

NUS National Conference 2020

Participation Guide for Delegates

Introduction

Welcome to this Participation Guide to National Conference 2020! Due to the coronavirus pandemic we are doing things differently this year – everything will take place online. This document will guide you through exactly how to participate in our digital conference.

Help and Questions!

If you have issues voting, problems accessing the conference material, or any other queries about how to participate in National Conference 2020 see the following:

Email membership@nus.org.uk

Drop into our skype helpdesk 9-5am Tuesday 31 March and Wednesday 1 April – join us at this link: <https://meet.lync.com/nusservicesltd/kat.stark/9ZCSP36W>

How will it work?

All delegates should visit the National Conference website

<https://conference.nusconnect.org.uk/>. This is where you will find ALL the National Conference content including:

- National Conference welcome video
- Election speeches
- Policy videos
- Election result video
- Key documents: Policies, Election manifestoes, Reports

There are two tabs you need to use. The **Tuesday 31 March tab** contains everything you need to participate on Tuesday and the **Wednesday 1 April tab** contains everything you need to participate on Wednesday.

Voting

You will receive two separate emails that allow you to vote: one for the officer elections which you should already have, and one for the rest of the conference business (policy and other elections).

Contents of this participation guide

NATIONAL CONFERENCE AGENDA	3
DIY DEBATE GUIDE	5
FULL-TIME OFFICER ELECTIONS	6
Candidates for National President	6
Candidates for Vice President Further Education	29
Candidates for Vice President Higher Education	38
NATIONAL SCRUTINY COUNCIL ELECTIONS	51
POLICY	75
Priority Policy 2020: Building a Movement to Transform Education	75
Declaring a Climate Emergency. Green New Deal for FE and HE	88
Ending exploitation while studying	95
Ending Securitisation, surveillance and Prevent	99
International Student Support and Experience	101
Let's End this Mental Health Crisis together, once and for all	106
Fire safety, late buildings, accessibility and affordability - the need for a national student housing campaign	110
Parity in Healthcare for all students and apprentices	112

NATIONAL CONFERENCE AGENDA

Monday 30 March – Optional pre-briefings

We'll be holding optional drop-in briefings over Skype with NUS staff and the Democratic Procedures Committee (DPC) to discuss the conference and business.

You have a choice of three timeslots to drop in to:

10am - 11am - [Follow this link to join via skype](#)

1pm - 2pm: [Follow this link to join via Skype](#)

3pm - 4pm: [Follow this link to join via Skype](#)

Tuesday 31 March - Elections

09:00	Welcome
	Presidential Address: The National President, Zamzam Ibrahim and the Chair of Democratic Procedures Committee, Naa Acquah will welcome delegates to the conference. This will be made available as video and transcript Election Speeches: We hear from the candidates for the Positions of National President, Vice President Further Education and Vice President Higher Education Election speeches will be posted online as Videos and Transcripts
12:00	Close of Nominations for DPC Positions
	Nominate yourself here https://conference.nusconnect.org.uk/participation-31-march/nominate-yourself-to-dpc
17:00	Close of Polls – FTO Elections
	Polls will close in the afternoon allowing enough time for delegates to hear speeches and cast votes. Delegates should ensure they are able to vote (i.e. that we hold the right email address to send them a link to vote) and any problems reported 24 hours before close of polls to membership@nus.org.uk
09:00 – 17:00	Virtual Information Point
	A virtual information point will be available over skype all day (9.00am – 5.00pm) for any queries. This will be monitored by staff and DPC members. You can also send enquiries to membership@nus.org.uk

See next page for Wednesday agenda>>>

Wednesday 1 April – Conference Policy Discussions

10:00	Choose from two live fun warm up activities!
	<div> <div> LIVEDJZOOMPARTY  <p>DJ and queer activist Harry Gay is 1/3 of anti-fascist DJ collective Glamtifa, running dance parties and a radio show to penetrate London's queer rave scene with some much-needed rowdiness. Bringing you queer pop, raucous dance classics and slaggy house beats. Most importantly he once supported Mutya Buena (the original suga).</p> </div> <div> LIVEZOOMCHAIR-YOGA  <p>Hanna Thomas-Uose is an experienced yoga instructor, activist and digital campaigns consultant. Using a trauma-informed approach, Hanna runs a regular 'Yoga for Activists' program. She'll be leading you through stretches, postures, and breathwork all from the comfort of your chair at home.</p> </div> </div> <p>Download zoom and join at 10am Weds 1 April Zoom links at https://conference.nusconnect.org.uk/</p>
11:00	Officer Election result Announcement
	The Deputy Returning Officer will announce the results of the elections for NUS national president, Vice President Further Education and Vice President Higher Education
11:15	Policy, National Scrutiny Council Election and Voting
	<p>Policy: We'll publish videos on each of the eight motions, including summaries and speeches for and against.</p> <p>National Scrutiny Council: Speeches will be published for all NSC candidates.</p> <p>Voting: Voting will open for NSC, DPC and Policy votes.</p>
09:00 – 17:00	Virtual Information Point
	A virtual information point will be available over skype all day (9.00am – 5.00pm) for any queries. This will be monitored by staff and DPC members. You can also send enquiries to membership@nus.org.uk

Monday 6 April – Close of Polls

12:00	Close of Polls
	Close of polls for NSC, DPC elections and policy voting. Delegates should ensure they are able to vote (i.e. that we hold the right email address to send them a link to vote) and any problems reported 24 hours before close of polls to membership@nus.org.uk

DIY DEBATE GUIDE

Seeing as we won't be able to debate in person, we're recommending that delegates try to get together (online!) with other delegates to hold your own debates and discussions. This short guide will help you to explore the issues.

Tip 1: Get together (online) with other delegates!

Hold your own mini-debates. Either get together with your own delegation online or team up with another SU. Use Skype, Zoom, Microsoft Teams, Facebook and Google Hangout .

Tip 2: Follow the conference agenda timeline!

To bring a 'live feel' to the proceedings, try to follow the conference agenda timeline and watch videos as they're posted.

Tip 3: Hold a discussion about the policies!

Read through the policy and watch the policy video and then hold a discussion using some of these questions to help:

- Is there anything you don't understand about this policy or any information you need before debating?
- What do you like about the policy proposal?
- What do you dislike about the policy proposal?
- Could there be a different approach to the issues highlighting in the policy?
- How strongly do you feel about this issue?
- Do you think that students could genuinely make a difference on this issue?

Tip 4: Vote!

To vote on policy you'll receive a separate email containing a link to vote. Check your junkmail and if you still can't find it email membership@nus.org.uk.

Send us your ideas for implementation!

If you have ideas about how NUS should implement the policies that we're discussing, then please send us your thoughts to membership@nus.org.uk . We'll collect all your ideas and the next Officer team will use them to plan activities for 2020-21!

The rest of this guide contains the elections and policy documents you'll need to participate in National Conference 2020. All of these documents, and a series of reports on NUS' finances and activity are all available on the conference website <https://conference.nusconnect.org.uk/>.

FULL-TIME OFFICER ELECTIONS

Candidates for National President

The NUS President is the political leader of NUS. They are the figurehead of the organisation and the primary point of contact between NUS, politicians, and the wider education sector. They choose NUS' priority campaign and lead the Officer team in achieving their objectives.

James Butler Warwick Students' Union



Hi! I'm James Butler and I'm a 20-year-old conservative from Hastings. I'm standing because the National Union of Students requires not only a financial restructuring to pull itself from the brink, but a political enema. Accusations of the NUS being undemocratic, unrepresentative, and unaccountable have not been made unfounded as of recent changes, rather lent further legitimacy. Until the NUS moves towards a genuinely student-focused model, rather than a soapbox for the most radical, it will continue this death spiral of mass student disengagement. I pledge to campaign against these self-destructive forces for a Genuine National Union of Students.

Nominated by: Henry Rollison, Bangor University Students' Union; Charlotte Earl, Warwick Students' Union; Jake Scott, University of Birmingham Guild of Students; Toby Watson, University of Sheffield Students' Union; Ben Sweeney, Cambridge University Students' Union; Derya Khalulpour, University of West of England Students' Union; Neil Richardson, Ulster University Students' Union

Social Media:

Information requested but none provided by the deadline

Manifesto:

Information requested but none provided by the deadline

Ayo Falana University of Wolverhampton Students' Union



I am the current Union Affairs at the University of Wolverhampton SU. Previously, I was the Vice President at University of East London SU. Through my past and present experience, I have developed a good understanding of students in cosmopolitan society like London and a quiet environment like Wolverhampton. I have help to initiate campaigns and programs that are beneficial and meet student needs. Out of issues affecting students in the UK, I have always been tackling issues around fees, BAME attainment gap & welfare which are dare to my heart and I will like to tackle at National level.

Nominated by: Ifeoluwa Osakuade, Queen's University Belfast Students' Union; Calvin Sarah-Wilson, University of Westminster Students' Union; Motunrayo Omotade, Bournemouth University Students' Union; Hano Jibril Lawal, Cranfield University Students' Association; OA Adesua, University of Birmingham Guild of Students; Oluwatobi Falana, University of Wolverhampton Students' Union; Aminu Lawal, University of Bristol Students' Union; Ibukunoluwa Oyinka, University of Liverpool

Social media:

<https://www.facebook.com/falana.ayo>

<https://twitter.com/ayofalana>

<https://www.instagram.com/ayfalana/?hl=en>

<https://www.linkedin.com/in/ayofalana/>

Manifesto:

Restoration of Hope

It has been a great privilege to be the Union Affairs officer at the University of Wolverhampton Students' Union whilst studying for a PhD in Biomedical Science. Having been a former Vice President at the University of East London Students' Union, I can say that Higher Education is faced with so much unpredictability currently. With uncertainty such as

Brexit and various issues facing students such as FEES, BAME attainment gap, declining international reputation, recruiting the right people, providing value for money, gender inequality and host of other issues affecting the higher and further education sector. I believe the need for the right leadership is needed and more important than ever before.

Through my past and present experience, I have developed a good understanding of students in a cosmopolitan society like London and a quiet environment like Wolverhampton. I have helped to initiate campaigns and programmes that are beneficial and meet student needs. Regarding issues which affect students in the UK, I have campaigned and won victories in relation to fees, BAME attainment gap and welfare which are dear to my heart and I would like to tackle at National level.

1. Free Education

The 2017 UK general election spoke volumes when students came out to vote for free education and the strength of their voice earned a response from the government. The government responded by setting up an independent review into fees and funding in post-18 education and universities are nervously awaiting its verdict. I believe now is the time to act to ensure free education for all which is the hope I am giving all students.

What have I done in the past?

I actively participated in the NOV19 2016 National Demo United for Education protest against fees in the UK

I signed a letter to voice my disquiet against TEF as an unreliable test for University teaching. The letter appeared in The Guardian in 2016.

As your National President, I will have a massive protest on the streets in the United Kingdom with the focal point of protests to be held in central London and an all UK students strike until fees are abolished. (2020 United Kingdom Student protest)

I will ensure that tuition fees are not linked labour market and inflation.

2. BAME Attainment Gap

When elected as the Union Affairs officer at my Students' Union, I promised to help tackle the BAME attainment gap which currently sits at 26% nationally. I cannot be more than happy to know that the University and the sector as a whole are doing something around the BAME attainment gap.

What have I done?

I launched a campaign called the BBA campaign "**Belong, Believe and Achieve**". This campaign focuses around celebrating BAME students' success, by highlighting profiles of BAME students and alumni. BAME students' stories were presented in a variety of ways,

with the aim of gaining greater insight into BAME students' perceptions and how these are linked to a sense of belonging at the University. <https://www.wlv.ac.uk/current-students/news/october-2019/believe-belong-achieve-listening-to-bame-students-educational-experiences.php>

I have presented at workshops and been invited to speak on 2 panels to speak on the BAME attainment gap

As your National President I will create a Central Hub for Universities to share and adapt examples of good practice

I will run a nationwide campaign of BBA "Belong, Believe and Achieve" in all higher and further education sector.

I will work with Universities to incorporate the elimination of gaps in success (attainment and continuation) in their APP targets, and in doing so to raise skills levels and meet local needs.

3. International Students/ Immigration Health Surcharge (IHS)

It is no news that the UK culture is no longer welcoming to international students because of high tuition fees, egregious IHS surcharge fee (£400/yr.), and unwelcoming culture after finish of study. They are often classed as immigrants and sometimes as criminals, with most even faced with threats of deportation, despite the fact that international students generate about £20b for the UK economy on an annual basis. Some of our Universities even have policy that prohibits the University from refunding the deposit fee if a student's visa is refused.

What have I done?

I successfully lobbied my current University to change their policy around the tuition fee deposit for international students. Hence, the international tuition fee deposit is now refundable.

I have lobbied my University to start paying the NHS IHS surcharge for international students without any impact on their fees.

I have ensured that international students have access to the hardship fund at my university.

As your National President, I will launch a national campaign to change the policy of tuition fee deposit refund if visas are refused.

I will launch a nationwide campaign that will make the university responsible for payment of the Immigration Health surcharge without increasing tuition or to scrap the IHS.

I will ensure that international students have access to a hardship fund in their various universities for those who need them.

4. Restore Democracy and Liberation groups

NUS would be nothing without outward facing campaigns and liberation officers representing black, LGBTQ+, Trans, disabled, women and international students. If we are going to be making cuts within NUS, I think we should not be making cuts to our liberation and democracy. I have never been so shocked in my life than not seeing any liberation full-time positions on the nomination list.

As your National President, getting rid of liberation officers is very dangerous and I will campaign to ensure that they are all restored.

5. A Parliamentary NUS

It is not uncommon that a typical officer at a typical students' union does not know what goes on within the NUS other than Newsletter. Most often don't know how to get involved or how policies and motions are passed.

As your National President, I will ensure every students' union is duly represented by at least 1 or 2 officer/student from every students' union/college to scrutinize and hold the NUS executive officers to account for a more sustainable and accountable NUS.

Calvin Jansz University of Brighton Students' Union



My name is Calvin Jude Jansz and I'm standing to serve each of you as NUS President. It's time we level the playing field and make equity a resounding message to break down barriers. This campaign is very much your campaign for a sustainable education that abolishes the degree awarding gap, ensures post-study work rights for international students, tackles harassment and sexual violence on campus and delivers on affordable transportation and housing. Above all else, we need to redefine value for money. This is not just about shifting politics, it's about shifting society, together.

Nominated by: Ramy Badrie, University of Brighton Students' Union; Sasha Langeveldt, Kent Union; Maariya Malik, Students' Union UCL; Amy Seymour, University of Sussex Students' Union; Paige McCalla, Middlesex University Students' Union; Amy Holloway-Smith, University of Hertfordshire Students' Union; Christina Demetriou, Bucks Students' Union

Social media:

Twitter - Calvin4NUS - <https://twitter.com/Calvin4NUS?lang=en>

Instagram - Calvin4NUS - <https://www.instagram.com/calvin4nus/>

Manifesto:

My name is Calvin Jansz and I am standing in the National Union of Students elections to become your next President. I am the incumbent President of the University of Brighton Students' Union and the chair of our Board of Trustees. Over the past year I have reshaped the strategic vision of Brighton Student's Union to ensure students at the University of Brighton are receiving the best possible experience and to eliminate intersections of inequality that transcend the parameters of the traditional classroom. Mental health has rightly become the dominant policy issue of our time, but we fail to address what often falls between the cracks: how inequalities such as socio-economic background, ethnicity and

social capital intersect with declared mental health conditions and pose further obstacles to access to education. This approach heavily influenced my time at Brighton SU and through it I successfully lobbied for an integrated approach to not only mental health and student wellbeing, but a range of critical services that are so desperately lacking across the sector and continue to put our students at a disadvantage. As a sector, we must opt-in to such an approach. What I find lacking is the absence of an integrated and preventative approach that ensures every facet of university provision can enable students to thrive: social space, student finance, work life balance, widening participation, student services, accommodation and transportation. This is very much about the sector, regulatory forces, universities, policies, and curriculum adapting in a way that lends itself to being highly visible about the work being done on this front, steering clear from performative happiness and having difficult conversations that produce real change. We also need to effectively address harassments and sexual misconduct, which are prevalent in campuses around the country. The recent OfS consultation is just a starting point, but it should not have taken us this long to openly talk about these matters while many students continue to suffer in silence. We need not only to be the voice for those who often go unheard, but eliminate every barriers that has resulted in their voice being muted so they can have the platform they deserve.

My time at Brighton SU has also seen the launch of an Education Campaign to decolonise the curriculum and remove barriers for underrepresented groups, as well as ensure funding for assistive technologies for students with visible as well as invisible disabilities. I pioneered an affordability agenda to lobby for secure, accessible and affordable housing and transport for our students. Institutional affordability needs to be standing agenda item across the sector. And we need to continue taking steps to deal with the climate breakdown before it is too late. I successfully lobbied my University to declare a climate emergency and we must see commitments from institutions across the country on this front, with targeted actions plans to back it up. Having worked on these issues, as well as a number of others, I believe that I have a clear track record of delivering meaningful change, which will enable me to effectively lead the NUS in this, its centennial year, and deliver a national student voice. We find ourselves currently living in a very tumultuous time, both politically and socially, and I believe that the most effective way forward is a pragmatic approach to politics. For far too long I have only seen the NUS fighting against proposed change and seeing no real, tangible results, but I believe that by working alongside our contemporaries that we will have the opportunity to make a real difference and positively impact students' lives. This is not just a vision statement. It's a concrete plan that paves the way to concrete outcomes.

This pragmatic approach is, I maintain, the most constructive and progressive form of leadership, but it is not without its barriers and that is where I would not be afraid to take a

radical stance in opposition to any issues that are adversely affecting the lives of our students. Our current political climate has seen a rise of, and arguably paved the way for, unbridled racism, antisemitism, homophobia, transphobia, sexism and a general disturbing upsurge in mainstream discrimination across our society. These issues clearly must be tackled head-on, and we cannot allow ourselves to make any concessions in this regard. I believe in setting in-depth, tangible aims in order to achieve our desired outcome, but also ones that are flexible and adaptable enough to be able to cope with change, particularly so in this tumultuous political and social climate that we currently see ourselves in.

We need to work far more closely with our member students' unions to empower them to get directly involved in this work with us. We owe it to them. Inadequate provision and skyrocketing costs of housing and transportation are just some of the major issues facing unions across the country and we have to take real action on this front, with them. We must also reshape further and higher education and the increasing marketization of the sector, which has detrimentally impacted students and added to the uncertainty they face. Resources have been reduced and instead, the quality of learning and teaching are measured by metrics such as the NSS and TEF, which we cannot continue to treat as a substitute. I am also keen to play a very attentive role not only to the needs of students that NUS represent across England, but also to that of those students who are often overlooked by NUS UK in Scotland, Wales and Northern Ireland. If elected, I would fight for their voice and the individual battles that they struggle with day-to-day. Students in Scotland have to worry about rising housing costs, whether in privately owned accommodation or University halls of residents, financial support with regards to bursaries and students loans, but I would also support the implementation of a real living wage in order to help support students through their time in education. Students in Wales have struggled with being able to access free and properly funded mental health and wellbeing support services, which I believe should be readily available wherever they may live, and in whatever their chosen first language is; they have also struggled for representation at all levels of post-16 education to give students greater political autonomy and decision-making abilities about the issues affecting them; as well as similar problems with student housing being both safe and affordable. Students in NUS-USI have also campaigned for a properly funded tertiary/post-16 education system that allows them to continue their education without the concerns of tuition fees, and to help grow the skill-based sector; I would advocate for a greater reform with regards to consent, following the survey conducted in spring 2019.

And in looking to all of this, we cannot lose sight of the impact of Brexit. Rather than get bogged down in the politics of all of it, we need to ensure we are actively working with all stakeholders to deliver the best possible outcome for students across the country. We also

need to remain committed to our international students and the uncertainty they face with post-study work rights. The proposed graduate route must go into effect and we need to ensure increasing rights for these students and fighting to protect Erasmus. As a leader, I would wholeheartedly lobby for all these things and I would take this fight to the government and also to unions across the country to make sure we are effectively enabling them to tackle these challenges and to fight together for our collective future. It is time we move beyond talk and take clear action that removes the barriers which continue to plague the sector and the lives of students. We must level the playing field, once and for all.

Larissa Kennedy Warwick Students' Union



The student movement has been my home since I was 16 years old. I have organised against sexual violence since college and together we have marched against student fees and as a member of the black students campaign I have continued to fight racism on our campuses. You have elected me once to serve on your National Executive Council, and now I ask you again to elect me as your National President. I will energise, equip and mobilise the grassroots of our movement to drive forward our vision of a truly free, accessible and lifelong education.

Nominated by: Hamsavani Rajeswaren, Queen's University Belfast Students' Union; Lubaba Khalid, University of Westminster Students' Union; Barbara Pereira, Leeds Beckett Students' Union; Aoife Clarke, Heriot-Watt University Student Union; Fraser Amos, Warwick Students' Union; Muna Ali, Union of Kingston Students; Sarah Lasoye, Students' Union UCL; Mohammad Kadham, Cardiff University Students' Union

Social media:

Facebook: <https://www.facebook.com/larissakennedy.warwick.5>

Twitter: @Larissa_Ken

Instagram: @larissaforpresident

Manifesto:

My name is Larissa, and the student movement has been my home since I was 16 years old. I have organised against sexual violence since college and, together, we have marched against student fees. As National President, I want to see NUS into its 100th year, and secure it for another 200!

This is a turning point for our national union. In the last 100 years, NUS has campaigned against Apartheid, introduced liberation campaigns and stood against war. In the next century, we must respond to the plans to destroy education, challenge the growing far right

and mobilise to respond to the climate catastrophe. We need to build a movement that stretches across the whole of the UK, across Students' and Trade Unions across the world. Together, that is the movement we can build.

My Activist Experience

- NUS National Executive Council and Black Students Campaign Committee
- Education Officer and Deputy President of Warwick Students' Union
- Advocacy and Campaigns Officer for Plan International, a global gender equality charity
- Tuwezeshe Akina Dada Fellow, working against gender-based violence internationally
- Elected to British Youth Council's Trustee Board
- Former President of Warwick Anti-Racism Society and Anti-Sexism Society

Rebuilding Power in the Nations and Regions - We have a common interest as students but the problems we face differ, from North to South, Wales to Scotland and Northern Ireland, and our Union needs to do more to support students across our regions and nations. To do this, we will:

- Introduce regional bootcamps for student organisers - for the first time including activists and officers together
- Work with regional community organisations to co-develop supplementary schools where FE and HE students working to drive change can pass on their tools and skills

Reclaiming our National Power - The sector is in crisis, from college funding being cut year on year to our higher education institutions continually putting profit before students. Failure to take action now will devastate us for the future. If elected I will:

- Campaign to bring back EMA and increase FE funding.
- Work in collaboration with the National Society of Apprentices for better pay and conditions, stronger protections against harassment, and genuine involvement with the NUS
- Push back on precarity - create a network of postgrads and student staff to work alongside UCU and other trade unions to make conditions better in education for all.
- Build collective resistance to dismantling of small, specialist universities.

- Reject the higher tariff placed on STEM courses.
- Fight for Free Education and to democratise our Colleges, Universities and Unions.

Further Education and Apprentices - Over 70% of our membership are in FE. With severe funding cuts and staff losses the fights within FE and HE are often seen as separate, I will unite our fights to ensure we fight together for a stronger education system that benefits us all. I will:

- Ensure NUS events include Apprentices, FE students and introduce travel bursaries
- Work with our VP FE to tackle the attainment gap and the pay disparity for apprenticeships
- Involve the National Society of Apprentices in our democratic structures, fight for free travel, better wages, stronger protections against harassment and more opportunities.

Welfare, Housing and Mental Health - From extortionate rents to mental health crises, across HE and FE students are being let down. NUS must fight to ensure our mental health support is culturally competent and the transition from CAMHS to adult services is made easier. I will:

- Fight for not for profit halls and genuinely affordable housing.
- Support student housing campaigns, building regional links to renters' unions, educating students on their renting rights and empowering them to fight dodgy landlords.
- Ensure accommodation is genuinely accessible to disabled students.
- Ensure institutions become guarantors for international students.

Supporting International Students and ending the Hostile Environment - The current environment of xenophobia, amplified by the election, is having an insidious impact on international students' lives and rights. Working with the International Students' Campaign, I will:

- Campaign against fees, fee rises and the NHS surcharge that international students face
- Resist securitisation and the Prevent Duty, conducting research into its effects on student organisers

- Pushing for a full-time International Students Officer after reform
- Fight to stop deportations, close detention centres, and demand justice over Windrush

No more harassment and violence on our campuses - We must not relent in the fight against hate crime, sexual harassment and racial harassment on our campuses. I've galvanised students across campus to fight sexism and racism, and, as your President, I will do it across the country.

- Campaign for Universities to go beyond the data-led, and dehumanising, 'hate crime' narrative, and to address the ways that its existing reporting structures denying students support, when they need it most.
- Providing co-created frameworks for robust responses to all forms of sexual and gender-based, racist, homophobic, ableist violence, that acknowledge how these injustices are reproduced by institutions - including guidance for restorative justice (where appropriate)
- Lobbying the government to act upon the recommendations of the Youth Select Committee Inquiry into serious violence, to actively tackle how knife crime impacts access to further education

International Solidarity - To make the case and realise our aims for climate justice, free education and social justice, we must combine our voices with the power of students who share this vision across the world. As your President, I will make international solidarity a reality on:

- Climate justice - The global south is already bearing the brunt of the climate emergency, we must act now. Current trends and plans show that the global south will be devastated in the next few decades, with decisions made by our government.
- Free education - I will work with national unions across the world to host a global rally for education, connecting to those fighting for free, accessible, lifelong education. around the world. We must also connect our struggles for decolonisation, demilitarisation and divestment and co-producing research and resources to resist the dilution of these campaigns, and make the case amongst other students and with the university.
- Global social justice issues - I will support and connect students and unions exposing universities' complicity in issues like the slave trade and redressing these wrongs through curricula and financial reparations.

Nelly Kibirige London South Bank University Students' Union



Hello membership, my name is Nelly Kibirige and I am the first two term president at London South Bank University SU. You may remember me from when I ran for National President last year and came a very close 2nd! Since then, I've created a network of Presidents nationally, working with them and their officers on issues affecting students across the UK, including changing the way student loans work for students. Proudly secured an All-Party Parliamentary Group meeting on student funding. I'm experienced in successfully turning around and restructuring LSBSU, therefore, I am now ready to be your National President!

Nominated by: Suntosh Kaur, University of Central Lancashire Students' Union; Tendo Meseorisa, Solent Students' Union (Southampton Solent); Liam Rogers, Newman University Students' Union; Hannah Prydderch, Lancaster University Students' Union; Adesewa Ogunyomi, Lambeth College Students' Union; Dan O'Donoghue, Roehampton Students' Union; Diini Muse, London Metropolitan University Students' Union

Social media:

LinkedIn: <http://linkedin.com/in/nellykibirige>

Work Twitter: @lsbsunelly

Personal Twitter: @nelly1k

Insta: @nellykibirige_lsbsu

Facebook: Nelly Kibirige

Facebook: <https://www.facebook.com/lbsupresident>

Manifesto:

DOING THINGS DIFFERENTLY

Nelly #1 for President

Hashtag: #Nelly4prez **Email:** nellyfab1k@icloud.com **Twitter:** @nelly1k

Hello! I'm Nelly Kibirige – President, London South Bank University Students' Union. I'm running to be your National President, because it's time to do things differently.

There's no one size fits all approach in education! I've had a non-traditional journey through education, experiencing FE and HE at public and alternative providers. 10years, 4 children, and countless challenges along the way, I knew that like thousands of students across the country, I was doing this to give my children something more. My time at College and University changed my life - overcoming sofa-surfing, domestic abuse, mental health challenges and systematic barriers - but too many students slip through the cracks.

Across Britain and Ireland, students' unions have sounded that the time for talk in NUS is over. We've Brexited, divided politics, deportations, the Augur review and student poverty drowning us, it's time for a national President who spends their time doing what YOU need them to do. Campaigning and winning with, and for students. It's the job of SUs to ensure that no one is left behind, and that's why as your President, I'll do things differently.

Mum that gets it done:

- Started the first ever students' union at my college initiating campus-wide elections and a student representation structure because student voice matters.
- My impeccable stakeholder engagement skills secured up-to 500 paid placements for students, ensuring they had requisite work experience to pass their course. Other students have benefited from well-being rooms, Officer flexible working, major global businesses including Bloomberg, London Stock Exchange, Euronext,. opening their doors to my students, winning employment opportunities and amplifying diverse voices now and in the future.
- I've built bridges between key stakeholders and students on the ground. My societies have links to local councillors, and my forensic science students have a unique link with a local coroner. As your President, I will build links between your union and key allies across the UK
- As the lead officer in the 1st ever university/college merger in the country, I ensured they couldn't ignore students in the process - and I'll do this nationally

- Initiated a student loans campaign and worked with officers nationally to secure an APPG on student funding in Parliament, showing officers that their voices matter and together we CAN win for our students.

A different way of rebuilding student activism:

More than ever, students, students' unions and the future of education are under sustained attack. It's times like this, we need a unified and coherent National Student Voice. Our power comes from students, via their students' unions as working alone leaves us isolated.

As President, I will:

- Deliver a student activism strategy for every single SU, ensuring collaboration, best practice and support directly for students' unions.
- Regalvanise our relationship with trade unions, community organisations such as Citizens UK, to extend students' unions' knowledge, reach and impact.
- Ensure that SUs have up-to-date legal and governance advice, to facilitate - rather than undermine - vital student campaigning work.
- Continue the what I'm doing, speaking on panels at UUK, I informed and responded to the Augar review, and defending students at every opportunity on every platform

A different way of leading your national union:

It's no secret that NUS has had a difficult few years. I wholeheartedly believe in the power of collectivism, and that when students' unions come together, we are unstoppable. But SUs need a national union that is open, transparent - one they can trust.

As President, I will:

- Pledge to be honest and open with Students' Unions, particularly with difficult financial decisions we need to take.
- Ensure that no matter our future democratic structures, the voices of nations, sections, liberation groups are heard and acted upon.
- Spend my time listening to, and engaging with Students' Unions - by being on campuses or available to contact regularly to ensure they're prioritised by NUS

A different way to Decolonise Pedagogy:

I have contributed to a Bloomsbury-published book on Decolonising teaching based on a TRAAC model with a professor from the University of Greenwich! This sets out a step by step guide to inclusive teaching and will greatly impact the BAME attainment gap.

As President, I will:

- Demand that the Office for Students ensure that the access and participation agenda is representative and extends to working with students' unions
- Run a resource hub on attainment gaps so that students' unions can collaborate and work together on the best tactics which deliver for students. UniWestminster have already initiated links with South Bank on this with me
- Work with educational providers to give every students' union in the country bespoke data on their attainment gaps - and support to deliver strategies to campaign for change. I have already started on this.

Sunny Suntosh Kaur, UCLan SU President:

'Having worked closely with Nelly for 18months, I can confidently say there is no one I'd rather support for NUS President - she epitomises the power of black women in leadership and we've invited her to speak at our BAME women in leadership event in March! It's clear that NUS and SUs' need to do things radically different, and I believe Nelly is the person to effect that change.'

Adesewa Ogunyomi, President Lambeth College:

'Nelly is a rarity in the student movement - a leader who has experience & knowledge of both higher and further education. It is important to have a National President who brings us together' Nelly represents us all.

Joshua Muirhead University of Stirling Students' Union



Hi there! I'm Josh Muirhead and I'm the Vice-President Communities at Stirling Student Union.

I am running to be NUS UK President because I believe that, no matter who you are or where you come from, we all deserve the best opportunity to do well at college and university. I have experienced first-hand some of the barriers that exist for students. Despite all that has already been done, we must go further to ensure everyone has the best chance to succeed with their studies. With your help, I'd love to help bring down those barriers! Muirhead In The Right Direction!

Nominated by: Jennifer Park, Edinburgh Napier Students' Association (ENSA); Rebecca Wyman, New College Lanarkshire; Sean McConnell, Students' Association of the University of the West of Scotland; Lewis Kelly, GCU Students' Association; Edward Keeler, University of Stirling Students' Union; Owen Wright, University of Abertay Dundee Students' Association; Andrew Smirthwaite, Forth Valley College Students' Association

Social media:

<https://www.facebook.com/joshua.t.muirhead>

<https://www.instagram.com/joshuamuirhead/>

<https://twitter.com/JoshuaMuirhead>

Manifesto:

Hi there, my name is Josh Muirhead and I'm standing for election to be the next NUS UK President.

So, a little about myself. During the last year I have been the Vice-President Communities at the University of Stirling Students' Union where I have worked on several issues over the last year: gaining a fair rent deal for students with an increase to an accommodation enhancement fund; improving the university's carbon footprint and overall actions on sustainability; pushing for the university to provide information sessions and support to our EU and international students; to name but a few! I believe my time as Vice-President at Stirling has helped provide knowledge and experience that I can use as NUS President. If elected as President, I aim to make progress in these areas:

Everyone Needs a Home

Across the UK student accommodation standards are falling, but somehow prices are still increasing in older buildings becoming unaffordable. While private companies and universities focus on creating newer and more expensive accommodation, they are creating a divide amongst students. It's time for student associations and unions from across the UK to come together and campaign for a better, fairer deal on rent with stronger protections from abusive landlord practices.

Loans are not the Answer

I think we can all agree that education should be available to all. But this is quickly not becoming the case now. Having to pay a maximum of £9,250 a year is not a right; it's a privilege. With rent increases, the cost of living rising can students really afford to go into lifelong debt just to have a suppose fair chance in life? We must break down the institutional and financial barriers that exist and one of doing this is to follow the Scottish educational model. Though not perfect, it provides a fair chance for all to attend further and higher education reducing the barriers that exist. This is first step to an education system that works for all. We must remove or at the very least minimise fees for education and bring in a bursary system that empowers students rather than the loan system which does nothing but degrades us all.

If elected I will campaign for the decrease of fees, parity of funding between Further and Higher Education and more directed funding to meet social and economic needs working towards a free education system. It's not the end goal but merely the first steps in the right direction.

Taking students for a ride

It's no secret that transport companies the length and breadth of the UK are overpriced, outdated, and not fit for purpose. This isn't a problem for only students but for society as a whole. The student movement in the form of both the NUS and it's constituent members must work together with pressure groups and trade unions to see real meaningful change to our transport system. HS2 is not the answer; nor is an increase of cars on the road. Funding must be spread evenly throughout the transport network and be UK wide. As President I will campaign to improve this for not only students, but for everyone.

Though not a massive amount of issues I believe those above will not be completed in the first 100 days of a new NUS administration, nor in it's lifetime. However we must begin to start seeing the change we want to see. So let us begin and start Muirheading in the right direction. (Not sorry for the pun)

Erica Ramos National Union of Students



The next 2 years will be a defining period for the UK, for young people, students and our education system. It will be a defining period for our Unions, our Associations and our Guilds. I have decided to stand for NUS president to make sure that we are at the heart of the debate, shaping the issues and making sure that by 2022 we can be proud of the changes we have made. It's time to make NUS relevant, confident and effective again. It's time to change the world again, it's time to #Roar4Ramos

Nominated by: Joshua Williams, University of Birmingham Guild of Students; Andrew Wilson, Edinburgh University Students' Association; Ansh Sachdeva, Bolton Students' Union; Megan Price, Worcester Students' Union; Tuna Kunt, City, University of London Students' Union; Leo Buckley, Peter Symonds College Students' Union; Henry Setter, Greenwich Students' Union; Helder Costa, University of Sunderland Students' Union

Social media:

<https://twitter.com/VPEricaRamos>

<https://www.facebook.com/erikaxramos>

Manifesto:

Giving Students Power

ERICA RAMOS For NUS President

No barriers. No borders. No bulls**t.

Students are broke. The housing system is a mess. There's a mental health epidemic. Campuses are unsafe. Our climate is in crisis.

We won't fix all of this by bickering over motions and squabbling over tactics. We need to switch things up, working together to give students the tools they need to make change in their classroom, communities, and the world.

It's our education system and our future. So, I'm standing to give students real power - building their rights, and working with everyone who cares about education.

Join me and let's make a real movement - an NUS that's confident, effective and relevant, harnessing the anger and energy of seven million members.

It's time to change the world again, it's time to #RoarForRamos.

Giving students power to tackle the Mental Health crisis

Crippling student debt, being broke day to day, soaring cost of low quality housing and the impact of social media - no wonder there's a Mental Health Crisis.

Universities do not have a plan, counselling waiting times are measured in months, it's even worse in colleges and apprenticeships, those on less than minimum wage, who would not dare admit they have a problem.

I'll lead the fightback - giving SUs the tools to argue for change around the root causes of this issue. Students should be empowered to make changes to their classrooms, their curriculums, their learning spaces so we can transform our mental health.

In 2 years' time there will be:

- A 24- hour student mental health helpline and a legal right to a counselling appointment within 2 weeks.
- A statutory mental health prevention and action plan in every registered further and higher education provider in the UK - consulted with and signed off by their SU.
- Real increases to maintenance income in every part of the UK and for every type of student.

Giving students power through strong Students' Unions

We only end up with a powerful student movement if we build the power of our unions. But in the past NUS has been embarrassed by its members, telling unions what to do rather than unions driving NUS. And our influence is declining on the national stage.

SUs change people's lives. They don't just do things for people but give students platforms to act collectively and creatively to make the world a better place. A new, stronger NUS needs to learn from SUs - not the other way around.

From Day One I'll make a positive and powerful case for the impact that SU's have - on access, recruitment, retention, satisfaction and employability. And I'll talk up our unions relentlessly, championing SUs to VCs, Principals, employers, trade unions and government.

In 2 years' time I will:

- Create a powerful new deal for SUs which will deliver a 20% increase in funding for SUs.
- Secure legislation or regulation in every part of the UK that guarantees students representation and autonomous SUs.
- Lead a new SU Impact Agenda, ensuring student voices and their lived experience are at the heart of decision making in their education system and government.

Giving students the power to shape our country's future.

There are two choices. A closed off, negative and hostile country, or an open, inclusive and progressive nation. The choice is ours if we help students take it.

Because we'll be more affected by Brexit than anybody else, we need to put students and young people at the heart of what happens next. As President, I will lead national work that defends and extends international and EU students' rights, fights to defend ERASMUS, fights to defend freedom of movement, fights to defend research funding, fights against xenophobia and above all, demands a future to look forward to.

Education must be borderless - and so I'll also prioritise collaboration with our European partners and build a coalition that can win a global future for our country.

In 2 years' time I will:

- Deliver the exact same benefits of EU membership to students after Brexit.
- Scrap unnecessary NHS charges and minimum income requirements for international students.
- Have regulation for international students' charges, fees and agents.

Students powering a Sustainable Future

There is a climate emergency now. Students and our education sector need to show leadership. Many universities and colleges have taken steps, but we still need to push further. We need universities to divest from fossil fuels, to take proper action to become carbon neutral, and to prioritise funding for green research.

The NUS will support SUs to advance our agenda. Together, we will put students and young people at the forefront of the change.

In 2 years' time I will:

- Ensure that the UK tertiary education sector will have committed to become fully carbon neutral by 2030.
- Provide more high- quality vegan options for SUs through NUS Services.
- Make Students Organising for Sustainability (SOS) a cornerstone of our movement, through securing the return of green funding for SU's.

Let's give power to the students, power to SUs and power to NUS. I believe that with me as your National President, we can achieve that power together. Vote Erica Ramos, #1 for NUS National President.

Candidates for Vice President Further Education

Further Education is a varied sector which spans from A Levels, BTECS, T-Levels, Apprenticeships, Access Courses, and much more beside. There is no typical learner and the Vice President Further Education advocates on behalf of our members in Further Education. This role involves shaping policy, representing members, and being an advocate for everyone in Further Education

Salsabeel Elmegri Bradford College Students' Union



I'm standing to fight for you within our national union. I want to see NUS fight for FE students and apprentices on the ground and in parliament, like I've done as VP at Bradford College. As your VP FE I will ensure that tackling climate change, fighting for better mental health provisions and tackling harassment all top the agenda. We need an inclusive curriculum that doesn't shut anyone out because we should all have access to education. I will campaign for travel bursaries, better provisions and make sure you know what NUS are doing to fight for FE.

Nominated by: Tasneem Elmegri, Bradford College Students' Union; Dillon Stanley, South Eastern Regional College SU; Majid Shemsedin, The City Of Liverpool College Students' Union; Thomas Matthew, Exeter College Student Representative Committee; Najaha Nurani, Leicester College Students' Union; Claire Brookes, Nottingham College Students' Union; Nyasha Nyamandi, St Brendan's Sixth Form College Students' Union

Social Media:

Information requested but none provided by the deadline

Manifesto:

My name is Salsabeel and I am the Vice President at Bradford College. I'm lucky to come from a college with enough funding to pay elected officers but I know that is not always the case. FE Unions are drastically underfunded and NUS has done little to support us in developing independent unions. As your VP FE I will fight for a voice for FE students on every campus across the UK.

There is no one size fits all approach to further education, from our courses to our students every FE provider is different and unique in its own way. NUS represents 4.5million FE learners but if you came to one of our conferences you would have no idea. I will make sure our events and conferences are centred around FE students.

Student Poverty

With cuts to the sector students are deprived from accessing basic rights which significantly contributes to their academics. Frozen student loans since 2008 and its means-testing system in place meant that students are missing out. Students from working class backgrounds are often paying high costs to access post-16 Education, whilst Apprentices are still being paid less than the National minimum wage. Our students are facing a 'poverty premium' and it's time to put an end to it. I will campaign for FE maintenance loan and increased funding so that students have extra money in their pockets and worry less on getting by day-to-day activities.

Mental health

Mental Health in young people is at an all time high, many of us are on waiting lists within the NHS that seem never ending. We need to do more to support FE students who are experiencing mental health problems. I will work with the Association of Colleges to make sure everyone is signed up to the Mental Health Charter. I will fight for more funding for specialist Mental health services and make sure that all students are supported when studying. I will also lobby FE institutions to ensure there is greater visibility of external services that can be utilised by further education students to receive specialist support.

Accessible Education

Everyone should be entitled to an education and I agree that education should be accessible, government funded and life-long from 'cradle to grave'. The FE sector has received nothing but governmental cuts year after year, whilst HE and schools are being rewarded. Resources are being stretched yet colleges still manage to maintain high success rates from students despite limited funding. Investing more in colleges can allow students to benefit from quality education, and funding provisions such as Student Premium , maintenance grants and EMA. More often students enrolled into Colleges are given a second chance to education, get a

qualification and continue at university, apprenticeship or work. I will campaign for more funding and work closely with representative groups and existing campaigns such as Love Our Colleges, for the government to stop the cuts and invest more in FE.

Developing FE Student Unions.

I was lucky to have a union that paid its elected officers, however I know from talking to my friends and other FE officers that this is rarely the case, when elected I would ensure to campaign for better representation as I have seen done within NUS Scotland. I will create guides with the union development team to help the development student unions on at their colleges and sixth forms. This will include methods in improving student participation and wider community experience to structures of cultural competency care that can be implemented to provide specific and necessary support to all students.

Youth Crime

The local council and government closing down Youth centres lead to the rise in youth violence. With nowhere to turn to not be 'distracted' young people have nowhere else to go other than the streets. I will campaign for better provisions allowing Colleges and SUs to develop social spaces on campus. We see lively SU spaces in HE institutions that students can freely go to, why can't FE be the same. Providing a vital space to feel safe but also create a sense of belonging which is vital for student experience but also will have an impact on the wider community. It is in these spaces we will have challenging conversations and tackle the root causes of youth crime. But also provide the vital tools and skills to students who can argue for provisions to be provided for the wider youth community. Lobbying the government and local councils to have the difficult conversations around the realities of youth crime as it is not as black and white as one may believe.

Climate Change

Change is no longer a choice and we are simply not doing enough. I will campaign for FE institutions to divest from companies that have any involvement in fossil fuels and really strive to be carbon neutral. I will push for FE institutes to have greater scrutiny in their supply chains and ensure that there is an approach to sourcing more ethical resources. There needs to be an overhaul curriculum ensuring there is comprehensive education on climate change building greater awareness and nuance on the comprehensive nature of the topic. I will work with unions to support and empower students to be at the forefront of this change helping to put pressure on institutions to actualise real commitments to the issue.

Aldrich Gonsalves Dudley College of Technology Students' Union



I'm Aldrich Xavier Gonsalves, SU President at Dudley Students' Union and I'm running to be your next Vice President Further Education. FE is vibrant, diverse and progressive and I want to reflect these qualities in the work of NUS when fighting for FE and our right to be heard. For too long we've been ignored and marginalised in NUS (and society) but we make up the largest section of the membership! I will be a VP that connects with you, listens to your concerns, and fights hard on your behalf. Vote Aldrich for VP FE because #WeAreFE

Nominated by: Charlie Leivers, Telford College Students' Union; Lewis Callary, Halesowen College Students' Union; Connor Curtis, Birmingham Metropolitan College SU; Khuram Mahmood, Walsall College Students' Union; Yankho Songwe, City of Wolverhampton College Students' Union; Katarzyna Sopinska, Dudley College Students' Union; Glennville Da Costa, Leicester College Students' Union

Social media:

<https://www.facebook.com/DudleySU/>

<https://www.instagram.com/dudley.su/?hl=en>

<https://twitter.com/dudleysu>

<https://www.youtube.com/user/DUDLEYCOLLEGESU>

Manifesto:

My name is Aldrich Gonsalves. I am currently the Student Sabbatical President of Dudley College Students' Union. I represent the 14,000 student cohort with assistance from a volunteering team of four Vice Presidents.

My main passion is caring for student wellbeing through various environmental and mental health campaigns. I believe the environment we live in is linked to our own mental health so both should be treated with respect and dignity.

Further Education can be a second chance for many people. Colleges train 2.2 million people a year, with 1.4 million being adults, which is a staggering statistic. I aim to represent every single student, regardless of whether they are an adult learner, apprentice, a recently joined T-Level student, or full-time/part-time student. FE is FE and there are no limits to what FE is and what it stands for.

Student Mental Health

If you elect me as Vice President of Further Education, I will begin the biggest national campaign for Student Mental Health the nation has ever seen. The need for more concise Mental Health measures has increased in recent years, as 85% of 105 FE colleges in England have reported increased Mental Health problems over the period of 2007 to 2015.

I plan to use our influence as a Student Voice to lobby the government and make it law that every college should have a trained counsellor on site. 40% of the colleges surveyed said they have full-time counsellors or mental health support workers and 77% said they have part-time counsellors or mental health support workers.

I also believe every college should train all their staff as many staff members simply don't have the knowledge and the understanding to help identify mental health issues students may have and signpost them to the correct service, which may result in students not getting the proper care they need. This also leads to the issue of raised stigma which also needs to be broken down.

FE funding cuts

I have already personally collected over 500+ Love Our Colleges pledge cards to lobby our Members of Parliament to start a conversation regarding FE funding. Even though the Love Our Colleges campaign was a success and our government promised £400 million to FE colleges, I still feel as this is simply not enough to turn the tides for FE, as colleges have faced over a decade of funding cuts. We need to begin an open conversation on this issue with the government. Due to cuts, beneficial services such as counselling and Students' Unions are usually the first to go, I want to prove that these services are vital to student life and are a must, need and expectation of any college.

Apprentices

Many apprentices are not recognised for their Student status; some are even confused on what their status is – whether they are in full-time employment or student on work placement. The parameters of an apprenticeship are blurred and to set the records straight, I wish to help apprentices understand where they stand when the lines are blurred. There are a number of apprentice issues such as their pay, travel expenditure, workplace rights and discrimination.

Travel expenditure is one of the biggest issues for apprentices, as the need for good attendance and punctuality is important to employers, but can also be a big issue for students travelling to and from college. Apprentices are on low wages which further exacerbates this issue. I plan to lobby the government to bring in mandatory discounts to public transport services for all students, namely buses, trains and tramlines.

Lack of respect is an issue. I would like to address that apprentices can be seen as 'not quite' or 'less than' a normal member of staff due to their apprentice status. I want apprentices to feel as if they are equal to other staff members within their organisation and reduce stigma on what an apprentice is.

Environment

I am a keen environmentalist and a strong believer that mental health and environment go hand in hand. Nature aids your mental wellbeing, it's essential that we get away from the loud sounds of everyday life and surround ourselves with the quiet and relaxation of nature.

There are a number of issues facing not just our country, but our entire planet. I believe it is our generation's responsibility, as the future of Great Britain to right some wrongs regarding our attitude towards climate change and global warming. In colleges and schools we learn what environmental problems earth is facing, but we are not taught HOW to tackle all the problems. I aim to raise awareness on this issue. I will lobby Members of Parliament and organise national demonstrations - the power of students will hopefully change the attitudes our government has towards making our planet greener.

Peter Hopwood Godalming College Students' Association



I want all areas of further education (FE) to have a strong voice in the NUS. It's time for the NUS to start listening and acting on the issues that are relevant to its FE members, from sixth form colleges to apprentices and FE colleges. We form a majority of the NUS membership, but the FE issues - such as cuts in funding and the government being close to scrapping BTECs - get overshadowed and don't get the attention they deserve. I would commit to ensuring the NUS stands up for all of its FE members. Vote Peter #1!

Nominated by: Florence Kilby, Esher College; Jenny Corcoran, Coleg Sir Gâr Students' Union; Eddie Thompson, The College of Richard Collyer Student Council; Yasmin Raja, Brighton Hove & Sussex VI Form College; Alys Sheahan, Academy of Contemporary Music; Elodie Fenton, Godalming College Students' Association; Melanie Brooke, Brooklands College Students' Union; Becca Romans, Havant and South Downs Students' Union

Social media

https://www.instagram.com/pete_hopwood/

<https://twitter.com/PeterDHopwood>

<https://www.facebook.com/peterdhopwood1>

Manifesto:

Peter Hopwood #1 Vice President Further Education

Levelling up for learners in FE

Teachers in FE are paid less than their counterparts in schools and universities. College funding doesn't provide essential maintenance, when we need and deserve modern facilities. FE is demoralised, under-reported and under-represented. Enough is enough. A vote for me is a vote to transform the situation for college students, adult learners and

apprentices - a proven campaigner that will put the needs of FE students into the heart of decision making and level up esteem, funding and rights.

As President of a small College SU, despite being underfunded and under resourced, I've led the way in achieving so many wins for our students. When I organised and chaired a hustings at college, I held our local MP Jeremy Hunt to account on local and national issues, such as funding cuts for FE and the NHS down to local issues such as transport. I have also driven this agenda locally, regularly meeting with councillors to put my members' needs top of the agenda.

Under my leadership, I'm so proud that our SU successfully campaigned for gender-neutral toilets on campus, responding to the needs of our diverse membership. I have also been instrumental in developing a funding scheme for our clubs and societies and have led the charge on a Raising and Giving campaign across the college which has seen us raise over £1000 for various charities.

So don't just vote for me because of my vision. Vote for me because of my track record.

Supporting Our Students

As President of a College SU, I've watched as our SUs navigate tight or non-existent budgets. As your VP FE I will work with you to develop a vision and strategy for fully funded, politically autonomous and structurally independent SU's in every college. TOTUM has failed us, and the NUS is nowhere to be seen. And we've let the Westminster government off the hook on their failed apprenticeship travel promise. That's why I will:

- Deliver a national NUS FE union development plan for a statutory obligation to fund and support FE student representation. I will launch the campaign, in partnership with FE providers, for fully funded, structurally independent, politically autonomous students' unions.
- Consult with FE members to demonstrate the benefits of students' unions to FE students, colleges, and the wider society.
- Campaign for 50% rail travel cards to be implemented for ALL FE students; not just 16-17 year old students.
- Demand access to proper mental health support for all students in FE providers.
- SEN & Accessibility; Fight for more accessible spaces and better support for our SEN students in FE institutions.
- Push to ringfence TOTUM income for FE students and FE campaigns, and deliver alternative and sustainable income mechanisms for FE SUs, with practical and innovative methods.

A Youth Shakeup

We are facing some of the biggest political issues of a generation with the declaration of the climate emergency and Brexit. Like many students, I couldn't vote in the 2019 General Election but the outcomes will have massive consequences for our futures. If elected, I will:

- Equip FE Unions and student groups with resources and support on the climate emergency
- Champion votes at 16/17 so that FE students can have a stake in our democracy and decision making.
- Stand up for the rights of European and International students through this turbulent Brexit process
- Partner with campaign groups to restore youth funding and youth services

Protecting our Colleges and Apprentices

We need a national union that will respect, represent and reach out to us. The Government's plans to withdraw funding to Applied General Qualifications with very little foresight, guidance and consideration, despite the sector's opposition, will have hugely negative impacts. And why do we think harassment and hate crime is confined to HE? As VP FE, I will:

- Campaign to protect BTECs and other Applied General qualifications
- Promote and campaign for increased FE college funding, and support the SFCA's Raise the Rate campaign to give a voice to sixth form colleges
- Work with NUS Wales, NUS-USI and NUS Scotland to drive up FE funding in the nations
- Take proactive action on harassment and hate crime with national research and lobbying
- Campaign to restore the Educational Maintenance Allowance, setting a minimum meaningful funding level for all learners across the UK

Our students and their unions deserve better. Put your trust in me, Vote Peter Hopwood #1 for VP FE!

Candidates for Vice President Higher Education

The Vice President Higher Education leads NUS' work on issues related to the higher education sector. They represent our movement to policy makers, campaign on the equity and quality of higher education, and lead on working with students' unions on tackling the big issues in higher education.

Hillary Gyebi-Ababio University of Bristol Students' Union



My name is Hillary Gyebi-Ababio, and I'm running to be your next Vice President for Higher Education. I firmly believe that education should be free, accessible and open to all, with students from all backgrounds and identities being able to engage with and shape the education they deserve. Students should be at the centre of their education, not viewed as metrics in a market. For a voice that will fight for an education system that puts students first and ensures NUS is fighting for this vision over these crucial next 2 years, Vote Hillary #1 for VP HE.

Nominated by Precious Tatah, The Students' Union at UWE: Ancha Joof, University of West London Students' Union; Deborah Atilade, Bournemouth University Students' Union; Harry Riley, Bangor University Students' Union; Theresa Ogbekhiulu, Swansea University Students' Union; Andrew Wilson, Edinburgh University Students' Association; Eve Alcock, University of Bath Students' Union; Amina Kaloko, University of Bristol Students' Union; Hannah Prydderch, Lancaster University Students' Union

Social media:

Facebook: Hillary Gyebi-Ababio

Twitter: @hillarygyebi

Instagram: @hillarygyebi

Manifesto:

Hillary for HE #WeMove

I just took a DNA test, turns out, I'm 100% standing for VP HE.

NUS has been in survival mode for the last few years, but as the dust settles on reforms, it's time to start thriving. I have the ENERGY, DRIVE and VISION to build a movement that fights for student rights, decolonises our institutions and amplifies the student voice.

It's time to bring some LIFE back into the HE role. It's time we MOVE.

THRIVING NOT SURVIVING

We've got BME attainment firmly on all HE targets - but we can't stop there.

Develop Decolonisation – Support campaigns that tackle not just decolonizing the curriculum, but decolonizing the fight against the climate crisis, diversifying staff bodies and introducing mandatory race equity and accountability training.

Fairer funding – Demand reforms to student finance to guarantee a minimum student income that covers costs and enables everyone to study free from poverty.

Alternate Avenues – Lobby for more funding for degree apprenticeships and small and specialist institutions to support underrepresented groups in accessing HE.

RIGHTS OVER RICHES

Education should be a RIGHT, not a paid-for privilege – support for students means the market has to go.

Strengthen Solidarity – Collaborate with unions such as UCU, on fair admissions, bettering staff conditions, and fully funding mental health services on campus for both staff and students and put pressure on institutions to resolve strike disputes swiftly.

Addressing Access - Secure regulatory criteria across the Nations for the disabled student provision - both physically and digitally - so that disabled students can access their education with dignity.

Tighten Transparency – Work with SUs to bring in legislation to ban hidden course costs, fully fund independent sexual harassment complaints procedures to support women and LGBT+ students and ban the use of NDAs, which silence students.

"Hillary is 100% the best candidate for NUS VP Higher Education. She has an incredible gift to listen well, make sound judgments, and informed decisions. From SUs to government, people will want to listen to what she has to say. For a sector that listens to students and an education system that works for all, Hillary is the one to vote for, #1 for VPHE" - Kwame Kwarteng, General Secretary at Uni of Manchester SU

VOICES NOT METRICS

University and College managers chase metrics at the expense of true student satisfaction. SUs have to be at the heart of turning the tide.

Tackle TEF – Scrap TEF and develop a new approach that puts collaboration and actual teaching quality first.

No to NSS – Shape the review of the NSS to develop new ways of engaging students on the areas of the student experience that matter to them.

Recharge Reps – Create a national standard for student representation that gives students a voice from the classroom to the Cabinet and demands that universities invest in support for student reps.

BRIDGES NOT BORDERS

The Brexit debate is far from over; we need to fight to ensure that this government doesn't rob us of an international future:

Save Study Abroad – My message to the government is clear: The Erasmus programme must be protected. At. 🤝 All. 🤝 Costs. 🤝

Fight Fees - Fight for more scholarships and bursaries for international students, and limit international fee increases to avoid universities using international students as cash cows.

End the hostility – Safeguard the ability for refugees, asylum seekers and those from extreme poverty to have the opportunity to learn and thrive throughout our entire education system.

"Hillary is the most positive, proactive and powerful person I know. She champions marginalised voices at every level and has a track record of making systemic and meaningful change. For an FTO who is less talk and more action, vote Hillary"

- Sally Patterson

VOTE HILLARY #1 VP HIGHER EDUCATION

FIND ME AT:

TWITTER: [@hillarygyebi](https://twitter.com/hillarygyebi)

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SK10 2NZ
📞 0300 303 8602
www.nus.org.uk

INSTAGRAM: [@hillarygyebi](#)

FACEBOOK: [Hillary Gyebi-Ababio](#)

FACEBOOK PAGE: [facebook.com/HillaryForHE/](#)

Sajjad Hossain London South Bank University Students' Union



Sajjad for the radical new leadership which the student movement disparately needs!! I am the Re-elected Vice President Education at London South Bank University Students' Union and I am here to be your next VP HE to change the HE sector directly relating to the students and widely impacting student's educational experience across the country. My student priorities to implement a student's centric strategy which includes to raise the standard of privity, equity and quality of higher education by initiating a collective voice principle to solve the persistent problems faced by the current SU's in the country.

Nominated by: Aarish Hyder, Kent Union; Subramanian Nithya, Cranfield University Students' Association; Karaen Maniar, London South Bank University Students' Union; Anisuzz Zaman, University of Birmingham Guild of Students; Sajia Afreen, GCU Students' Union; Ahmad Ikram, Union of Kingston; Moosa Mahmood Baharmoos, University of East London Students' Union

Social Media:

Information requested but not provided by deadline

Manifesto:

My name is Sajjad Hossain- contesting for the NUS VP HE. I am the Re-elected Vice President of Education at London South Bank University Students' Union. Our education should be right and accessible for all. It's not just about getting in, it's about how you are getting on. I believe the university should be transformable and adaptable to the diversity of students, we want to cater to their best ability to uphold the standard of education for the students bearing in mind the student's comfort to adapt to the environment. Further on, we want to develop a educational system that works with everyone.

My campaign priorities-

- Saving student money- abolishing hidden course costs, campaigning for free graduation ceremonies
- Fighting for student success in HE (attainment gaps, employability, mental health)
- Leadership on Brexit as EU students have been thrown into uncertainty
- Keeping and promoting outward mobility and Erasmus scheme
- Supporting international students, campaign against home office hostile immigration policy for international students- fighting against deportation
- Decolonisation of education
- Campaigning for free education
- Fee disparity USS strikes- supporting staff compensation for strikes
- Lobbying the government to change the consumer rights law to exclude industrial action from force majeure for universities

My experience-

As Vice President of Education, I have achieved some big campaigns at my SU such as:

- Lecture Capture for all the classrooms
- A standard assessment and feedback criteria for all the courses across the university
- Abolishing hidden course costs
- Digitalise course-rep system
- Extension of library opening hours 24/7 during exams
- Closed BME attainment gap
- Employed 24/7 Residence Wellbeing manager at our Halls of Residence
- Currently negotiating with the university to reschedule the graduation ceremony in summer and making it free for all of our students.

I have extensive experience as a student, SU education officer and had been NUS delegate and participant to EU's youth leadership projects that I believe we can form a strong coalition that is much needed towards the path of modernised education as a principle of my fight to win. My activism to this movement will be to lead, initiate and implement new strategies that will provide the desirable results that I have proposed and make sure that it reaches its conclusion. Let's collaborate together to make this cause a reality by performance.

My Aim-

The basis being a diversified university that approaches the demographic of the students that justifies the legitimately approach in confidence of the students. Support me and we

will develop and demonstrate a stronger national union that will be ready to take on any challenges and lead the union to its new horizons to the path towards a new pragmatic system of education that everyone requires and those who deserve. I look to bridge the attainment gap in the system to ensure fairness in education to liberalise teaching and improving learning environment. I want to fiercely restructure the sponsorship and fees and make the flow of cost transparent. These costs incurred by students for their education maximise their capability to achieve higher results and be more employable to offset the incurred cost on their education.

Support SU's in resulting campaigns and promoting new job to fill vacancies and helping universities to develop and run new courses efficiently. I want to campaign to introduce a robust plan to eradicate disparity in fees and stop competition among universities bearing in mind the clarity in the goal which is to promote effective education rather than raging disappointment. I want to develop a suitable framework for inclusivity and eradicating hostile environments in institution.

I want to secure international students from being treated as cash cows to universities and reformulating government regulation and policies that works in the best interest to both students and universities. Brexit is being an uncertain reality to the EU students.

Onerously we students together can have a stronger negotiating agenda to mitigate the risks and ill effects of Brexit upon the EU students as I reignite and resolute my strongest will to support the EU students in the cause for their future. I am proudly thankful for receiving this opportunity and sustaining colossal courage to present and preview my beliefs and propose campaigns. I greatly believe in you to support me in this journey of change which wouldn't occur without your loving support and vote. Vote for Education, Vote for me.

Ross Loveitt University College Birmingham Guild of Students



NUS is changing - but education is too. The boundaries between FE and HE are increasingly blurred, apprentices fall between the cracks. But NUS hasn't caught up. It never will, if it leaves the majority of members out of decision making. We cannot have an NUS where only the largest, richest unions are represented. That is why I'm standing. To lead by example, to ensure the voices of smaller institutions are heard, to bring my experience of taking UCB Guild from a University department, to an independent student-led Union, to the national movement. Vote Ross Loveitt #1 for VPHE.

Nominated by: Chris Black, Newman University Students' Union; Oliver MacKenzie, University of Manchester Students' Union; Emer O'Driscoll-Paton, Students' Union UCL; Paula Couto Rodriguez, University College Birmingham Guild of Students; Joe Wassell, Coventry University Students' Union; Danielle Gallagher, Aston SU; Joshua Williams, Birmingham Guild Students' Union; Evie Adams, Salford Students' Union; Zoha Shah, Leeds Trinity Students' Union

Social media

<https://www.facebook.com/ross.loveitt>

<https://uk.linkedin.com/in/ross-loveitt-4b5097106>

<https://twitter.com/rossloveitt>

<https://www.instagram.com/ucbguildpresident/?hl=en>

Manifesto:

Ross Loveitt

Number 1 for VP HE

Broaden The Conversation

Taking on Technical

Beyond HE Policy

Why I'm Running

If it wasn't for my students' union, I wouldn't still be in education, let alone the President of UCB Guild. It's a story told so commonly at NUS Conference that you can feel eyes rolling just reading it.

But this isn't the X Factor. It's not a story told to win votes. It's the truth for students like us up and down the country. Unions like ours really do change lives. Yet this approach to making change for students hasn't been finding its way into NUS.

Previously, we've been forgotten about, looked down upon and pushed aside. It's part of why so many of us have been so unhappy with NUS for the past few years.

But NUS is changing - and we have a chance to shape it for the better. I truly believe in the power of our national union. I'm passionate about it, I care about it and I want to help it be the best possible NUS I know it could be.

That's why I'm running to be VP HE.

I've not just led my Union – we made one!

When I started at UCB Guild, the union was a department of the University. Working with an amazing team of students, we've created a fully independent student-led students' union.

I know the struggle of creating a new union from scratch. I won't just put it to use in shaping a new look NUS - we'll support your unions, so many of which are in new institutions, to do this too.

"Ross really understands how NUS can support and develop smaller SUs. That's why I'm voting him No 1 for VP HE."

Zoha Shah President LeedsTrinity SU

Broaden the Conversation

We have so much to learn from each other, but our national conversation has been too hostile for too long.

I want to put collectivism back at the heart of NUS, and lead a national movement with the skills to hear as well as listen.

Elect me and we'll

Create spaces where ALL unions can come together to learn from each other and build supportive communities

Make sure NUS is doing less, better. I'll use my experience leading a small union to great things to ensure NUS is driving hard hitting campaigns that change student life for the better.

Break the false distinction between FE and HE to ensure all of our students' unions are supported to work together.

Taking on Technical

Institutions like UCB support students to become Michelin starred chefs, Olympic sports therapists and run award winning SMEs. More importantly - we give people a place to change their lives. But we're undervalued by our government, and undervalued in our movement too.

Elect me and we'll

Campaign to change the ridiculous measures of graduate success that can be found across the sector, from the TEF to HESA data - It's nothing about the journey and everything about the destination.

Work with SUs to explore what support you need from NUS to transform technical education.

Be active with employers and trades unions to fight for the working rights of students across technical education routes, unionising students from day 1 and improving their conditions at college, university and in the workplace.

Beyond HE Policy

Coming from a Union with only two full time officers, I understand how important it is to look after the widest range of your remit. We've made tough choices this year

which means the VP HE cannot just look after education policy - I'll make sure of that.

Elect me and we'll

Support the campaigns you pass at National Conference - from a Green New Deal to high quality student housing, NUS will be there fighting your battles.

Make sure developing a strong autonomous voice for liberation is front and centre of NUS' work in the year ahead.

Instagram: rossloveitt

E-mail: r.loveitt@ucb.ac.uk

Facebook: rossloveittvphe

Twitter: rossloveitt

Maisie Sanders Birkbeck College Students' Union



Marketisation has dramatically weakened our student unions and NUS, turning them into inactive, apolitical, professionalised charities- just at the time when we most need a student movement to push back against university bosses and the government. Anti-democratic reforms passed at last year's National Conference make this even worse. The UCU strike gives us the strongest opportunity to defend education in a decade. We urgently need to turn our student unions into activist organisations, with NUS linking them up into a national movement that fights alongside trade unions for free education, decent working conditions and urgent action on climate change.

Nominated by: Elizabeth Yeates, University of Leicester Students' Union; Asanga Kasun Witana, Sheffield Hallam Students' Union; Arranjit Rangi, Aston Students' Union; Daniel Davison-Vecchione, Cambridge University Students' Union; Justine Canady, Students' Union UCL; Catherine Nugent, Goldsmiths Students' Union; Alison Brown, Sheffield Hallam Students' Union; Andrew Peak, Oxford University Students' Union

Social media

<https://www.facebook.com/maisie.dowdeswell>

Manifesto:

I'm a part-time student at Birkbeck College in London. This year I have been building support for the UCU strike on my campus, setting up Birkbeck Students Support the Strike and helping to coordinate solidarity nationally, too, through Student Strike Solidarity. I'm an active member of the Labour Party and an activist in the revolutionary socialist organisation Workers' Liberty. In 2018 I was one of the founders of the Student Left Network. Before that, I spent years fighting for free education with the National Campaign Against Fees and

Cuts – both as a student and a teacher, when I was also a member of the National Education Union.

I'm standing for Vice President Higher Education to make the case for a radically different NUS. I want a national union that links up student unions across the country to fight marketisation, campus cuts and attacks on our living, working and studying conditions. A national union which also links up with the trade union movement to defend migrants, oppose austerity and fight the far right.

Our movement needs to be democratic!

This year's National Conference will be the first since wide-ranging anti-democratic reforms were passed. Drawn up in hotel conference rooms by student union managers and Presidents, with barely any consultation, these reforms were designed to address a huge financial deficit and mass disengagement from NUS. But the reason for this crisis was years of failure by NUS to fight for students on the daily issues we face, and the bureaucratisation and depoliticisation of our student unions. The reforms will make this problem worse, not better.

We urgently need NUS and our student unions to be engines for changing society. But to transform NUS into a political fighting force, students need to have real control over what our union says and does. We need more time for political debate and discussion at Conference, not less. We need a movement that is open to all students, not just a clique of sabbatical officers who, under the new rules, can bypass student councils to submit policy.

Local student unions need to be transformed from apolitical, professionalised charities into organising centres for campaigning and direct action, with NUS linking them up into a national movement that's not afraid to raise radical demands. We need student unions run by sabbatical officers and mass general assemblies, not managers and unelected trustee boards intent on making sure no one upsets senior management.

The strength of our movement comes from political debate and the ability to campaign around our ideas in a way that empowers and mobilises tens of thousands of students, including mass demonstrations and direct action.

Fight for free education

Universities are being run more and more like businesses. Marketisation means overcrowded campuses, a lack of academic and pastoral support, soaring rents, a student mental health crisis and a bad deal for international students. For staff, it means job cuts, precarious contracts, overwhelming workloads. Management make cuts to our courses and staff while spending millions on shiny new buildings that look good on a prospectus. Recent

cuts signal we are heading for a two-tier education system, where certain, less 'employment driven' subjects are the preserve of an elite.

We can't just wait for a Labour government to end marketisation and give us free education, funded by taxing the rich – we need to fight for it now! NUS must mobilise a movement from the bottom up to fight for a fully-funded, free and public education system, alongside adequate living grants and cheaper rent. To me, free education also means democratic institutions run by students, workers and the communities they serve; spaces for critical thinking, understanding society and how to change it; and for research that fulfils social need. I will unconditionally support education workers' struggles against neoliberalism and austerity in their sector, from outsourced cleaning workers on university campuses, to lecturers, to teachers in FE colleges and academies.

Defend the right to protest

From students suspended from studies for occupations in solidarity with staff, to racially-profiling government programmes like Prevent, our right to protest, organise and speak on campus is under serious threat. Our increasingly corporatised university administrations are determined to squash any form of militant protest, and more crackdowns look set to come from the government. NUS must demand "cops off campus", fight positively for our right to protest and for freedom of speech, and bring the whole weight of the student movement behind defending students victimised by management for protesting.

Organise to change the world

As a socialist, I think the student movement should have a vital role to play in acting as spark and inspiration for the wider working-class movement in the fight against capitalism. I believe in linking up with trade unions to campaign for a socialist Green New Deal. I feel strongly about the need to stand up for reproductive rights and trans rights. Under this Tory government we need to campaign for freedom of movement and migrants' rights. Why aren't we organising trips to picket lines and demonstrations - our movement needs to up its game. Tweets and talking aren't enough!

NATIONAL SCRUTINY COUNCIL ELECTIONS

The following are candidates in the National Scrutiny Council election.

There are 20 places available, eight of which are reserved for Further Education students. 50% of the NSC must self-define as women or non-binary. Positions on the NSC are for one year. NSC members are elected to scrutinise and examine the work of NUS officers and hold them to account.

Najma Abdi City of Bristol College Students' Union



Hi I'm Najma and I'm from City of Bristol college union. At my college I established myself to be highly active in making sure that I am the right voice for my fellow students. I've been elected as the first BME Officer within my institution and through this I've devoted my time to ensure students get the best out of their time. I created the Islamic society to create more awareness about Islamophobia. As a BME student in Bristol, racism and underestimating our capabilities occurs often so I started workshops and talks to educate people on these topics.

Nominated by: Ehelsan Jama, City of Bristol College Students' Union; James Ruddick, Aquinas Students' Council; Dillon Stanley, South Eastern Regional College SU

Social Media:

Information requested but not provided by deadline

Muna Ali Union of Kingston Students



Hi, I'm Muna, I'm the VP Activities and Development at the Union of Kingston Students. I am passionate about engaging those who feel isolated at university. I have transformed this passion into action through introducing non-competitive sports programmes like self-defence and by introducing on-alcoholic activities into fresher's weeks. It's a responsibility for us all to take care of our environment, my contributions to this have been restarting the sustainability committee within our union and ensuring the university recycles properly and doesn't take shortcuts. Vote Muna #1 NSC, if these are the values you want to see!

Nominated by: Sarah Lasoye, Students' Union UCL; Joe Leem, Goldsmiths Students' Union; Fatima Al-Jabry, Sheffield Hallam Students' Union

Social Media:

<https://www.facebook.com/munaaaa.ali>

Jack Appleby Chester Students' Union



As an officer from a smaller union i understand the real struggles that students' unions face, i understand the impact on SU's when funding is an issue. You should elect me to National Scrutiny Council because i want to hold our FTOs accountable for what they do, i want to ensure that they are running real campaigns that face real students on a day to day basis. I want to see NUS support smaller institutions who really do need the support. If elected i'll fight the corner of under represented SU's!

Vote Appleby for NSC!!

Nominated by: Hannah Prydderch, Lancaster University Students' Union; Bea Beaton, Edge Hill Students' Union; Suntosh Kaur, University of Central Lancashire Students' Union

Social Media:

<https://www.facebook.com/Jack-Appleby-for-NSC-111996883716224/>

Samira Azir University of Westminster Students' Union



Hi, I'm Samira Azir, I'm a politics student at Westminster University. I'm part of the Democratic Education Network (DEN), through this I represent students from different backgrounds. I lead projects like students for refugees, raising money for under-privileged refugees to have the right to education. I've organised and fundraised for charity events whilst working closely with our SU, making sure there is full transparency in gathering funds. I've also helped integrate the needs of international students into our SU. And to strengthen my impacts I'm running for BAME Officer as I believe in fair representation and diversity.

Nominated by: Abdirahman Saed, Liverpool Guild of Students; Rose Morelli, Goldsmiths Students' Union; Fahmina Mridha, University of Sheffield Students' Union

Social Media:

Information requested but none provided by the deadline

Penny Dinh University of Exeter Students' Guild



I'm a Psychology graduate and currently VP Education at Exeter Guild. At my SU, I hold a strong track record of achieving changes, especially in liberation causes. My work in student activism has massively benefited from briefings and guidance from the NUS. If elected on to NSC, I will ensure that this continues to be the case, by supporting officers in communicating with and gathering feedback from constituent members. I pledge to build strong relationship between the NUS and constituent unions to mobilise a national movement in campaigning for a fully liberated National Education Service.

Nominated by: Nabeela Mowlana, Sheffield Hallam Students' Union; Tylae Close, University of Derby Students' Union; Benjamin Fisher, Leeds University Union

Social Media:

twitter: @exeducation

instagram: @exeducation

Facebook: <https://www.facebook.com/exeducation/>

Matthew Hayes ARU Students' Union



Hi I'm Matt, the president of Anglia Ruskin students union. I'm running to make sure our officers are held accountable and NUS does more for students on placements! At my union I have worked on drug harm reduction policy and making sure our universities are accessible. I will make sure NUS continues to campaign for better mental health support and to cut the rent!

I want to see a more transparent NUS and ensure that welfare issues are still at the heart of our national union! I will fight for better support for both HE and FE unions

Nominated by: Henry Setter, Greenwich Students' Union; Bradley Fox, Nottingham Trent Students' Union; Joseph Tema, Goldsmiths Students' Union

Social Media:

<https://www.facebook.com/profile.php?id=100026818398785>

https://twitter.com/VP_MattH

Tiana Holgate Warwick Students' Union



Hey, I'm the Welfare and Campaigns Officer at Warwick SU. It's no secret that from FE to HE there is a mental health crisis, rents are rapidly rising, and hate crimes are rampant on campuses. NUS needs to be at the forefront of fighting against this; producing frameworks for culturally competent care, standing with students taking housing action, and actively lobbying to make sure that our movement is always an anti-racist and liberation-focused one. Vote Tiana #1 for NSC, I will fight for you and the students on your campus, just like I fight for the students on mine.

Nominated by: Hareem Ghani, King's College London Students' Union; Jessica McAdam, Liverpool Hope Students' Union
Hamzah Sheikh, University of Manchester Students' Union

Social Media:

<https://twitter.com/tianaholgate>

<https://www.facebook.com/tianaholgate.warwick>

<https://www.instagram.com/tianaforwelfare/?hl=en>

Subanathan Kajanthan The City of Liverpool College Students' Union



My activist journey began when I found my SU. I'm a proud VP at The City of Liverpool College, representing 12,000 students. I've created safe spaces for the shy, new and quiet students like I once was, to grow out of their comfort zone, participate in SU activities but more importantly build friendships with students who they wouldn't have met without the opportunity. I'm working with the college to ensure transparency by putting students at the heart of everything we do as a college community. It's vital to replicate this nationally so members are updated and feel part of NUS

Nominated by:

Helen Lawley - Dudley College of Technology Students' Union

Connor Curtis - Birmingham Metropolitan College SU

El Dana Ahmed - The City Of Liverpool College Students' Union

Social Media:

Information requested but none provided by deadline

Lubaba Khalid University of Westminster Students' Union



My name is Lubaba Khalid. I was elected as the BAME officer then VP welfare where I witnessed the realities BAME students experience, holding the institution and the student union to account. I organised the first cross-campus Black History Month campaign which consisted of difficult conversations and shifted the university perspective on liberation. I introduced liberation networks, making sure that issues such as the Attainment gap were in the student union strategy, making sure that 65% of our student population is no longer sidelined. That we are truly representative and transparent and not afraid of those difficult conversations.

Nominated by: Fraser Amos, Warwick Students' Union; Charlie Hind, Leeds Beckett Students' Union; Saarah Arshad, Sheffield Hallam Students' Union

Social Media:

Information requested but none provided by the deadline

Ijlal Khalid University of Sussex Students' Union



Hi I'm Ijlal, I'm the VP Society & Citizenship at Sussex SU. My priority has been making union structures more student-led and representative. I've made policy more visible and meaningful on campus by making students aware of student-led campaigns. I've worked heavily to implement policies on being free from plastics, Preventing Prevent, BDS and the introduction of the International Students' Officer. I also led union council discussions on UCU Strikes, ensuring the student voice steers the SU position on strike solidarity. I want to bring a student-led focus to our National Union, vote for me to see this happen.

Nominated by: Jamilla Torres, University of Westminster Students' Union: Kafiyo Abdulqadir, City of Bristol College Students' Union: Mohammad Kadham, Cardiff University Students' Union

Social Media:

Information requested but none provided by the deadline

Stephanie Lomas University of Central Lancashire Students' Union



Education may not have envisaged people like me and you but we need to make sure that the institutions know we are here to stay. If you want a member who will speak up in the interest of students that education was never designed for - vote for me. If you want a member that won't only scrutinise but offer ideas and support - vote for me. If you want a member who will seek assurances for our liberation groups, our regions, and fight for transformative education no matter who you are - vote Steph Lomas.

Nominated by: Molly Houghton, Edge Hill Students' Union Hannah Prydderch, Lancaster University Students' Union; Neil Richardson, Ulster University Students' Union

Social Media:

Facebook

<https://www.facebook.com/stephylomas>

<https://www.facebook.com/sueducation1>

<https://www.facebook.com/stephanielomas36>

Twitter Handles

@uclansu_edu

@stephanielomas

Instagram

<https://www.instagram.com/stephanie.lomas/>

Tony Magaia University of Leicester Students' Union



As an international student and the first Equality and Liberation Officer of Leicester SU, I have seen first hand the impact of representation and the importance of targeted support for students. This year I have led liberation months, support campaigned against sexual violence, and advocated for better support for international students. But I know we can do better, and our national union can do better. I'm running for NSC to ensure that NUS stays the campaigning union it has promised to be.

Nominated by: Cosob Awil, SOAS Students' Union; Lucy Mooring, Warwick Students' Union
Ibrahim Al Zaid, University of Westminster Students' Union

Social Media:

Twitter: tonyfmagz

Instagram: tonymagaia_

Khuram Mahmood Walsall College Students' Union



I have been involved in the student movement from the age of 16 and now, currently the Student President and Governor at Walsall College. I'm running for the National Scrutiny Council to ensure the NUS is listening to the views and opinions of all students. We want the NUS to prioritise the struggles and support of FE students in the same capacity and urgency as HE students. To be truly reflective of our membership it is vital the FE voice is part of a strong collective. I will continue to push for the rights of all students in our communities

Nominated by: Georgia Green, Leicester College Students' Union; Fahmida Alaska Islam, City of Bristol College Students' Union; Sophie-Eloise Tipper, Walsall College Students' Union

Social Media

Twitter: @Khuram4Walsall

Facebook: <https://www.facebook.com/Khuram4Walsall>

Joshua Muirhead University of Stirling Students' Union



Hi there! I'm Josh Muirhead and I'm the Vice-President Communities at Stirling Student Union.

I am running to be on the NUS Scrutiny Council because I believe that our NUS Officers and Board must be held accountable to the general student association/union members. During my time at university I have been on several executive committees which work similarly to the Scrutiny Council. They held elected full time and part time officers to account as well as drafted emergency statements/policy on regards to developing incidents including Industrial Action, Flooding, and the resignation of the President of the Student Union.

Nominated by: Rebecca Wyman, New College Lanarkshire; Jennifer Park, Edinburgh Napier Students' Association (ENSA)
Sean McConnell, Students' Association of the University of the West of Scotland

Social Media:

<https://www.facebook.com/joshua.t.muirhead>

<https://www.instagram.com/joshuamuirhead/>

<https://twitter.com/JoshuaMuirhead>

Najaha Nurani Leicester College Students' Union



I'm Najaha Nurani and I'm studying Health & social care at Leicester College and want to do paediatric Nursing as I have interest in leadership and teamwork. I have taken part in my School's Student Council for 2 years in Hamilton College and I'm currently Leicester College president. This showed me that there are a lot of different aspects and responsibilities that come with these roles and it has helped me grow as an individual. As the President my team and I successfully ran the Fresher's Fair for the first years and have done many similar events until now.

Nominated by: Kafiyo Abdulqadir, City of Bristol College Students' Union: Trisha Spencer, Leicester College Students' Union: Khadeejah Abdul Halim, Students' Union UCL

Social Media:

Instagram- @n_xox17

Ogechi Obioha University of Leicester Students' Union



My name is Oge Obioha, I am President of Leicester Students' Union and I am running to be on the NSC. I was elected on a mandate that puts liberation at the heart of all I do. I put together a programme to support student sex workers on campus, and also work to tackle the attainment gap between students of colour and their white peers, with particular focus on the experiences of black students. Vote for me and remain assured that our NUS will continue to put marginalised students at the forefront of all the organisation does.

Nominated by: Tiana Holgate, Warwick Students' Union; Adnan Rahman, University of Leicester Students' Union; Martha Ojo, LSEC Students' Union

Social Media:

Information requested but none provided by deadline

Barbara Pereira Leeds Beckett Students' Union



Hi! My name is Barbara and I'm running to ensure our National Scrutiny Council is open, transparent, and in touch with real students on the ground. Being an officer from a post-92 institution, I am often left feeling let down with NUS. I want to ensure NUS moves away from being so cliquey and starts working for every single student. From Beckett to Brighton and from Leeds to Lancaster, our movement needs to be one which is in touch with the changing nature of the sector, never again forgetting the students which need us the most.

Nominated by: James Mooring, University of York Students' Union; Gerald Aguilar, University of Westminster Students' Union; Mphango Simwaka, Leeds Beckett Students' Union

Social Media:

Facebook: <https://www.facebook.com/LBSUActivities>

Adnan Rahman University of Leicester Students' Union



Hi, my name is Adnan and I am currently the Education Officer at Leicester SU and the NEC 2nd place to the Black Students' Campaign. I'm running for a position on the national scrutiny committee to hold to account our national team on the following principles which I have worked on a local level. It is vital that we are integrating SUs and grassroots activism into our national campaigns. Further ensuring that we are dismantling marketisation and promoting free education. NUS built its activism on fighting fascism and I will uphold that tradition.

Nominated by: Sam Johnson-Audini, Durham Students' Union; Stella Swain, Cambridge University Students' Union; Chloe Batten, Warwick Students' Union

Social Media:

Information requested but none provided by deadline

Hatty Ruddick University of Manchester Students' Union



This is a new time for our NUS- one unlike any we've seen before. With only three national officers that have two year terms, in a political climate that disadvantages many students, it is vital that the NSC holds our officers to account.

Having been a student volunteer for five years, I've seen the amazing impact that our unions could have. I know how important they are to students, this is why I am running for NSC -to protect our NUS, know that the NUS is protecting students and that the NUS is fighting for our climate.

Nominated by: Sara Khan, University of Manchester Students' Union; Ahmed Mahbub, Queen Mary University Of London Students' Union; Ellise Todd, Sheffield Hallam Students' Union

Social Media:

Facebook- <https://www.facebook.com/harrietruddick>

Twitter- <https://twitter.com/hattyeru>

Aysha Saeed University of Exeter Students' Guild



I'm Aysha and I'm running for National Scrutiny Council. As the part-time education Officer, I ensured programmes and educational objectives were inclusive and manageable for students. I was the student academic representative to ensure that student feedback was taken seriously in my school. I want to see an NUS where officers commit to realistic, achievable and concrete actions to support ordinary students like me. I want to see an NUS that truly fights for the rights of all students, that transcends its activism beyond our SU officers to the students that are at the centre of our movement.

Nominated by: Yusra Belattar, GCU Students' Association; Sandra Ogundele, Students' Union UCL; Ahmed Shire, Leeds Beckett Students' Union

Social Media:

Information requested but none provided by the deadline

Amanda Sefton University of Birmingham Guild of Students



Being Education Officer at Birmingham Guild of Students I know the challenges officers face. NUS support is vital for officers around the country, but we must ensure that national decisions support all SUs regardless of size, region, HE or FE. In my job I hold the University to account, whether it be fighting for greater support for victims of sexual harassment to decolonising the curriculum. I want to bring this level of scrutiny to NUS to ensure our officers do what they promised and NUS can be the national representative body students need. Sefton's On It for NSC.

Nominated by: Christopher Harding, University of Sussex Students' Union; Amelia Gibbins, University of Birmingham Guild of Students; Andrew Wilson, Edinburgh University Students' Association

Social Media:

Facebook: <https://www.facebook.com/guildeducational> - Amanda Sefton

Twitter: https://twitter.com/Guild_Education - @Guild_Education - Amanda Sefton

Majid Shemsedin The City Of Liverpool College Students' Union



I Lead campaigns across college asking students why the canteen matters to them and raised this with senior managers in hopes to re-open canteens on campus and, governmental cuts to College provisions negatively impacts students from accessing basic amenities. I Increased SU profile to students by introducing social spaces that are open and visible to students. I continued Scourge of Day 42, a motion passed by COLCSU to Conference 2017. Lobbying the College to support the most vulnerable students, as opposed to withdrawing them from their course.

Nominated by: Sabrin Ali, City of Bristol College Students' Union; Subanatham Kujanathan, The City Of Liverpool College Students' Union; Nazdar Jasim, Sheffield Hallam Students' Union

Social Media:

Information requested but none provided by the deadline

Molly Smallwood Edge Hill Students' Union



I'm Molly Smallwood, VP Academic Representation for Edge Hill Students Union. I am running for NSC as I am passionate about students across the country and want to ensure that ALL students are being represented by NUS. Having been LGBTQ+ Officer, Women's Officer and a member of the Disabled Students Committee and Postgraduate Students Committee during my time as a student I have had experience in representing students from all walks of life and feel on a national level I would be just as successful.

Nominated by: Laura Vickers, University of York Students' Union; Becky Ricketts, Trinity Saint David Students' Union; Eve Alcock, University of Bath Students' Union

Social Media:

<https://twitter.com/EHSUAcademic>

[instagram.com/mollrosey/](https://www.instagram.com/mollrosey/)

<https://www.facebook.com/EHSUAcademic/>

Nazifa Zaman Warwick Students' Union



As a grassroots activist who has experienced the power of collective action and occupation, I know that when things get tough we only fight harder. But students need support. NUS cannot be exclusive to sabbatical officers and SU staff members. It needs to be out of the boardrooms and on our campuses, fighting for students, standing in solidarity with workers, and ensuring that all students feel equipped to demand for better. If elected on to NSC, I'll make sure that NUS is the radical campaigning union it can be, supporting every student in every corner of the country.

Nominated by: Rania Salim, City, University of London Students' Union; Akiqul Hoque, Queen Mary University Of London Students' Union; Callum Doherty, Warwick Students' Union

Social Media:

<https://www.facebook.com/syedanzaman>

<https://twitter.com/nazifaz>

<https://www.instagram.com/nazifaz/>

Priority Policy 2020: Building a Movement to Transform Education

Submitted by NUS Officer Executive

The National Education Service is NUS's ten year campaign for a better education which is funded, lifelong and accessible.

Our work for the next two years will focus on building a positive vision of education with students' unions and winning the public argument for that vision. The ideas submitted to this proposal will be key to informing that vision.

The problems

Education Funding

Governments prioritise setting lower tax rates for high earners and deprioritise education funding. Some politicians want students to fill the funding gap with higher fees.

Funding for adult education in England had declined by 45% between 2010/11 and 2018.¹ Spending per student for those in 16-18 colleges fell by 12% in the same period. These cuts result in difficulties providing services and recruiting and retaining staff who, with limited budgets, often struggle to provide the life-changing and inspiring learning experience they want to.

Funding for education has declined across the UK. In Northern Ireland, universities receive 27% less public funding than they did in 2004. In Scotland, core funding for universities is £127million below the level it was at in 2014.

Lifelong education

We face a future where many jobs have not yet been invented. Our education system is not set up to support retraining and personal development.

Education is currently geared towards finding a linear path through school, college and university and funding and expectations are based on this. Assumptions are made related to a students' age, stage in life and level of previous education.

Returning to education is often impossible as funding is not available to support students with previous qualifications, and education is not flexible enough to suit modern students and their lives.

Accessible education

Accessing education is about overcoming the barriers to taking up education and ensuring that students and learners can thrive once they're there.

¹ <https://www.ifs.org.uk/publications/13307>

One of the biggest barriers to entering tertiary education is the lack of maintenance funding for students. In Scotland, Wales and Northern Ireland, a mix of grant and loan funding is available for students on a means-tested basis, alongside additional funding based on their needs, while in England grant funding for students has been abolished. This has led to the poorest students, who are eligible for the largest student loans, graduating with the greatest amount of debt. This debt has a negative impact on student mental health, exacerbating a situation which is already in crisis.²

In further education, there is a mix of support available, depending on where you are in the UK. However, in England, those who get the Learning Support Fund can usually only spend it within their college. This system is replicated with some bursaries in higher education as well.

International students see the worst impacts of the free market. Higher education providers can charge them as much as they like, and they are not able to get maintenance funding. They are often exploited by cash-hungry institutions for their fees, while having to negotiate a hostile immigration environment.

Working class students access education at a lower rate than their more well off peers and have a drop out rate of almost double.³ There is such stratification in education that widening participation and access initiatives often focus on getting those who would anyway go to university into a more elite institution, not breaking down the barriers to education as a whole. Institutions carry out widening participation activity to benefit themselves and their recruitment targets; not to better the life chances of working class students.

Problems with retention exist across education. This is often rooted in students and learners lacking community in education, feeling alienated on hostile campuses with monitored prayer spaces, restrictive clothing rules in colleges and high course costs. When students arrive in education, they can find the current inequalities in society reproduced, shown in attainment and wage gaps, unfair treatment of postgraduates, sexual harassment and power imbalances between staff and students, and poor records on reasonable adjustments.

There are many other barriers faced by students in accessing education, not least the costs and conditions of housing and transport; however these issues require their own strands of work.

The solutions

When we launched the National Education Service, we said that the first three years of the campaign would be dedicated to setting out our vision and winning the public argument. With this motion, we have published a discussion paper which is designed to help us build this vision.

² <https://www.independent.co.uk/news/education/education-news/student-loan-debt-harms-mental-health-careers-home-ownership-years-a8392326.html>

³ <https://fullfact.org/education/are-more-working-class-students-dropping-out-university/>

To win the argument, we need to change the way that we talk about education. We need to stop having a hard divide in our movement and in our education system between further and higher education. Let's talk about the qualifications that you're studying for, not the buildings that you study in.

Education needs a redesign to allow new routes into it regardless of age, stage of life and previous study. Our NES will be clear about welcoming students from across the world to live and study without restrictions.

Power needs to be spread throughout institutions so that students have a meaningful say in their education: through strong students' unions. From curriculum design and decolonisation to clothing rules in colleges: education should belong to and be shaped by the community who use it. And education should be out in the community: we will make sure that divides between towns and education institutions are broken down, so that everyone feels pride and ownership, not alienation.

We need to be real about the value in all forms of education and make sure it's high quality. We need high quality technical education, and apprenticeships that come with proper off the job training. At the moment apprentices can be exploited by private training providers, where they are offered poor quality training and left without protection when these go bankrupt. This cannot be allowed to go on.

We know the issue that underpins our problems is student funding. We'll work out a sustainable and fair funding formula and shout about it from the rooftops, ensuring that students receive a living income all year round – in line with the real living wage - with funding which creates equity of opportunity no matter their circumstances.

While we share common goals, the way that we reach them and the barriers we overcome will be different depending on our devolved national contexts. We'll spend the next two years winning the public argument for our vision of education, we'll widen our reach and build organising capacity to support students' unions winning changes on their own campuses. We'll amplify students' unions' victories, so that a win for one of us can become a win for all of us, and together we can build a movement to transform education.

Sub-proposals

These are policy proposals which have been submitted on this theme. These would have been considered as amendments to the main proposal, however as we have moved the votes and discussion online the DPC has decided to make these separate votes on the subject, to help set the direction of future officer's work. So the below proposals will be considered separately rather than as 'amendments' to the main proposal.

Sub-proposal One

Submitted by: Leeds City College

What are the problems?

The budget cuts within the Further Education sector have had a massive impact on students, teachers and colleges as a whole with the Head of Ofsted recently speaking out about the negative impact. Colleges, due to the lack of funding, are unable to hire the number of professionals needed to teach and support students causing strain on current members of staff and in some cases are forced to ask teachers to teach subject areas that are foreign to them. We now find that teachers are learning alongside the students and are being faced with double the workload which effects their overall well-being. If students are being taught by professionals who aren't qualified within the field students may be taught incorrectly and/or not to basic standard and it can force students to teach themselves; which has a negative effect on their well-being and their overall college experience. The academic prospectuses across the FE sector have also taken a hit by the budget cuts. Due to lack of funding for new staff and colleges being unable to pay existing staff to teach other subjects, subject areas such as languages have been cut with half of sixth forms and college nationally being forced to drop subjects. This has a huge impact on students, as they may be unable to reach their own personal aspirations. Finally we know that there is a rising number of FE students across the country so it fair funding has never been so important.

What could be the solutions?

FE students should not be deprived from the education they deserve which why is more funding needs to be available across the sector. Furthermore, language courses should be protected to ensure that students are able to develop skills in their chosen field and ensure that we continue to embrace different languages and cultures and celebrate our diverse communities.

Suggestions for implementation

We resolve that NUS should work with key partners including AoC to lobby government for increased funding in the Further Education sector.

Sub-proposal two

Submitted by Lancaster Students' Union

What is the problem?

- Since the admissions cap was lifted in 2015, University numbers have continued to increase and the Office for Students predicts another 10% increase in the next four years.
- Nevertheless, capacity for these students at Universities across the country has failed to keep up.
- Lectures are that overcrowded, some students are forced to watch from home.
- Universities are becoming increasingly exclusive for many students. Commuting students struggle to travel to and from campus at acceptable hours, often travelling late into the evening because of post-6pm teaching. Student parents and carers are having to fork out for additional care in the evenings, with no additional support. Students with disabilities are being forced to miss out on lectures due to them being held in inaccessible venues or difficulties attending lectures late into the evening.
- Staff are overburdened with their workloads and insufficient numbers and consequently, are having to strike for better pay and conditions. Therefore, the quality and quantity of our education is diminishing, despite tuition fees continuing to increase.
- Our Postgraduate student teachers are struggling to dedicate the time they need to their own work as they are forced to pick up additional work, with unacceptable pay conditions.
- Higher student numbers has made affordable student accommodation scarce, students are being increasingly forced into expensive housing, of poor quality and further away from their support networks and communities.
- Our University experiences are more than just lectures and seminars, it is a time for students to get involved with part-time jobs and extra-curriculars. However, student number growth and late lectures has meant students are increasingly struggling to maintain a work-life balance, with detrimental impacts on their mental health.

What could be the solution?

- We want Universities to recognise that unsustainable student number growth is no longer acceptable.
- We want Universities to commit to proactive rather than reactive infrastructure developments and remove teaching from non-academic spaces to enable our student groups to continue.
- There should be percentage increase limits for student intake to ensure that students are not used as cash cows to fund University vanity projects and ensure sustainable student growth.
- There should be restrictions on EU and International Student Fees, who are being increasingly used by Universities to fund income shortfalls.
- We want the Universities to stop using online lecture recordings to replace actual teaching spaces and for the OfS to identify those universities that are over-capacity and restrict their intake until capacity and accessibility issues are resolved.

Sub-proposal Three

Submitted by: Anglia Ruskin SU, Salford SU

Issues and context

Inequality and inaccessibility are rife in our education systems. This can be seen to manifest in awarding gaps between BAME and white students, Black and white students, and disabled and non-disabled students; it can be seen in the physical inaccessibility of university buildings and accommodation; in the justification of transphobia in academia as “freedom of speech”; in the gender and ethnicity pay gap across the sector; to name only a few examples.

We are beginning to hold our institutions to account - OfS has now mandated UK universities to devise Access and Participation Plans (APPs) in order to address access of minority students to education, awarding gaps, and retention rates. However APPs are extremely limited, and do not use a holistic approach. Even universities with large populations of BAME, disabled, mature students and students with caring responsibilities still have awarding gaps, showing that simple representation does not erase the issues of structural inequality at the root of our education system. Universities are looking for a one-size easy fix for awarding gaps, and some cite looking for ‘best practice’ and standardized ‘evidence’ as a reason why they haven’t done any work. Only a varied approach that covers all forms of education inequality at their root will work.

The Black and Minority Ethnic (BAME) Award Gap is the difference in a First Class (1st) or Upper Second Class (2.1) degree classifications between BAME students and their white counterparts. There continues to be a significant difference between the proportion of white British students receiving a 1st or 2.1 compared to minority ethnic groups who are UK – domiciled. The difference between white and black students gaining a First or Upper Second Class degree is 21.8 percentage points, and the difference between white and Asian students is 10.5 percentage points.

We are using the term ‘awarding gap’ instead of ‘attainment gap’, because the language of ‘attainment gaps’ reinforces the deficit-model, in which the onus of any disparities is placed on the individual students and groups affected, as opposed to recognising them as a failure of the system.

Many graduate/post-graduate level jobs have a minimum of a 2.1 degree classification entry requirement which means that BAME graduates are less likely to benefit from these opportunities. Students should be aware of the BAME Award Gap of the institution they are applying to help them make the best choice for them to pursue their degree as where they study – depending on the size of the award gap – will most likely have a significant impact on their degree result and potential job prospects.

In order to make real change we must understand that racism, sexism, queerphobia and ableism are woven into the way our education is structured. Inequality not only exists in the structural forms alluded to for students, but for staff also, who face gender and ethnicity pay

gaps, hostile environment, increasingly casualised contracts and more. The way institutions are governed, for businesses and for profit turns education into a commodity only affordable to a privileged few, rather than a right that should be accessible to all. It is present in the investments of institutions in environmental and human devastation, in fossil fuels and arms companies.

Multiple factors include:

Lack of institutional accessibility - no introduction to the current British education system for international and mature students who have not experienced academia in this way before.

Piling student debts

Are Mental Health services on campuses incorporating racial trauma into their practices?

Racism is and racist micro-aggressions are traumatic with scientific studies showing that racism contributes to a rise in Cortisol, the stress hormone

(<https://www.intechopen.com/books/mental-disorders-theoretical-and-empirical-perspectives/racism-and-mental-illness-in-the-uk>).

Inadequate and lack of support for students and academics who experience racist and xenophobic violence on campus.

Students not being able to access childcare during teaching time

Lack of accessible technology required for learning in current practices

Fitness to practice / Fitness to Study procedures looming over disabled students and students with caring responsibilities

Classes starting at 8.30 and ending at 7 stop access to learning for student parents and carers

What could be the solution?

Universities and colleges should move away from this and associated 'quick fix' approaches to these deeply entrenched structural inequalities. Institutions should end intrinsically racist, sexist, queerphobic and ableist structures and practices.

Universities and colleges should retrofit their curricula to contextualise and critique the coloniality and the structures of inequality inherent in the history and the practice of every discipline.

Make APP transparent so that students can collaborate and work together

Universities should be forced to publish their Award gap so that prospective students are aware of the implications of studying at that institution. Furthermore, and public Award Gap will push universities to take tackling the problem more seriously as it may affect the income they gain from students.

Students should support UCU and other relevant unions to fight gender and ethnicity pay gaps and other manifestations of structural inequality that affect staff working in education.

Students should be encouraged to make divestment calls that make the link between sustainability and investment in the arms trade.

Suggestions for implementation

NUS should condemn links between education and fossil fuels, and links between education and war.

The NUS should support Students' Unions to lobby for physical spaces and digital learning to be accessible for students and staff with a range of access needs.

Sub-proposal Four

Submitted by Birmingham Guild of Students

The problem

According to the 2017 NNECL 'Moving on Up' report, Care Leavers as a demographic are around 11% less likely to enter into higher education than other young people with similar demographic profiles and qualification levels and are 38% more likely to withdraw from their course and not return.

The most common issues faced by care leavers transitioning to higher education can be identified as poor local authority support, social/emotional issues and financial problems. At present, the nationally recognised definition of care leavers used within higher education under the Children (Leaving Care) Act 2000 restricts the care experience to, 'a young person over the age of 16 who has been in care of the local authority and/or Health & Social Care Trust for at least 13 weeks since the age of 14'. This definition of care leavers fails to encompass all adults who have experienced local authority care who may need support as they enter higher education within their lives.

Within the Scottish higher education system, the Care Leavers' Association model has been adopted. Simply put, this includes any adult who has spent time in the care of the local authority and/or Health & Social Care Trust as a child. Ranging from local authority care directly provided by the state to voluntary respite and the private sector, a few months to a whole childhood, the care experience model enables all care leavers to access the support they need to be able to thrive in a higher education format.

The restrictive legal definition of care leavers within higher education isolates any prospective student who has had experiences within the system up until that point. Experiences that surely had a substantial impact on their educational performance, social development, mental health and future educational and career desires.

It is incredibly disappointing to see that the failure of this definition has already been identified by the Scottish higher education system and altered appropriately in addition to UUK. However, as of yet, the UK government has yet to address this.

Significant work still needs to be done to ensure the social mobility of those that have experienced life within the care of the local authority. Adequately addressing this will revolutionise the futures of care leavers throughout the country and leave a lasting benefit for these prospective students.

The solution

The Care Leavers' Association model should be adopted across all United Kingdom higher education institutions, following the example of the Scottish higher education system.

Students' unions should have adequate resource to be able to better support their students from a care experience background.

Suggestions for implementation

For NUS to lead a campaign for care experienced students over National Care Leaver week.

Sub-proposal Five

Submitted by Durham Students' Union

Funded, lifelong and accessible postgraduate study

The Problems

Education Funding

- Higher Education institutions set both postgraduate course fees and the level of postgraduate financial support they provide with little to no regulation. The available government loans do not cover the costs of study, and do not provide extra protections such as subsidies for childcare and/or adult dependents.
 - Other sources of funding are provided based on the value judgements of businesses and government rather than student interest and ability.
 - Postgraduate study and research, and students' reasons for pursuing them, are little understood by society leading to undervaluation and underfunding, particularly in arts and humanities disciplines.
- Lifelong Education
- The narrative around HE in the UK takes 'student' to mean 'young full-time UK undergraduate students' and universities are focussed around catering for this narrow subset of students.
 - Postgraduate support is often provided as an afterthought and by academic staff going above-and-beyond, rather than being intrinsic to a university's purpose.
 - The lack of support and the cost of being out of work during study further deter people from returning to study later in life for reasons other than career advancement. In the current fees-based funding model, this damages those courses with value as a public good but not as a financial return, limiting students' study options.

Accessible Education

- Postgraduate recruitment, especially at the research student level, is often done through personal networks, and the biases inherent to this hamper widening participation efforts.
- There is no national agenda on widening access to postgraduate study, preventing progress on changing the demographic of the academy to be more reflective of society. The resultant homogenous postgraduate student body is damaging to learning and research experiences.
- A focus on the 'residential' model of tuition at the undergraduate level filters through to postgraduate level, and results in inflexible modes of study unsuitable to students from a range of backgrounds and with a variety of life circumstances.

Solutions

- Value should not be ascribed to a degree course solely in terms of the financial return it provides to a student.
- The argument that study at all levels is a public good worthy of public funding, and is undertaken for a variety of reasons personal to the student, must be won. - The contributions of postgraduate students to academic research and wider society should be celebrated.
- A national widening participation agenda for postgraduates must be formalised, which includes recognition of the need for additional funding to be provided for students from financially disadvantaged backgrounds. It should also require structured support for people from underrepresented backgrounds capable of engaging in postgraduate study but who are deterred due to other factors.

- Modes of course delivery in the HE sector must be diversified and made inclusive to students of all backgrounds; universities should collaborate to ensure that courses within a given discipline can be studied in different ways across institutions, rather than asserting any given method of learning they provide is 'better' than another without pedagogical rationale.

Sub-proposal Six

Submitted by Derwen College.

The priority policy makes no mention of funding differences in specialist education so Derwen College have proposed this amendment to the following:

Appropriate, timely funding and accessible education are among the biggest issues that face students with Learning Difficulties and Disabilities within Further Education. There are huge difficulties in procuring funding for students seeking specialist education and the constant battle they, and their families, face with appeals and tribunals to access these monies. This funding allows them to secure places at specialist colleges where they can access appropriate, tailored support for their learning and additional needs, learn life skills and to potentially live as independent a life as possible. If Education is to be truly accessible then this group of learners should be afforded the same consideration as their mainstream peers.

Declaring a Climate Emergency. Green New Deal for FE and HE

A 'composite' proposal taken from submissions by

- ***Bath Students' Union***
- ***Goldsmiths Students' Union***
- ***Kingston Students' Union***
- ***Sheffield College Students' Union***

Summary

The climate crisis is the greatest issue of our time. Extreme weather events are on the increase and those who have done the least to cause climate change are bearing the brunt of the impact. The past year has seen mounting public concern and action on climate, ranging from the school strikes to widespread protest.

We call on the UK further and higher education system to undertake rapid reforms to reduce carbon emissions and to ensure students are prepared for a future which will be drastically impacted by the climate crisis. Rather than simply declaring 'climate emergencies' and carrying on business as usual, we want to see wide-reaching reforms across FE and HE in response to the crisis.

What's the problem?

The Climate Crisis poses an existential threat to the human race ⁴

The Climate Crisis is a class issue which will affect the poorest and most vulnerable across the globe the most, despite the biggest contributions to the globe's CO2 emissions being produced by western countries.⁵

Since 2019, India has seen the wettest monsoon season killing 1750 people, Australia experienced apocalyptic fires that killed over a billion animals, the UK had its hottest day on record at 38.7 degrees celsius, and these freak weather events are increasing in frequency⁶

The 2018 IPCC report evidenced that our climate is currently already 1 degree hotter than pre-industrial levels, and we only have 12 years to put in sufficient work to ensure that the increase stays below 1.5 degrees.⁷

The Earth's climate has changed throughout history and the effects of this are everywhere. From extreme weather, shrinking ice caps to sea levels rising to name a few of the effects.

⁴ <https://www.nationalgeographic.co.uk/environment-and-conservation/2019/11/climate-change-driving-entire-planet-to-dangerous-tipping>

⁵ <https://medium.com/radical-urbanist/climate-change-is-a-class-issue-cd6c143d38f6>

⁶ <https://blogs.scientificamerican.com/eye-of-the-storm/the-top-10-weather-and-climate-stories-of-2019/>
<https://www.wwf.org.au/get-involved/bushfire-emergency>

⁷ <https://www.theguardian.com/environment/2018/oct/08/global-warming-must-not-exceed-15c-warns-landmark-un-report>

More and more young people are trying to actively change the products they use to lower their carbon footprint and become more sustainable.

Organisations, businesses and charities can do much more to change the way they work into being more sustainable.

Many FE institutions don't have the resources or scrutiny to support their procedures, building, departments and students to become sustainable and often large campaigns about divestment cut of FE student unions and associations from getting involved

Sustainability is an ideal state where human activity does not degrade the environment, but maintains natural systems and resources for future generations.

Students who are more actively involved with sustainability and community projects are more likely to take their skills out into their community and workplace and continue to make positive change.

Campaigns that work for HE institutions are often difficult to rollout in to FE with FE needing bespoke campaigns.

There are a number of different organisations that NUS can working with to help student unions tackle climate change and in particular support FE institutions to become greener and more sustainable.

Institutions may use 'eco-anxiety' as a veiled attempt to avoid teaching and learning about the climate crisis. We know that the best response, instead, is to enable students to take action and develop their political agency.

SOS-UK is currently working with UCU to design a 'model' FE and HE Green New Deal which can be used by students' unions and local UCU branches to pressure institutions to make wide-reaching reforms to make strides toward the sector being carbon neutral by 2030. This is inspired by the enormous success of the Green New Deal brought forward by joint campaigning by staff and students at Goldsmiths University. As with the Goldsmiths example, the Green New Deal 'model claim' will encompass teaching, learning, and research; operations, including catering, travel, energy, and investments; and broader commitments to carbon neutrality by 2030.

As students' unions take greater action on sustainability, the role of Environment and Ethics, or Sustainability, or similar, Part-Time Officers becomes ever more important. As PTOs these roles often receive little training and support.

Young people have always been at the forefront of large scale social change and climate change is no different as evidenced by the profile of Greta Thunberg and prevalence of school climate strikes all over the world.

NUS therefore is in a perfect position to be able to mobilise young people to lead the conversation on the Climate Crisis and coordinate activity that gives ourselves the best chance to conserve and save our planet.

When students lead, society follows and our communities benefit. It's time for NUS to put the climate emergency at its core and to demonstrate the leadership we need.

What could be the solution?

- NUS to declare a climate emergency and urge members and other sector organisations to do the same
- Demonstrate commitment and leadership we wish to see across the education and union sectors.
- Recognise the negative impact of the climate crisis on students' mental health and wellbeing, termed eco-anxiety.
- Campaign for a Green New Deal in universities and colleges – the Green New Deal, a concept originated in the USA inspired by Roosevelt's New Deal, outlines a package of policy reforms designed to tackle the climate crisis and income inequality
- The HE and FE sectors should become carbon neutral and divert from fossil fuels
- Environment and Ethics Officers should receive more training and support in their roles – in the lead-up to COP26, having a network of skilled student organisers will be key in leading student action on campus and across the UK.
- Lobby the government for greater funding for colleges to use to develop greener practices.
- Support for FE unions and associations to develop and plan effective sustainability campaigns and policies.
- Highlight and celebrate sustainability campaigns that occur across the UK that students and their unions are doing around the climate emergency
- The Government should launch a carbon neutrality fund that Universities, SUs and other organisations can access to facilitate their ambitions to become carbon neutral
- OfS should incorporate regulatory expectations around sustainable practice and operations in universities

Ideas for implementation

At the same time as the declaration, NUS will publish a detailed plan outlining how it plans to be carbon neutral by 2030.

There has been increased concern across the sector about this issue (the impact on mental health) and so, through SOS-UK, NUS will commission research into the underlying cause of such anxiety and propose solutions.

Work with partners like SOS-UK and UCU to campaign for universities and colleges to adopt their own Green New Deal.

Net-Zero Carbon Campaign

NUS will convene a group of students and elected officers, through SOS-UK, to lead a climate emergency campaign. This group will research and publish every university and college's carbon reduction plans and compare them like for like. SOS-UK will support student campaigners and officers and laggard institutions to call for their institutions to commit to being net-zero by 2030.

This group will push institutions to implement plans that will take meaningful action in the face of the climate crisis. Institutions will be challenged to include campus operations, curriculum and research, investments, and landholdings. Traditionally carbon management plans include only campus operations, so this will extend the scope to fully cover institutions' impact.

This will include a continuation of the campaign for divestment from fossil fuels. In January, SOS-UK, in partnership with People and Planet, celebrated half of all UK universities having divested. This has shifted the narrative – universities that have yet to divest are now laggards in the face of the climate crisis. Through the net-zero carbon campaign, SOS-UK will support students and officers to campaign for more ethical re-investment and local off-setting solutions through land-use.

Through this work, we will hold institutions accountable to their 'climate emergency' declarations, ensuring that institutions cannot continue business as usual.

We call on SOS-UK to deliver an intensive summer training programme for such roles. This training will focus on the key campaigns for the year ahead and help to upskill these individuals to be effective campaigners. It will also establish a network for such officers and ensure they have access to the necessary peer-to-peer support.

Work with BUCS to improve the sustainability of travel to sport tournaments both in terms of mode of transport and geographic location relative to competitors

Work with SOS UK to develop a Carbon Rating system for the products SUs purchase through its consortium so students and students' unions can visibly see the carbon impact of products

Ensure that sustainability is embedded within each of the NUS UK training events for students and students' unions, such as Lead & Change and FFestival.

Work with colleagues in SOS UK to ensure that our members in further education are placed central to thinking and strategy and that they can easily access training opportunities and support

DPC Notes

This proposal is perhaps the one that the DPC have made the most interventions on because of the number of submissions received on the topic. The proposers are encouraged to review this merged proposal and speak to the DPC if they consider that intentions from their proposals are missing. If the proposers are happy with the text they will be named as co-sponsors of the proposal

Three submissions were received on this subject. There was a joint proposal from Kingston SU and Goldsmiths SU, plus proposals from Bath Spa SU and from Sheffield College. As these all covered similar issues regarding students taking action on climate change they were merged into one Policy Proposal. A number of the clauses in the three individual submissions

were duplicated within the merged proposal and therefore some were removed to avoid repetition.

In addition, a number of the proposed solutions asked for specific actions to take this proposal forward. Whilst conference can give a strong steer to the FTO team and Boards in how to implement this policy, it is their responsibility to deliver. Therefore these ideas have been placed in a separate section to make this clear.

Two proposals were received covering specific areas of climate action and sustainability. One from Aston SU on waste disposal in student accommodation and another from Strathclyde SU on Food Waste. These were considered by DPC to be on the same subject, but of specific enough issues to be classed as amendments.

Sub-proposals

These are policy proposals which have been submitted on this theme. These would have been considered as amendments to the main proposal, however as we have moved the votes and discussion online the DPC has decided to make these separate votes on the subject, to help set the direction of future officer's work. So the below proposals will be considered separately rather than as 'amendments' to the main proposal.

Sub-proposal 1: Sustainable waste disposal within student accommodations

Submitted by: Aston Students' Union

What's the problem?

Approximately 70% of full-time first year students live in student accommodation of some sort across the UK[1]. Many of these student accommodation providers do not make recycling accessible for students. With thousands of students living in student accommodation, it is important that we encourage accommodation providers to recycle student waste in an efficient manner.

With student Groups across the country campaigning for the future of our planet and with many Students' Unions declaring a climate emergency, it is important for the NUS to support the movement.

According to the National Geographic, 91% of plastic is not recycled. The NUS should be encouraging students' to recycle as a first step to saving the planet by ensuring that the waste infrastructure of student accommodations enables the residents to practise these behaviours[2].

For many living in student accommodation, this is the first time students will be responsible for their own waste and it is important to provide both the students and the accommodation providers with the tools to reduce their waste and promote sustainability

Moving out to university is a key transition period in many young people's lives, so it is important that their new environment supports them in becoming conscientious and responsible citizens.

Private student accommodation companies are driven by profit, but form a critical part of many new & returning students' experience; accommodation companies should be more aware of the social impact of their practices.

What could be the solution?

Student accommodation providers should not only meet standard waste practices but actively encourage and enable students to recycle effectively.

Using the expertise of organisations such as People & Planet to develop tool kits for students' unions to educate students.

Sub-proposal 2: Combatting Food Waste

Submitted by: Strathclyde Students' Union

What's the Problem?

Around 10 million tonnes of food and drink were wasted in the UK in 2019[1].

A significant portion of this waste (around 15%) is generated in the hospitality industry¹, including Students' Union facilities.

Around 70% of food waste is generated in households, including by students.

Globally, the 1.3 billion tons of food loss and waste creates 8% of global greenhouse gas emissions. Decaying food waste releases methane, which has much higher impact as a greenhouse gas than carbon dioxide[2]. The build-up of greenhouse gases in the atmosphere is currently a major contributor to the ongoing climate disaster.

That around 10% of people over 15 years old in the UK report experiencing a struggle to get enough food to eat³ – one of the worst rates in Europe.

Student food sharing initiatives such as the Strathclyde Foodsharing Society have proved to be an effective way to provide access to food for disadvantaged students, as well as working to create links with local communities.

Foodbanks, composting initiatives, and food-sharing also have the added benefit of reducing amounts of food sent to landfill.

What's could be the solution?

Students' Unions to develop ways to minimise food waste at their facilities.

Student' Unions should raise awareness among students of the issue of food waste, and to educate students on techniques for minimising personal food waste and proper food waste disposal.

Support for Students' Union food waste schemes such as food banks, food-sharing societies, and composting initiative, and help raise awareness among students of these provisions.

There should be foodbank provisions with easy access from university student accommodation.

Developing and a set of achievable waste targets for Students' Unions to work towards.

Ensuring the student movement reviews its commercial supply chain to ensure food waste is minimised.

Ending exploitation while studying

Submitted by Leeds Beckett Students' Union

What's the Problem?

Many students work while they are in education, often in precarious and casualised employment. This includes postgraduate students, whose work is often part of their course of study. The influence of an education system which functions on market logics where the cost of learning is taken by the individual student has created an environment where it is necessary to work to get through your course of study, as well as a system where postgraduate research and teaching staff are working without contracts, without fair payment and without agency. Student volunteers, such as those who take on roles within their student unions or on committees, are often unsupported by their student union and unsure of where to go when they have negative experience in their unpaid roles.

The ongoing industrial disputes within higher and further education demonstrate the crisis of fair employment and workers' rights for staff members in our university and colleges. Postgraduate teaching and research staff have highlighted their mistreatment as part of UCU's ongoing dispute on pay and inequality. Members of the Independent Workers of Great Britain union (IWGB) and United Voices of the World (UVW) have taken action to end the outsourcing of their contracts to external companies which do not provide them with equitable rights and treatment to that of staff members who are directly employed by universities themselves. This two-tiered system of employment discriminates against outsourced workers, who are more likely to be migrants to the UK and from communities of colour.

The marketisation of education combined with the influence of private investors and landlords wishing to profit from students' need for housing has left many students suffering as private renters, with no choice but to live in unsafe accommodation. The efforts of local tenants unions are a vital intervention to a housing market that is designed to benefit landlords.

What could be the Solution?

Create a strong unionised workforce across the UK. Encourage students to join trade and tenant unions to build collective power in their workplaces, which are often their places of study, and their communities.

Students should stand in solidarity with unions as part of a collective struggle against the concentration of wealth and power between a small amount of people who profit from working people's need for food, shelter and funds.

Build power and agency for students who take on voluntary roles in their universities and colleges, informing them of their rights and offering training and spaces of organising and community to fight isolation and exploitation, as well as creating collective power. We

should see this work as part of a wider resistance to the marketisation of education, exploitation of workers and discrimination of those from liberation backgrounds

Sub-proposals

These are policy proposals which have been submitted on this theme. These would have been considered as amendments to the main proposal, however as we have moved the votes and discussion online the DPC has decided to make these separate votes on the subject, to help set the direction of future officer's work. So the below proposals will be considered separately rather than as 'amendments' to the main proposal.

Sub-proposal 1

Submitted by Westminster Students' Union

Currently any volunteering done by an International Student has to fall within their 20 hours work limit. This means students miss out on key employability skills gained through volunteering as they have to prioritise higher paid but less specialised roles. As an International Student who is a Sabbatical Officer of their SU, I've seen we also miss out by not getting as many international students volunteering in our key roles, which means we lose out on hearing a key demographics voices.

We want the following to change:

- Remove volunteering hours from the 20 hour work limit for international students
- Government to change from allowing 20 hours a week to allowing students to work more flexibly (for example 1,040 hours a year or 86 hours a month)
- Ensure there are measures in place to protect International Students from free labour

Sub-proposal 2

Submitted by Huddersfield Students' Union

International students struggle a lot with the restricted hours of working. It is currently only permitted for International students to work 20 hours per week in term time and more hours per week in non-term time.

Nearly all students work whilst they're studying to pay their rent, look after their daily expenses, travelling and food. We try to save for extra expenditure or holiday trips or for going back home, but it is impossible with the amount we're able to earn.

It is interesting to note, that we are permitted to work extra hours in the holidays where most of the students think of going back home because that is the only period we can see our family. Those who stay back should not be given any restricted working limits.

This creates massive stress even for those who wants to legally work hard, earn and study, and the only reason we cannot do this is limited working hours.

It is important to balance studies and paid work, but this is a choice a student should be able to make freely, without restrictions in place. However, if this could be implemented emphasising the importance of the attendance in the University and complications if not followed the rules, I believe students who are really willing to do both and can organise their time very well, will be benefited from this.

Most of the students take educational or other types of loans for studying abroad, working more hours can help them save at least an amount that they can be satisfied while returning home.

International students spend huge amounts getting to and living in the UK, and do not even get permission to work without any restrictions. This restrains a lot of talented students to miss the opportunities they deserve. With the introduction of the post-study work visa it is vital that International students can gain the skills and experience that will allow them to flourish in their future careers.

Finally, restriction on working hours is not helpful for students who are desirable and want to shape their future by working hard whilst studying, it is a barrier for those who wishes to an extra mile.

What should happen?

The hours an international student can work during term time should be increased to be unlimited.

Sub-proposal 3

Submitted by National Society of Apprentices Delegate

Apprentices should be paid the Real Living Wage. The Apprentice minimum wage is too low, is frequently ignored and should be abolished. Apprentices bring economic value to their employers and society and this must be recognised in their wage. If apprentices are not paid the living wage they are, by definition, not being paid enough to live. Apprentices are both learners and both workers. The idea that apprentices should have a lower minimum wage

than other workers to signify the contribution to the cost of their education is both regressive and unfair and disproportionately impacts women and disabled people.

Ending Securitisation, surveillance and Prevent

Submitted by City, University of London Students' Union and Students' Union UCL

What's the Problem?

Policies such as Prevent, Fitness to Study and UK Visa & Immigration monitoring has served to expand and normalise surveillance on our campuses. This 'securitisation' limits; internal democracy, academic freedom, access to support services, freedom of expression & belief. Students directly targeted go through a traumatising process, thus deterring grassroots organising. This has led to racial and religious profiling (esp. Black and/or Muslim students) of students at institutions like KCL, UCL and Leicester, where students are either locked out of their institutions, stopped and searched or their personal information is passed onto the police.

Prevent is part of the Counterterrorism & Security Act 2015 that mandates all public sector workers to identify those who could potentially engage in extremist activities.

In particular, Muslim students are disproportionately targeted by prevent since those implementing the policy are required to trust their "gut feeling" on who they believe will engage in such activities, which reinforces harmful stereotypes and otherisation. In a time of rampant islamophobia this has manifested as Muslim students' beliefs and practices being further demonised. Because of this we have seen; surveillance cameras installed in prayer rooms, prayer rooms removed, students disallowed the right to pray, islamic societies disbanded, emails and sermons monitored.

External speaker processes have been altered at many HE institutions as part of Prevent. Events have been burdened with increased security and restrictions, including external chairs being imposed on events, particularly in the case of Palestine societies. 33% of all Prevent referrals are from the education sector. FE Students are particularly vulnerable to targeting as 66% of all referrals are of those under 20. Prevent has repeatedly proven to be ineffective, with 90%-95% of referrals being 'false positives'. However, these individuals still face the stress of invasive interviews, police interrogations and a police file.

Government guidance on engagement monitoring for Tier 4 Visa compliance for international students is influenced by the 'hostile environment'. Institutions are enacting this through intensifying their tracking and surveillance technologies.

These changes are disguised by adding them to automated 'welfare' tracking systems. And the expansion of "fitness to study" policies for students viewed as problematic. Surveillance technologies comprise of; compulsory attendance monitoring applications, monitoring of online activity and emails, Room and seat tracking technology. Students who are seen as non-compliant may face deportation if they don't allow personal privacy invasion and academics can face personal fines if they don't report students.

Safeguarding, community protection and wellbeing provision (eg sexual violence prevention and mental healthcare) are all being merged with securitisation leading to further embedding of racist and islamophobic ideologies within welfare support structures in FE and HE. This causes violations in trust and confidentiality, stigmatisation, and additional barriers to accessing essential support.

What could be the Solution?

To protect the rights of students, Student Unions' (SUs) policies and Government legislation that upholds the Prevent Duty and surveillance technology usage to monitor students should be scrapped.

Police presence on campus should be opposed, particularly given the use of body camera footage of disabled people being sent to the government for punitive investigations, sanctions, and imprisonment.

Students need transparency on the specific ways data on their attendance is being used. The surveillance of international and disabled students must stop and ultimately the government, SUs and institutions should be lobbied to scrap technologies and policies.

Policies on non-engagement with Prevent within students' unions and other surveillance apparatus should be created e.g. through producing template motions. Many SUs nationally have non-engagement motions with Prevent to delegitimise it, but others actively engage, and SU officers actively receive Prevent training. Motions should aim to cease regular contact with institutional prevent leads and SUs should cease internal Prevent training.

SUs need to clearly understand the legal boundaries because they don't have a legal duty to comply, but are unaware of this. Union Development resources and training should be disseminated on the legal aspects of Prevent. There should be bespoke support for students who face Prevent referrals and other rights abuses. Organisations like FOSIS, Netpol, UCU and NEU should be collaborated with.

Attempts to further rebrand and situate counter-extremism, discriminatory profiling and surveillance as welfare-oriented should be opposed: securitisation is not safeguarding

There should be an end the use of the Prevent duty, especially as a safeguarding tool. Prevent is an inappropriate framework for safeguarding, as fear of inclusion on a Prevent database discourages marginalised students from disclosing incidents. Colleges and universities to implement anti-racism training to counter the racist stereotypes that Prevent perpetrates.

International Student Support and Experience

A 'composite' motion taken from submissions by: Exeter Guild, Nottingham Trent SU and Herts SU

What's the issue?

When International students arrive at University, they are already behind their British/Home peers. As if the transition to a new environment wasn't hard enough, they have to do so in the face of a completely new culture, often alone, with very little support. And yet, despite their diminished student experience, the significantly higher tuition fees they pay mean that Universities themselves only seek to benefit from further income - something that's only going to increase in light of Brexit. This is not reflected in International students' experience on the ground, however, but it should be, for the following reasons:

- Dropout rates: Some International students have to leave University because of financial pressures.
- Working hours: International students can't work for more than 20 hours a week. Awarding gap: Little spoken about, but this awarding gap also exists. Let's take note of it.
- Student finance: International students have to self-fund their entire academic journey, with no support from student finance. As a result of Brexit, this may also be true for EU students in the near future.
- Wellbeing: The points covered here mean that International students are fighting loneliness, struggling with their Mental Health, and are under extreme pressure to survive University. This can sometimes be all too much, and needs to be recognised. Negative wellbeing = a negative student experience.

The average undergraduate annual tuition fees for International Students is between £12,000- £19,000, although fees for courses except medicine can be as high as £26,000 per year. This means that international students are paying, on average, between £9,000 and £30,000 additionally over the course of their degree, although this can be much higher for those on higher priced courses and for course longer than three years.

Estimates by the Institute for Fiscal Study show that the average Government spending on teaching grants for home students is less than £2,500 over the course of a three-year degree.

Prices for postgraduate courses, in particular PhD level courses, can be higher than double for international students than for home students for exactly identical provision.

International students face additional problems to home student's external from their degree, such as private healthcare services (dentistry, dermatology etc.), being taken advantage of by utility companies charging significantly higher amounts and threatening court action to scare international students into paying.

As we witness a national scramble amongst HE institutions to cash in on the growth of the international student market, many Union officers are realising the dangers associated with this. Across the country, unprepared Universities will increase their international student numbers, without considering how to give them the best student experience possible. International students may be brought into institutions with issues of intolerance, or with insufficient employability, well-being and welfare support. International students deserve an equitable experience to home students, but instead there is great disparity in the international student experience across institutions. What is required is some form of standardisation across institutions and unions to ensure consistent experience and expectations.

What could be the solution?

First off, each University needs to have a structure for International student support.

Pre-arrival induction: Substantive information packs created for all International students going to University, for the purpose of preventing the spread of false information through Agents.

Accommodation - regular check-ins with International students in the lead up to them arriving at University, to ensure they've been able to secure accommodation, or offer support in finding some if not.

Induction to, and transition through University. The induction process for International students needs to be tailored to their needs and circumstances, so that they're able to better adapt to their new environment.

Financial support. There should be a pot of money ring-fenced for International student support that's used in critical situations (e.g. paying for food when a student can't afford to feed themselves). This will not be a normal bursary/scholarship, but an increased provision of funding support. It should also be proportional to the number of International students each University has.

Help should also be provided with regards to tuition fees, where the University step in to help in cases such as a student considering dropping out for that very reason. When

students are skipping meals and struggling to pay for their rent, there's a clear problem, and it needs to be addressed.

Using a percentage of the excess fee to fund either a national body or work within universities to provide financial support (e.g. bursaries) to help international students with the additional costs that they face during their studies and after graduation.

Using a percentage of the excess fee to fund either a national body or work within universities to provide additional career advice tailored to international students, enabling them to get the most of the post-study work visa.

Using a percentage of the excess fee to fund either a national body or work within universities to provide international students with additional information to help promote awareness and protect international students from external exploitation.

After consultation with our international student community, institutions should adopt several policies focusing on the International student experience. There are six main focuses:

- The first focus is on employability. We propose that all institutions be obligated to host employability fairs where employers are prepared to hire international students. The employers must understand visa requirements and be willing to employ students and sponsor their necessary Tier 2 visa or visa alternative. Additionally, we propose there should be equitable access to out-of-term-time internships and work experience through better promotion.
- The second focus is on international student fees. Whilst the annual fee cap for undergraduate home students is set at £9,250, international students pay a maximum of £26,000. This leaves many international students feeling like merely income generators for the institution, rather than valued members of an academic community. There should be a meaningful and significant reduction of international student fees.
- The third focus is on housing and accommodation. Host institutions should offer and promote a housing guarantor support service in which the Universities can act as guarantors – what is widely used is a complex and costly online service. We also propose that institutions present accommodation expectations upfront i.e. moving out into the city after first year; support engagement with local letting agents; and finally, offer better information on the expectations of living in the UK, i.e. Council Tax exemption for all students.
- The fourth focus is financial support. The pervading stereotype is that international students are wealthy, but in reality many rely on scholarships and other funding sources to support their studies and living costs. The current lack of standardisation across the sector creates an inconsistent experience which can dramatically impact the study of international students. We propose that all Unions request their host

institutions contribute 5% of their annual international student fee income to a hardship fund accessible only for international students.

- The fifth focus is on liberation, equality, diversity and inclusivity for international students. There should be a set of policies that support, safeguard and inform international students who engage with their Union, whether as academic representatives, society members, full/part-time officers, or when meeting students in their independent Advice services. Host institutions should adopt effective, user-friendly and well-promoted reporting platforms for instances of racial harassment and discrimination, as a method of safeguarding international students. Additionally, institutions should have a more accessible and representative wellbeing service, which understand the complexities of international student experience. Finally, all Union and University staff, should undergo LEDI training focused on the international student experience.
- The final focus is on effective promotion of what the university expects from international students when studying. Universities must offer accessible, unintimidating and free visa support and information to international students before and during their studies. They must also provide a free, accessible and comprehensive induction that covers the educational expectations of the institution (i.e. referencing, essay writing, exam procedures, mitigation, re-sit policies, personal tutor engagement) to ensure international students study with the same opportunities and expectations as home students, and are not disproportionately implicated in instances of academic misconduct.

To conclude, this is a vital step forward in ensuring equity and equality of opportunity and outcome in the experience of international students in UK universities.

Sub-proposals

These are policy proposals which have been submitted on this theme. These would have been considered as amendments to the main proposal, however as we have moved the votes and discussion online the DPC has decided to make these separate votes on the subject, to help set the direction of future officer's work. So the below proposals will be considered separately rather than as 'amendments' to the main proposal.

Sub-proposal One

Submitted by NUS Vice President Higher Education

This proposal is because regulation and enforcement of an obligation would be near impossible in practice and give an interesting, and unlikely, role on campus to (presumably) the Office for Students.

The NUS should work with other campaigning organisations, such as People & Planet, to resist the Home Office's encroachment onto our campuses and get senior management of educational institutions to commit to defending students and staff who are threatened with deportation.

We propose that when institutions host employability fairs, there must be employers present who are prepared to hire international students.

Sub-proposal Two

Submitted by Bath Spa Students' Union Delegate

Financial support. In addition to the pot of money. There should be food banks on campus for all students. I know many starving students and myself as an International Student I got pushed away from the finance team, everything I expressed I was starving. Making it difficult for me to study. If there were food banks, which more fortunate students can donate food, and the resources that need to survive. These are basic human rights which seem that Universities seem to completely ignore for International students. FEED US! - it can sometimes be isolating and feel like International students are exploited, we definitely need to bridge the gap! I personally have had to starve until the Student Union gave me food vouchers lasting 5 days, just so I can eat.

2: The final focus on effective promotion of what the expectation from international students when studying- University can also do a better job at protecting the right n regulation for international students to study in the UK. Many flee society barriers from their families who might not be accepting of their degree, a few have been in a radical position in which their parents want them out of the UK. Regardless of geographical barriers or location. Universities can do a better job to help protect the right of international students. After all, they are students.

3. Housing- what happens if a student has no family in the UK- where are they meant to find a guarantor: Paying for a guarantor and then £825 for rent without bills- is daylight robbery. Guarantor prices in the UK can go up to £2000. Unfortunately, life is extremely hard for International Students on top of that, the current systems put in place. Definitely weren't made for us- or at least it can feel that way.

Sub-proposal Three

Submitted by Hertfordshire Student' Union Delegate

Interim measures to be decide upon as a matter of urgency based on Brexit and the amount of universities which will be seeking to increase their international student populations whilst not drastically improving services and resources for them. An item should also be included surrounding better support in relation to the post-study work visa.

Let's End this Mental Health Crisis together, once and for all

A 'composite' proposal taken from:

- ***A joint proposal from Blackpool & The Fylde College, Activate Learning & Sheffield College***
- ***Individual proposals by Stirling Students' Union, Trinity Saint David's Students' Union, Warwick SU***

What is the problem?

There is a mental health crisis gripping the entire education system across the UK. The issue is complex, multi-faceted and is caused by a range of different factors affecting our members differently.

Many Universities are seeing a tragic spike in the amount of student suicides including the University of Stirling, with 3 student suicides in the 2018/19 academic year alone.

The 2019 Save The Student accommodation survey found that 50% of respondents had struggled to pay rent and 63% said this had an effect on their mental health.

Many of the current support structures in our current education system are outdated and based around a 9-5, Monday to Friday campus culture, which is no longer suitable for a wide range of our members.

Many students face further challenges in life which may stem from being part of a minority group and accessing mental health support can be a huge factor in this. These could include: LGBT+ students, black students and people of colour, disabled students, care leavers, carers, mature students, students from widening participation backgrounds, first-generation students, international students, students for whom English is a second language, commuter students, placement students and so many more.

The marketised education system has eroded collaboration across the education sector and meant that student health and wellbeing has been shifted down the priority list - often underneath the accounts.

Multiple different sector bodies, organisations, universities and colleges are working in silos without leadership and a coherent national strategy. In addition to this, the NHS across all nations is overstretched, under-resourced, with unacceptable waiting times and often refers our members back to their institutions for support.

Many front-line staff are not adequately trained and equipped to be able to support their students. Especially in Further Education. Having staff trained to support their members at a base level, a whole system approach and greater awareness will also help to tackle the stigma around mental health within the education sector.

What could the solutions be?

Better NHS funding within mental health is essential and we can't put the responsibility only on educational institutions to fund mental health services. We believe that everyone has the right to free and accessible mental health care, including international students.

There should be the choice of how to get your support – inside or outside education, out of learning hours or safeguarded peer to peer support schemes.

That mental health support must be at the core of any universities policy, as the university cannot claim to be looking after students' wellbeing if students are left unfit to study through lack of well-funded mental health support.

That the response from many universities has been too slow, putting profits over the wellbeing of students, and we should condemn this behaviour.

There should be holistic guidance on what students should demand from institutions, both in terms of funding and practical tips on activities and programmes to help improve wellbeing.

There should be guidance for the sector on the following:

- Culturally competent, sensitive, and professionally trained staff, policies and procedures.
- Free disability screening for all students and apprentices.
- Confidential counselling services.
- A 24-hour, accessible, NHS-led support service dedicated for students.
- Specific services for minority demographics and estranged students
- Kinder culture on social media, the impact it has on mental health and cyberbullying in particular

Students should have access to dual-registration at GP surgeries.

We want to be at the forefront of a partnership approach with other sector stakeholders, such as, but not limited to the Association of Colleges, Universities UK and the Office for Students. Such an approach has led to incredible work within Think Positive in Scotland and significant funding won in Wales.

That more students, University, college and students' union staff should be given the opportunity to access training from mental health training providers in order to help support both students' mental wellbeing and those of their colleagues.

Ideas for Implementation

NUS needs to identify and partner with MH training providers to offer SU's a range of training opportunities,

Some local areas give out information for young people, not just about mental health services but also about other youth services that are available – we should look at how this approach can be taken up elsewhere.

As well as engaging with sector work such as the postgrad wellbeing thesis and the student mental health charter and the Association of Colleges Mental health charter, we must work more collaboratively and follow the lead of incredible work within think positive in Scotland and significant funding won with NUS Wales.

NUS should drive a partnership approach with other sector stakeholders, such as, but not limited to the Association of Colleges, Universities UK and the Office for Students. This partnership should seek to produce a State of the Nation report every year, assessing the scale of the mental health crises in our institutions. The report should help to share good practice, identify areas for improvement and inform a nationwide strategy into combatting the mental health crisis.

Finally, NUS should work with stakeholders to look into the impact that social media has on mental health and in particular, cyber-bullying. This should inform an NUS-led campaign focusing on developing a kinder culture on social media.

We want NUS to work collaboratively with the sector to develop training for councillors and support staff to help our students. We want NUS to create resources to help SUs lobby for culturally competent mental health services on their campus.

NUS should work to show the change in student demographic and need and how support structures can be better to deliver for your members. In particular, NUS should help to produce

NUS should recommission the Pound in Your Pocket report, looking into students' experiences of the cost of study. The study should cover the entire UK post-16 education sector. The findings of the report should form a basis for exploring the differences in UK education systems, sharing good practice and exploring areas of weakness within each of the systems. The evidence can then form a basis for lobbying within each nation.

US must create a guide on what you should demand from your institutions both in terms of funding and practical tips on activities and programmes to help improve wellbeing.

NUS can lobby for greater funding for the NHS to ensure we get better mental health support, but we can also support students' unions in the immediate future.

That the influence of the individual Students Unions as well as NUS Scotland should be used to lobby universities to implement more adequate mental health facilities, with equally adequate funding.

We mandate NUS to campaign to keep our NHS in public hands and free at the point of use for all, including international students who NUS should campaign to scrap the NHS surcharge.

Sub-proposals

These are policy proposals which have been submitted on this theme. These would have been considered as amendments to the main proposal, however as we have moved the votes and discussion online the DPC has decided to make these separate votes on the subject, to help set the direction of future officer's work. So the below proposals will be considered separately rather than as 'amendments' to the main proposal.

Sub-proposal 1

Submitted by University of Leicester Students' Union Delegate

As well as diversity and cultural competence in mental health services (which is so important and something that the University of Leicester student union is lobbying for!) NUS should look into how accessible student mental health services are for mature students / part time students / students with caring responsibilities. These are all students with specific needs around mental health who may feel student mental health services are not really designed for them or with their needs in mind.

DPC Notes

Several submissions on Mental Health were received and have been merged into one policy proposal. Some of the solutions have been reframed, as they mandated NUS to carry out specific lobbying activity. They now talk about the result that the unions wanted, rather than the steps NUS will take to get there. We have put one of them in the Notes for Implementation section, so that it can steer the FTOs with developing the Plan of Action next year.

Fire safety, late buildings, accessibility and affordability - the need for a national student housing campaign

Submitted by: Queen's University Belfast SU

What's the problem?

Student accommodation is one of the biggest issues for students across the UK. Issues of accessibility, affordability and safety are of major concern. We urgently need to develop a holistic vision for what reforms we want to see to the sector and mobilise to win them whilst these opportunities are here.

In recent years NUS and student led campaigns such as RENT STRIKE have had some big wins for student accommodation, but it is vital in the absence of a VP Welfare this work continues as no other organisation is going to do this work and continue to call out private providers who profit from our students.

This academic year started with hundreds of students left without student halls due to late developments or made to live far away from educational establishments because of lack of suitable accommodation.

In Bolton we saw a block of student halls go up in flames, more needs to be done to ensure this never happens again and that flammable cladding is removed from all student accommodation.

Students deserve accessible, affordable and safe accommodation regardless of where they study or their financial situation.

During the past year it has become apparent that student accommodation is finally on the political agenda with events organised by UUK and the Universities Minister. NUS has played a key role in these discussions and it should continue to do so in the absence of a VP Welfare.

Issues around student accommodation are being raised in all parliaments and Scottish Labour included it within their election manifesto. We want to see all political parties focusing on making student accommodation better.

The welfare campaign and disabled students' campaign have successfully lobbied for reforms to the codes of standards to ensure student accommodation is more accessible, but this work should not be forgotten within the new structures of NUS. It is vital NUS continues to do this work.

Late buildings have disrupted too many students this year we want NUS to build on the work of the past year and ensure compensation is mandatory.

What could be the solution?

In light of Grenfell, and the fire in Bolton student accommodation it is imperative the work on fire safety does not stop.

All flammable cladding should be removed from educational buildings and accommodation including social housing.

The NUS Affordability in Education paper began the process of articulating a new vision for affordable accommodation. We need a holistic vision for the future of student accommodation and what reforms we want to see.

Cut the Rent groups and student housing campaigns should be supported and there should also be a national campaign around a vision to secure more affordable and safer housing for all.

The affordability structures being implemented within the Mayor of London's Plan should be explored further as the basis for reforms around the country.

Ideas for Implementation

NUS must fulfil the recommendation from the Poverty Commission to write a full vision for the future of student accommodation and what reforms we want to see

Parity in Healthcare for all students and apprentices

Submitted by: Durham Students' Union

What's the problem?

Everyone has the right to access equitable healthcare. The current healthcare system is not designed to support a transient student and apprentice population that has continued to grow over recent years. The 2019 general election result suggests government policy over the next five years is likely to exacerbate students' and apprentices' inability to access healthcare, rather than improve it.

Students and apprentices form a large portion of the population in a lot of major cities across the UK. Students spend around two thirds of their year living in their university city, yet are only able to register permanently at one GP surgery at a time. On top of this, the infrastructure and processes of the National Health Service (NHS) make it inherently difficult for students and apprentices to access healthcare, such as having to undergo multiple referrals to different locations for one health issue, conform to rigid times for GP appointments, and pay charges for prescriptions and medical notes.

The NHS describe students as an atypical population, and thus GPs are encouraged to give special consideration to the types of issues likely to be common within student populations. We know that students experience lower wellbeing than young adults as a whole, and a 2019 survey of 38,000 students from 140 Universities, found that 21.5% of respondents had a mental health diagnosis studies, and can have a detrimental impact on their academic progression, retention and learning outcomes. Health issues that are then left unchecked become harder to tackle, and students find themselves in a perpetuating cycle of worsening health issues and an inaccessible healthcare system to improve them. can have a detrimental impact on their academic progression, retention and learning outcomes. Health issues that are then left unchecked become harder to tackle, and students find themselves in a perpetuating cycle of worsening health issues and an inaccessible healthcare system to improve them.

This difficulty in accessing healthcare is then coupled with sector-wide institutional policy demanding supporting medical evidence. This leaves students with no option but to battle through complex NHS infrastructure in order to access diagnoses and obtain the evidence they need to allow them fair academic assessment.

What could be the solution?

We want to live in a community that cares for and supports all members of that community equally. Students and apprentices form a large portion of the community in a lot of major cities across the UK, and should be able to access all benefits of being part of those communities as equal members. We believe access to healthcare is a crucial and fundamental one of those benefits.

We want students to have access to a flexible and efficient healthcare system that supports the transient nature of being a student, instead of impeding it. The NHS should be reviewed holistically, so that it better reflects the population in the UK now, rather than that of 70 years ago. Students should be able to register fully at both their home GP and their university city GP, in order to have equitable access to healthcare in both their places of residence throughout the year. Referrals between healthcare agencies should be more collaborative and appointments in local services more flexible to cater to a student and apprentice population.

We believe that no student or apprentice should be at an academic disadvantage due to the inaccessible nature of the healthcare system. Medical notes and prescriptions should be free to all students in higher education. Institutional policies and procedures requiring medical notes should be reviewed and altered to be more streamlined, focussing on genuine necessity for medical evidence.

We know that health issues are prevalent within student and apprentice populations across the UK. We want to see a strengthened approach to healthcare that supports students to succeed.

Sub-proposals

These are policy proposals which have been submitted on this theme. These would have been considered as amendments to the main proposal, however as we have moved the votes and discussion online the DPC has decided to make these separate votes on the subject, to help set the direction of future officer's work. So the below proposals will be considered separately rather than as 'amendments' to the main proposal.

Sub-proposal 2

Submitted by University of Leicester Students' Union Delegate

At the very least, students should have access to a cheaper offer on government prepayment plans for prescriptions. At the minute this is £29.30 for 3 months and £104 for a year (which is helpful for someone taking several medications, but still difficult for students)