conference Further Believes

1. Although Students' Unions are technically constituent members of NUS, it is students that vote for SUs to become and remain members of NUS.
2. Students should have the ability to influence the work of NUS directly and get involved in its campaigning and representation structures.

Conference Resolves

1. To mandate the National President and Vice President Union Development to ensure that in the new strategy and democratic processes strengthens, not weakens, the voice of ordinary students.
2. Provide guidance to students about how to engage with NUS, including liberation campaigns which are often students only interaction with NUS.
3. For the Vice President Union Development to report back to conference on NUS' progress on this, clearly setting out how students voices will be amplified.

Motion 608| Representation for students who care

Submitted by: NUS National Women's Committee, Huddersfield Students' Union
Speech for: Huddersfield Students' Union
Speech Against: Free
Summation: NUS National Women's Committee

Conference Believes

1. NUS has many representative structures for different types of students, but does not have any dedicated for student parents or carers.
2. There is no channel for student parents and carers to express their voices on issues that affect them or to collaboratively develop policy.
3. NUS' core purpose is to "promote, defend and extend the rights of students", and this must include those students who have caring responsibilities.

Conference Resolves

1. To add to the core constitution, 43.15: A representative for students Parents and Carers
2. To create a NUS Students parents and carers sections conference for 2016/2017

3. To create a temporary representative structure for Student Parents and Carers.
4. For NUS to create a carers' allowance for student carers wishing to attend NUS events.
5. To add to the core constitution, 43.15: A representative for students' Parents and Carers but with greater flexibility for job-share on these roles.
6. Designate resources within NUS to support a parents and carers campaign group.
7. To create a NUS Students with dependants sections conference for 2016/2017. Run a session at NUS SUs16: 'what can we do to support students with dependants'
8. For NUS to create a carers' allowance for students with dependants wishing to attend NUS events.
9. For NUS to include national discount on childcare within the NUS Extra offer.
10. For NUS to produce a briefing paper on the headline issues for student parents/carers and include various support systems and 'best practise'

Motion 609 | One Member One Vote

Submitted by: York University Students' Union
Speech for: York University Students' Union
Speech Against: Free
Summation: York University Students' Union

Conference Believes

1. Currently NUS full-time officers are elected solely by delegates to National Conference, with just 0.0001% of members representing over 7 million members
2. Many of these delegates are already very engaged with the NUS or similar issues, and although representatives, are not representative of the membership of the NUS as a whole;
3. At times doubt has been cast on the representativeness of NUS officers and their positions, and our indirect electoral system has often been cited in such complaints;
4. Turnout for NUS delegate elections and engagement by membership is traditionally very low, and the membership struggles to understand the process and why it is relevant to them
5. Direct election of NUS officers would be more democratic, would confer greater perceived and actual legitimacy on officers and the actions and positions they take on behalf of members, and would give ordinary members a greater say in holding them to account
6. Direct elections would increase their profile, relevance, and importance of NUS full-time officers in the minds of ordinary members by connecting them directly with the decisions they make;
7. Increasing numbers of large, national organisations are beginning to adopt a system of direct election to select their representatives, including trade unions, campaigning groups and political parties, including very recently the Labour Party;
8. The issue of One Member One Vote was last discussed in full in 2011 and the subsequent Working Group report in 2012 identified a number of challenges to the introduction of the system, particularly access by CMs to lists of their members
9. None of these challenges prevent the NUS adopting the principle of working towards One Member One Vote.

Conference Resolves

1. To commit in principle to direct National Elections for all officer positions currently elected by Conference, with equal voting rights for all individual members;
2. To mandate the VP Union Development to support and encourage all CMs to gain direct access to their own members for democratic processes as soon as possible and in the meantime to explore approaches like aggregating results of general meetings and/or referenda across CMs;

3. To mandate VP Union Development to research how elections could best be implemented consistent with all of the above, including researching polling systems and other relevant issues including, but not limited to,

   security, fairness, accessibility, legal implications and cost. This shall take the form of a report to be presented by next Conference (2017) and shall include full, costed proposals for the details of a recommended system (including plans, rules and timetables for nominations, campaigning, polling and assumption of office) and the constitutional changes that would be necessary
4. To affirm sectional elections and liberation campaigns will retain the right to elect officers and make policy however they choose
5. To commit to hold the first direct National Elections by 2018.

Motion 610| Make conference more accessible and representative

Submitted by: Aberdeen University Students' Association
Speech for: Aberdeen University Students' Association
Speech Against: Free
Summation: Aberdeen University Students Association

Conference Believes

1. Because they are driven by political agendas just as often as they are by evidence base, not all of the outcomes of governance reviews are good for democracy. Over the past ten years:
2. NUS national conference has shrunk significantly, with many delegations more than halving in size.
3. NUS national conference has become shorter, meaning that a very large proportion of the motions submitted are never discussed and conference is woefully inaccessible.
4. NUS's events have become more and more focussed on catering for a small demographic of full time officers and senior staff.

Conference Further Believes

1. We should always embrace change, and use innovative methods for giving members a voice. However, we should also not compromise on basic democratic standards, and we should not be afraid of ditching and reversing things which haven't worked.

Conference Resolves

1. To mandate the incoming President, DPC and NEC to find the resources to extend national conference for an extra day in time for national conference 2017.
2. To directly mandate an extra day for NUS national conference from 2018 onwards.
3. To mandate the incoming DPC to investigate the costs of increasing the size of delegations to national conference. This report should include a number of options, to be presented to national conference 2017, up to a doubling of the current delegate entitlements. The report should integrate these options with proposals for additional liberation quotas.
4. To mandate the incoming DPC to investigate the costs of holding a second policy-making conference to merge with Zones, with a number of options to be presented to national conference 2017 – ranging from a delegate size the same size as national conference, to a much smaller delegate entitlement.

Motion 611 | Time to Liberate our National Union

Submitted by: NUS UK Disabled Students' Campaign
Speech for: NUS UK Disabled Students' Campaign
Speech Against: Free
Summation: NUS UK Disabled Students' Campaign

Conference Believes

1. That there are four autonomous Liberation Campaigns in NUS UK and five autonomous NUS UK Liberation Full Time Officers (FTOs).
2. These autonomous campaigns represent LGBT+, Women, Disabled, and Black students.
3. Without Liberation Campaigns and FTOs our National Union loses all legitimacy.
4. Our National Union must do better to support the work of Liberation Campaigns and FTOs.

Conference Further Believes

1. That 'autonomy' should never be used as an excuse to isolate or exclude Liberation Campaigns or FTOs.
2. That NUS Liberation Campaigns and FTOs have been undermined or ridiculed as 'niche' or 'unnecessary additions' to the central NUS.
3. That NUS Liberation FTOs have not always been invited to attend central NUS events – rather than being included as part of the FTO team.
4. That often centralised or 'priority' campaigns have failed to represent the needs or voices of liberation groups and are therefore illegitimate and lack impact.
5. That resources internal to NUS have often been diverted away from Liberation Campaigns and FTOS when their endeavours are considered politically inconvenient or superfluous.
6. That the welfare and platform of NUS Liberation FTOs has been considered secondary to the reputation of the organisation; as demonstrated by the lack of support offered during public relations or press emergencies.
7. That the future of our National Union is reliant on the representation of Liberation Campaigns and FTOs in its strategy and governance.

Conference Resolves

1. That NUS Liberation FTOs should be viewed as equals to other Presidents, Officers and Vice Presidents and, as such, should be treated fairly and equally.
2. That all centralised campaigns should only be launched after consultation with NUS Liberations FTOs to ensure inclusive and effective campaigns
3. That NUS Liberation FTOs should be invited to all central events as a matter of course.
4. That the needs of NUS Liberation Campaigns and FTOs should be taken into consideration when internal resources are allocated.
5. That NUS Liberation FTOs should be supported with the full capacity of the organisation during public relations or press emergencies.
6. That the perspective of NUS Liberation FTOs and the needs of NUS Liberation Campaigns should be represented in any future gazing (such as strategic planning, governance reviews etc.)

Motion 612 | Regional Organising – Make it a Priority

Submitted by: University of Bristol Students' Union
Speech for: University of Bristol Students' Union
Speech Against: Free
Summation: Proposer of last accepted amendment

Conference Believes

1. Not so long ago, NUS had thriving regional organisations, which held their own conferences, had their own full time officers, and conducted their own campaigns.
2. NUS Areas still exist in the constitution, but have rarely been implemented and have been majorly deprioritised.
3. An Area can come into being if recognised by the NEC under Rule 2000.
4. Better regional support and organisation would hold big benefits for members: it is cost-effective and it is often more accessible way to organise.

Conference Resolves

1. To mandate the incoming NEC to pro-actively recognise Area Organisations for relevant geographical areas, and to ensure that Areas are adequately resourced in being given the opportunity to get off the ground.
2. The operation of Areas should be open and responsive to students – and participation in setting them up and
   attending their events should not be limited to sabbatical officers.

Amendment 612a | Broader representation of Students' Unions in all regions of the UK

Submitted by: Northumbria Students' Union
Action: ADD
Speech for: Northumbria Students' Union
Speech Against: Free
Summation: Northumbria Students' Union

Conference Believes

1. That the National Executive Committee has an opportunity to act as a focal point for student representation within the NUS structure
2. That representation includes:
   a. Students in both HE and FE
   b. Students within liberation groups
   c. Students within sections
   d. Students within the nations and regions, and geographical regions thereof
3. That NUS tends to focus the vast majority of its efforts in London and the Midlands, avoiding the north-east and south-west where there is a need for NUS representation

Conference Resolves

1. To mandate NUS to review representation of the regions across the whole country
2. To undertake a specific structural review of the National Executive Committee with a view to bringing forward proposals for structural changes to a future National Conference, including proposals to strengthen regional representation
3. To undertake a consultation with Students' Unions from all regions to contribute to this structural review, and

to invite Students' Unions to submit proposals to be included in this review.

Amendment 612b | Regional NUS bodies

Submitted by: University of Manchester Students' Union
Action: ADD
Speech For: University of Manchester Students' Union
Speech Against: Free
Summation: University of Manchester Students' Union

Conference Believes

1. That students' unions are the voice of many students in regions
2. With devolution happing in several regions meaning city councils will have more power, unions need to be at the heart of the decision making

Conference Further Believes

1. NUS needs to facilitate HE and FE unions to get together to have these important conversations.
2. NUS Local does not fit this remit
3. NUS should provide formalised systems so the regions can feedback to national policies in the same way Nations does.

Conference Resolves

1. To establish regional bodies with HE and FE unions
2. For regional bodies to lobby city councils and local authorities to discuss issues facing students in area.

Motion 613 | Fund the Block to do their jobs

Submitted by: Aberdeen University Students' Association
Speech for: Aberdeen University Students' Association
Speech Against: Free
Summation: Aberdeen University Students' Association

Conference Believes

1. The Block of 15 are currently unpaid, and have no access to funding their own activities.
2. This means that Block of 15 members who want to do a lot of activism while in office often have to live in poverty, as they cannot take on full time work or part time work alongside their studies. It also means that the Block of 15, whose job is to scrutinise FTOs, have to go begging to FTOs in order to attend events – creating a clear conflict of interest.
3. This was not always the case: the Block of 15 used to be paid a part time stipend and had an autonomous budget.

Conference Further Believes

1. Having 15 officers without portfolio travelling around the country, assisting with campaigns, implementing NUS policy and acting on their initiative would be a major boon to NUS.
2. NUS spends lots of money on all kinds of things. Paying the Block of 15 a part time stipend would not cost a lot in the grand scheme of things, but it would mean that they were independent and effective – which at present they are often not.

Conference Resolves

1. From this year, to create an autonomous budget code within the NEC budget which can be controlled collectively by the Block of 15 for campaigns and travel costs.
2. To pay the Block of 15 a stipend of at least £5000 from this year.
3. To mandate the Trustee Board and NEC to produce estimates for national conference 2017 which include an annual stipend of £9000 for each member of the Block of 15 – with additional regional pay weightings for those who qualify under NUS's existing pay structure.

Motion 614 | It's Time for a Full time Mature & Part-time Students' Officer

Submitted by: NUS Mature & Part-time Students Section
Speech For: NUS Mature & Part-time Students Section
Speech Against: Free
Summation: NUS Mature & Part-time Students Section

Conference Believes

1. There is a disparity, both nationally and locally between how different groups of students are represented.
2. Mature and Part-time Students collectively make up one of the largest student demographics in the UK.
3. Many Unions in HE focus purely on the 18-21 year old demographic, targeting their marketing efforts solely at this group.
4. NUS needs to consider its Mature and Part-time Students as it develops policy, just as it considers the liberation campaigns.

Conference Further Believes

1. This image should be challenged.
2. The issues faced by Mature and Part-Time students' need proper handling at a national level.
3. Mature and Part-Time Students', being such a large demographic, need full time representation.

Conference Resolves

1. Amend 924 to read "In the case of the Mature and Part Time Students committee, the Mature and Part-time Students' Officer."
2. Insert 928 "The Mature & Part-time Students' Officer shall be a Full Time Officer."
3. Amend 934 "The Mature and Part Time Students Conference shall annually elect a Mature and Part-time Students' Officer whose terms of office shall be approved by National Conference and the committee shall then select from its own number an additional member of the National Executive Council. In the event that the Officer is a Mature Student the additional National Executive Council member must be Part-time and viceversa.
4. These positions shall be elected at the first available opportunity which shall be the 2017 Sections Conference.

Motion 615 | Better Representation for Sections in this Room

Submitted by: NUS Mature & Part-time Students Section
Speech for: NUS Mature & Part-time Students Sections
Speech Against: Free
Summation: NUS Mature & Part-time Students Section

Conference Believes

1. That at the 2014 National Conference policy was passed mandating constituent members to have 50% of their delegations comprised as women.
2. Mature and Part-Time Students make up a vast number of the membership.
3. Mature and Part-Time Students are often under represented in constituent members delegations at national conference.
4. Postgraduate Students make up a large portion of the membership.
5. Postgraduate Students are often under represented in constituent members delegations at national conference.

Conference Further Believes

1. Mature and Part-Time Students should be properly represented and present at the National Conference.
2. Postgraduate Students should be properly represented and present at the National Conference.
3. Recommendations on delegation composition is fair and valid.

Conference Resolves

1. The equality monitoring forms at all NUS Conferences shall include an option for indicating a students status as being either: Mature, Part-Time or Postgraduate.
2. Insert 334 "All delegations to National Conference must include at least one student who is either a mature student, a part-time student, or a postgraduate student. This does not apply if a union only has one delegate."

Motion 616 | Representation of Health & Social Care Students

Submitted by: London South Bank Students' Union
Speech for: London South bank Students' Union
Speech Against: Free
Summation: South Bank Students' Union

Conference Believes

1. Those studying Health and Social Care courses (such as nursing, radiography and social work) make up a large proportion of students studying in higher education institutions across the UK. These courses are very different from each other and from courses in other subject areas - in terms of both content and course structure. Many follow a course plan different to the traditional university model, and the majority require students to undertake placements on top of academic work.

Conference Further Believes

1. Like other students, Health and Social Care students are being attacked by this government. In proposed changes to funding announced by the Chancellor in the Autumn Statement, students studying on NHS-funded courses will have to take out a loan to cover the cost of their tuition fees and living costs, instead of the bursary they currently receive to cover some of their maintenance. This will have a monumental effect on Health and Social Care students who are recognised as being diverse in their makeup. This is another unacceptable blow to our NHS by a government determined to destroy it beyond repair.

Conference Resolves

1. To introduce a member of the Higher Education Zone Committee with responsibility to represent the views of Health and Social Care students specifically.

2. To ensure NUS Officers recognise the unique and distinctive nature of Health and Social Care courses and how this impacts on the student experience. Officers should also understand the challenges students on these courses face in order to best represent and engage them in NUS processes.
3. To formalise NUS support, in terms of backing and resources, for campaigns against the cuts to NHS bursaries, such as the grass roots #bursaryorbustcampaign.

Motion 617| Schools out for summer

Submitted by: Canterbury College, City and Islington Students' Union
Speech for: Canterbury College
Speech Against: Free
Summation: City and Islington Students' Union

Conference Believes

1. In 2016 NUS is made up of 550 students' unions. There are 179 HE affiliated students' unions and 371 FE affiliated students' unions, FE is 68% of the membership.
2. Despite rules agreed by NUS Conference. The event is still held in what is generally considered to be UK "term-time".
3. In NUS's own research FE Delegates only made up 15% of those making speeches on Conference floor.
4. The majority of FE students' unions do not have sabbatical officers and the majority of FE officers now legally have to attend College until they are eighteen.
5. This year's FE Leaders and Student Governor Events in Bradford planned in term-time were cancelled due to lack of numbers.
6. At the recent Project 100 strategic event there were only 10 FE delegates out of nearly 200 people present.

Conference Further Believes

1. Although NUS really improved its engagement with FE there is still a long way to go to ensure fair representation of the overall membership of NUS
2. Running major democratic events in term-time hugely impacts on FE delegates ability to engage.
3. Despite NUS running a number of low-cost or free events FE Unions still cannot engage due to high travel costs and obtaining authorisation for absence from College
4. Without greater direct FE engagement any new NUS strategy will fail to address key issues affecting more than two thirds of its membership.

Conference Resolves

1. To ensure all major democratic, strategic and training events are run in non-UK term time (unless there is a direct clash with any religious festivals or events) with the appropriate budget to ensure cost is not an issue
2. For NUS to resource travel subsidies for FE Unions with block grants of under £10,000 for all major training, strategic and democratic events.

Motion 618 | Democracy in the Dark Ages

Submitted by: Bath Students' Union
Speech for: Bath Students' Union
Speech Against: Free

Summation: Bath Students' Union

Conference believes

1. Online voting in democratic processes is not a new concept, particularly in students' unions where almost universally elections and referenda take place at all stages online.
2. Online voting in elections allows the entire membership of an organisation to engage in the processes of democracy, whether that be to run in the election or vote.
3. The membership of NUS has clearly been established as students' union which are spread across the breadth of the United Kingdom.
4. NUS has a high number of democratic events, not all of which can practically be attended by a representative from each students' union.

Conference further believes

1. It is unacceptable that NUS is not fully democratic in the sense that all of its members can actually access and exercise their votes in elections.
2. NUS cannot reasonably ensure that events are geographically convenient to all of its Constituent Members at all times.
3. NUS have developed a custom built online platform with the ability to support students' unions engage in democratic processes (elections).

Conference resolves

1. Develop the ability to facilitate individuals who are unable to physically attend a conference from a Constituent Member to run in elections virtually and fairly.
2. Develop the ability to all members to vote in elections virtually in such situations as they are unable to send a physical delegation to an event.

Motion 619 | Bilingual NUSUK

Submitted by: NUS National Executive Council
Speech For: NUS National Executive Council
Speech Against: Free
Summation: NUS National Executive Council

Conference believes

1. HE Students' unions in Wales have bilingual policies
2. Further and Higher Education institutions in Wales must satisfy legislation in relation to the Welsh Language
3. NUS Wales translate all student facing NUS materials in relation to the work of NUS Wales through Gair Cymraeg
4. Students' unions in Wales are members of NUS UK and therefore cannot use student facing material unless translated into a bilingual format
5. The Welsh Language Campaign is an autonomous liberation campaign, supported by NUS Wales
6. Students' unions in Wales adopted a charter in relation to Welsh Language requirements, as promoted by the Welsh Language Campaign
7. NUS UK does not currently have a policy for how the UK organisation ensures that Welsh Constituent Members bilingual policies are satisfied, and to ensure that Welsh members can fully access and make use of NUS campaigns, resources, products and services

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For content of the conference, democratic procedures and elections enquiries contact:
e **executiveoffice@nus.org.uk**

Conference resolves

1. NUS UK to develop and implement a policy on bilingualism to ensure parity for Welsh students' unions with other UK based students' unions with regards to access and support from NUS UK