nus NATIONAL CONFERENCE

27-29 March 2018 | Glasgow

Policy adoptions

If you need this document in another format contact NUS on 0845 5210 262 or email events@nus.org.uk

Purpose of this document

This document presents motions from a variety of bodies to National Conference.

National Executive Council: Sets interim policy that affects the work of the National Union as a whole. This includes motions remitted from National Conference.
Pages 3 - 12

The Nations and NUS-USI: These are politically autonomous organisations set up to represent the students of a geographical area – Scotland, Wales or Northern Ireland
Pages 12 - 15

The Liberation Campaigns: These are politically autonomous campaigns set up to represent those students who are discriminated against or disadvantaged by society because of their background, culture, gender, gender identity, race, sexual orientation or ability. They are the Black Students Campaign, Disabled Students Campaign, Lesbian Gay Bisexual Trans+ Campaign and Women's Campaign.
Pages 15 - 64

Student Sections: These are groups set up within the HE and Welfare Zones to represent the needs of particular sections of students. These are International Students, Mature and Part Time Students and Postgraduate Students.
Pages 64 -74

From the NUS Rules:

475. Policy Adoption
476. During each Annual National Conference each of the following bodies will report to the National Conference on its work throughout the year and propose for adoption policies passed at the relevant conference of each body.

a. Nations
b. NUS-USI
c. Liberation Campaigns
d. Student Sections
e. National Executive Council

477. Unless an objection is raised these policies will be automatically adoption at the end of the National Conference
478. Objections to the adoption of any such policies or part thereof will be delivered to the Democratic Procedures Committee
479. During the relevant session of the National Conference the Chairperson will invite at least one speech in favour of each objection, and at least one speech against. The Chairperson will then move to a vote where a simple majority will sustain the objection and the policy or part thereof will not be adopted
480. In the event that policy is adopted under these procedures which conflicts with policy passed as a result of Zone or Emergency Motion debates at National Conference the policy passed at National Conference as a result of Zone or Emergency Motion debates shall take precedence over this adopted policy as the position of the National Union.

What you need to do

Before National Conference: You should read through this document and contact the Democratic Procedures Committee before 12:00pm on Day Two of National Conference. You are encouraged to discuss the reasons for your challenge with the relevant Convenor of that policy before you submit your challenge. If there are no challenges the motions will be adopted automatically.

Policy passed by the National Executive Council since National Conference 2017 (including motions remitted from National Conference 2017)

Adding New Positions to the ARAF Committee

NEC Believes:

1. In 2016, a motion was passed at NEC to change the composition of the Anti-Racism, Anti-Fascism Committee
2. This included the introduction of several reserved places which were to be elected, including: Jewish member, Muslim member, Migrant member, LGBT+ member, as well as the Black Students Officer and the Black Students Campaign 2nd Place.
3. Not every liberation group currently has a reserved place on the ARAF committee.

NEC Further Believes

1. Fascism affects oppressed groups in different ways, moreover, fascist groups consciously target marginalised groups
2. That currently those who face oppression on several counts, may also not be adequately represented by the formation of the committee
3. That to ensure we are best placed to fight racism and fascism we must ensure representation of all affected on the ARAF Committee.
4. That representation is not being sought for its own sake, we seek to ensure that our struggles are joined together in the fight against racism and fascism.

NEC Resolves:

1. To introduce three new places onto the ARAF Committee: Disabled member, Trans member and Women's member.
2. These positions should be elected in the same fashion as the other reserved places: candidates should self-define into the particular group, and they should be elected by other self-defining members of said group.

SWP rape apologism

NEC Believes:

1. The SWP regularly turn up to nearly any and every popular cause or demonstration, including free education demonstrations in 2016, 2015 and 2014.
2. In 2013, it was alleged that abuse by 'Comrade Delta' had been covered up within the Socialist Workers Party.[1] In response hundreds left the party.[2]
3. Activists, particularly survivors of sexual violence, including student officers – both sabbatical and part-time women's officers, have organised locally and nationally against the SWP. This includes groups like SWP off Campus and Fuck the SWP.

NEC Further Believes:

1. It is alleged that the SWP have a history of rape apologism.[3]

[1] https://www.theguardian.com/society/2013/mar/09/socialist-workers-party-rape-kangaroo-court, https://www.theguardian.com/commentisfree/2013/feb/08/socialist-workers-party-rape-investigation
https://www.newstatesman.com/politics/2014/05/comrades-war-decline-and-fall-socialist-workers-party
https://www.newstatesman.com/laurie-penny/2013/01/laurie-penny-what-does-swps-way-dealing-sexual-assault-allegations-tell-us-abou
[2] http://www.newstatesman.com/politics/2014/05/comrades-war-decline-and-fall-socialist-workers-party
[3] https://www.theguardian.com/society/2013/mar/09/socialist-workers-party-rape-kangaroo-court

2. NUS must stand in solidarity with those who have experienced sexual violence. This means circulating information on the history of the SWP's supposed rape apologism, not sharing platforms or otherwise organising with them.
3. That the NUS Women's Campaign have previously led on work supporting survivors of sexual violence and/or abuse. This is not only by virtue of representing women students but additionally through the expertise and experience of activists in the campaign.
4. The SWP, through their front organisations, come into contact with community groups who do not necessarily have ready access to information about their history of alleged abuse. This is particularly the case for community anti-racism organisations.
5. Given that smaller community organisations are specifically targeted by SWP and front groups, the focus of our campaigning against the SWP must focus largely on educating groups and individuals rather than casting people.
6. A variety of anti-racist and anti-fascist groups have issues with accountability and safeguarding in relation to rape, sexual assault and harassment. This is not something that is limited to the SWP.

NEC Resolves:

1. For funds to be allocated to the Women's Campaign from the Welfare Zone, to continue to develop and distribute materials for students and community organisations about the alleged history of the SWP, explaining why NUS does not work with them, and why students should not pick up their placards at events.
2. To distribute the Salvage Collective report and toolkit Gendered Violence in activist communities in its work on tackling rape and abuse apologism
3. To support the efforts of officers and students organising against the SWP because of the accusations made against the SWP;
4. To provide practical support to officers and activists especially in situations where the SWP control positions in local trade unions and community organisations.
5. To ensure that NUS officers do not speak at SWP events or events run by their fronts[4] [5]
6. To support the efforts of sabbatical officers and students who are working to stop the SWP from being invited to their campus by producing flyers and information on their history and why not to pick up their placards.
7. NUS should do research into other anti-racist, anti-fascist groups not linked to the SWP, to distribute to NUS FTO's and Students' Unions, for them to work with as an alternative to known SWP front organization anti-racist groups.

Support SUs in the fight against marketisation

NEC Believes:

1. Over the past year, the government introduced a series of reforms to higher education.
2. At their heart is the Teaching Excellence Framework which ranks universities Bronze, Silver and Gold according to a set of metrics including the National Student Survey (NSS) and graduate earnings.
3. The HE reforms and TEF are already causing job cuts in multiple universities, for example in Manchester where over 100 redundancies have been announced[6], explicitly citing changes to HE policy as a reason. Previous moves towards marketisation since 2010 have also contributed towards recent job cuts.
4. In 2016, NUS National Conference passed a policy to boycott the NSS until the TEF is scrapped and the HE reforms are withdrawn. NUS still has a democratic mandate to lead on the boycott and the wider campaign against marketisation.
5. In at least 12 institutions, NSS response rates dropped below 50% as a result of the boycott, making the results unusable. In many others, response rates have also fallen significantly.

https://www.theguardian.com/commentisfree/2013/feb/08/socialist-workers-party-rape-investigation
[4] http://www.independent.co.uk/voices/donald-trump-socialist-workers-party-swp-stand-up-to-racism-kangaroo-court-a7563191.html
[5] https://www.youtube.com/watch?v=xyvqejZcFEk, https://twitter.com/antiracismday/status/604613398832287744 https://www.eventbrite.co.uk/e/confronting-the-rise-in-racism-stand-up-to-racism-national-conference-2016-tickets-26640628838#
[1] https://www.ucu.org.uk/article/8775/Over-900-jobs-at-risk-at-University-of-Manchester-as-university-announces-major-cuts

6. The boycott was widely reported in the media and mentioned in parliamentary debates around the Higher Education and Research Act.
7. In 2017, Theresa May announced that tuition fees for the following academic year would not go up. However, there has been no guarantee that the freeze will continue for future years or that TEF and fees will be delinked.
8. The NSS itself has been discredited as a measure of teaching quality, including by the Royal Statistical Society. Its results have also been proven to reflect racial bias.[7][8]
9. In August, over 70 student activists, SU officers and NUS committee members signed an open letter committing to running NSS boycott campaigns on their campuses and calling on NUS to lead the campaign nationally.[9]
10. TEF not only does not adequately measure teaching quality, it is a threat to higher education as we know it and needs to be resisted by any means available to us.
11. TEF means universities are chasing metrics and not meaningfully improving standards for students or staff.
12. Successful NSS boycott campaigns at multiple universities forced TEF and wider higher education policy onto the national agenda.
13. The NSS boycott contributed towards the government temporarily severing the link between TEF and tuition fees.
14. The government's efforts to limit the effects of the boycott, by halving the weight of NSS as a metric and using data from previous years in institutions where response rates fall below 50%, are meant to discourage students from boycotting the survey. This shows that the leverage is effective and the student movement cannot afford to give up.
15. The government and university managers need NSS results not only to implement the TEF, but to manage the already-existing marketisation of the university system. By refusing to fill it out, we can therefore disrupt their business and gain leverage that helps students push them to concede to our campaign.
16. NSS turnout or results should never be tied to SU funding. Such blackmail from some universities is a despicable attack on union autonomy. It is a duty of NUS to defend any SU that receives threats of funding cuts because of participating in the national campaign.

NEC Resolves:

1. To release a statement and contact every HE union in NUS reaffirming NUS' support for the NSS boycott.
2. To provide resources for SUs, including flyers promoting the NSS boycott and a toolkit on running an effective boycott campaign.
3. To campaign for union funding not to be tied to NSS and to work with and support every SU that faces threats of funding cuts in relation to the NSS. Political blackmail through block grant cuts is a concern to all SUs, so we must respond with solidarity: we will support and help build action up to and including mobilising demonstrations on affected campuses if appropriate.

Support our staff – stop attacks on pensions

NEC Believes:

1. There are multiple pension schemes for staff across FE and HE. All have faced round after round of attacks designed to reduce the payments that staff can expect in retirement, compared to what they put in. The attacks on different schemes are used to play against one another – one scheme is undermined, then members of another are told that they must accept attacks in theirs as it is unfairly better than the first – this continues in circles so that nobody wins except the employers. So to defend any part of the education system we have to defend all of them.
2. Currently under attack is the USS pension – for academic staff mainly in pre-92 universities. The employers' consortium, UUK, has announced that they want to end defined benefits. This means removing all guarantees on how much payouts will be after retirement, leaving retired staff entirely at the mercy of the pension fund's stock market gambles.[10]

[7] https://www.rss.org.uk/Images/PDF/influencing-change/2016/RSS-response-to-BIS-Technical-Consultation-on-Teaching-Excellence-Framework-year-2.pdf
[3] https://www.timeshighereducation.com/news/biased-students-give-bme-academics-lower-nss-scores-says-study
[4] http://anticuts.com/2017/08/22/nss-boycott-open-letter-to-nus-leadership/
[10] https://www.ucu.org.uk/article/9074/UCU-warns-of-chaos-on-campus-if-pension-row-not-resolved

3. The pension scheme's own analysis shows that the employers could muster the funds to avoid this and keep guarantees on pension payouts[1]. Employers have cut the proportion of their budgets spent on staff by 5% in the past 10 years – it is their choice to cut investment in education workers, not a necessity.[11]
4. Valuations that claim the USS fund is on shaky ground, and used to spread panic and justify cuts to pension payouts, have been widely criticised as based on poor methodology – using the wrong measures to predict future performance[12] and using what the Leeds UCU President called a "zombie apocalypse" assumption – imagining that every single pre-92 university was going to shut simultaneously tomorrow, leaving the scheme to pay all former staff's future pensions with no new income.[13]
5. A ballot for major industrial action will be voted on by UCU members in the period 27 Nov to 19 Jan[1].
6. NUS Conference has previously voted that our default position should be to back industrial action by education workers, because we understand that working conditions and teaching quality are so closely tied, and because we understand that the alliance of solidarity between students and education workers is vital to our own campaigns.
7. These attacks are avoidable and unjust. No worker should be subjected to financial precarity; all deserve the security of a decent retirement.
8. Removing guarantees on payouts is about shifting financial risk away from the collective onto the individual, and away from the employers to the workers. This makes it easier to package up groups of workers, lift them out, and outsource them, and makes it more attractive for private companies to snap up such offers since associated pension liabilities have been reduced. In short, this will make further aggressive privatisation easier.
9. When staff are mistreated, demoralised, and overstretched trying to make ends meet, education suffers. Moreover, talented staff could be forced to consider leaving for jobs where they are treated better.
10. These attacks will be most damaging to workers at the beginning of their careers, including our members such as PhD students looking to begin research careers. And we all have a long-term interest in halting and reversing the erosion of pensions across the labour market.
11. The stronger our support for our staff, and the sooner we commit it, the stronger their campaign will be and the sooner we can force the employers to give in – and so the sooner any industrial action can end with a positive resolution, benefitting both students and workers.

NEC Resolves:

1. To mandate the VPHE and President to write immediately and publicly to UCU pledging our support for their campaign, and for any industrial action they are forced to undertake by the employers ' greed and stubbornness.
2. To mandate the VPHE and President to write to the USS pension scheme and the UUK employers' consortium urging them to drop these damaging proposals and to instead reverse the last several years of attacks on education workers' pensions.
3. To work with the NUS Postgrad Section and the UCU's Casualised Members' section to support our postgrad members to get active in their trade union (which is now free – membership dues are zero for postgrad workers) and help them defend their future pensions.
4. To brief SUs on the situation, why we need to support our staff, and what SUs can do to help.
5. In the event of industrial action NUS should produce materials including posters and leaflets that SUs can use to help explain to students what is happening and why our staff need support, and we should endeavour to bolster our staff's picket lines and protests with our support.

A New Approach to Teaching Excellence

NEC Believes:

1. That the government has implemented a Teaching Excellence Framework in Higher Education which ranks Universities as either gold, silver or bronze

[11] https://www.ucu.org.uk/strikeforuss
[12] https://www.ucu.org.uk/uss_futurefundingletter
[13] http://studentsunionucl.org/defendpensions

2. That the current government intends to implement the TEF at subject level
3. That a consortium of 24 NUS member organisations have conducted joint research into the student perspective on teaching excellence, taking into account the perspectives of 9,000 students[14]
4. This research proves that whilst students believe that the government should be ensuring teaching quality, any measures should not be linked to fees
5. 50% of students would have re-considered applying to their university if they had known it was bronze and 6% of students would have not applied or reconsidered had their university been rated gold
6. 11% of students from an ethnic minority background would have reconsider or not have applied to their university if it had been rated as gold
7. that this data will be invaluable as a submission into the independent TEF review expected in the next academic year, alongside NUS's scheduled work to set out the positive vision for Teaching Excellence

NEC Further Believes:

1. There are many negative consequences to the current government policy on teaching excellence
2. Many of these consequences could prove truly catastrophic for the HE and wider Education sectors
3. That NUS should be carrying out research to empower both its officers and its member unions to make strong arguments on a national and local level
4. That while slogans such as 'TEF Off' and national demonstrations will always be an important part of NUS's campaign armoury we also need to ensure that we have cutting edge, high quality evidence to use

NEC Resolves:

1. To welcome the research and to use it to develop the next stages of the campaign against the Teaching Excellence Framework
2. To renew our campaign against the current direction of policy and the TEF in particular using evidence to underpin our campaign
3. To use all available resources and measures of student opinion to try to impact government policy
4. To reaffirm our opposition to a link between TEF and tuition fees

Supporting Mature Students

NEC Believes:

1. Part-time student numbers have fallen by 40% since 2010.[15]
2. Mature students make up nearly 90% of part time students.[16]
3. Mature students are more likely to leave higher education within a year of entering. [16]
4. Mature students are more likely to be disabled, BAME, or from a low socio-economic background in comparison to 18-21-year-old undergraduates. [16]
5. A significant portion of mature students drop out of University due to financial hardship. [16]
6. Mature students are less likely to receive comprehensive advice on student finance and financial support while at University. [16]

NEC Further Believes:

1. The wider HE community is not doing enough to support and retain mature students in higher education and are often forgotten in preference to undergraduates.
2. That everyone deserves the opportunity to a fair and accessible education, no matter their situation or background.

[14] http://wonkhe.com/wp-content/uploads/2017/11/tef-pr-research-report.pdf
[15] http://www.bbc.co.uk/news/education-21769963
[16] https://www.nus.org.uk/pagefiles/12238/2012_nus_millionplus_never_too_late_to_learn.pdf

3. Financial support for students should be based on students' needs rather by the type of course they do or the level they are studying at.

NEC Resolves:

1. To advocate for targeted mature student support on a national and institutional level.
2. To lobby for more flexible modes of study for students in HE in order to give mature students easier access to courses.
3. To campaign for student financial reform specifically for mature students, based on need rather than mode of study.

1 Day Without Us

NEC Believes:

1. Since the Brexit vote, xenophobia and racism have become increasingly legitimised, and migration has been blamed for legitimate social issues such as unemployment and the worsening state of the National Health Service.[17,18]
2. On February 17th, 2018, a national day of action will take place called One Day Without Us.
3. This day of action was previously supported at NEC 8th December 2016 and subsequently held on February 20th, 2017, resulting in over 160 events across the country.
4. Migrants of all kinds, people with a history of migration and those who support migrants and migration are planning this day of action to celebrate migrants and migration to the UK.
5. The reason that this event remains necessary is profound concern about worsening attitudes to migrants and migration in the UK.

NEC Further Believes:

1. We must fight back against escalating attacks on migrants and restrictions on migration from the government, and against wider societal prejudice, and against the exploitation of migrant workers.
2. The aim of the day of action is to celebrate the people of all nationalities and genders who have made the UK their home, including British citizens who may not necessarily identify as migrants but who have a history of migration in their family, and the contributions that migration has made to British society.
3. Migrant protests have been hugely empowering and effective in other contexts, for instance in the United States.
4. It is absolutely legitimate to cause disruption to fight oppression and injustice.

NEC Resolves:

1. To support One Day Without Us, sending a message of solidarity to the organisers and signing on to their statement of support.
2. To provide advice and guidance to students and unions regarding the participation of international students in this day of action and protests like it.
3. To promote One Day Without Us to students and unions, helping to build turnout and maximise its presence on social media and in the press.
4. To ensure universities and colleges are at the heart of the day of action, highlighting the difference international students and migrant academics and non-academic workers make to our academic and vocational communities of learning as well as the wider society.

[17] https://www.theguardian.com/commentisfree/2016/jun/27/brexit-racism-eu-referendum-racist-incidents-politicians-media
[18] http://www.independent.co.uk/news/uk/home-news/brexit-vote-has-led-to-noticeable-rise-in-uk-xenophobia-watchdog-warns-a7343646.html

The Office for… Marketisation

NEC Believes:

1. The Office for Students was set up to implement the Teaching Excellence Framework and to promote choice and value for money.[19]
2. NUS has policy to resist marketisation and to support free education.
3. NUS's strategy on the OFS so far has been to demand student representation.
4. The appointment of Toby Young - a deeply reactionary figure and a pioneer of privatisation in education - has been rightly criticised. [20]

NEC Further Believes:

1. The problem with the Office for Students is deeper than Toby Young.
2. Despite its name, the OFS does not act in the interest of students: the ideas of 'choice' and 'value for money' are not politically neutral. They present an active threat to the quality of education and to working conditions for staff in HEIs.
3. The creation of the OFS signals that any discussion of education as a public good is over. It consolidates and extends existing marketisation.
4. Given this, whether NUS is represented on the board of the OFS misses the point.

NEC Resolves:

1. To release a statement condemning not only the OFS's appointments and non-appointments but its entire existence.

To reaffirm NUS's commitment to fighting for free education and against marketisation.

Support Repeal the Eighth!

NEC Believes:

7. Article 40.3.3 known as the Eighth Amendment was voted into the Irish Constitution by a referendum in 1983.
8. The amendment in question states "*the state acknowledges the right to life of the unborn and, with due regard to the equal right to life of the mother, guarantees in its laws to respect, and as far as practicable, by its laws to defend and vindicate that right*" thereby prohibiting abortion in all cases except where doctors believe the woman's life is at risk.
9. The right to bodily autonomy is a fundamental human right that should be granted to all people - the eighth amendment is in direct violation of this.
10. The current legislation does not reflect contemporary public opinion – 87 per cent of people in Ireland want access to abortion expanded whilst 72 per cent believe it should be decriminalised.[21]
11. An estimated 150,000 people have travelled to other countries to procure an abortion since 1980.[22]
12. ny individual who procures an abortion within the country risks a 14-year jail term - including the doctor(s) who perform the procedure or assists it.
13. Everyday an approximated 12 people in Ireland will have an abortion – between 9-10 will travel to the UK whilst 3 will risk a 14-year prison sentence by taking illegal abortion pills[23];
14. People have already died in Ireland having been denied life-saving abortion procedures – including Savita Halappanavar.[24]
15. Thousands of people are unable to travel for abortion services due to family, legal status, financial situation, health or in abusive relationships – and many rely on a range of charities like the Abortion Support Network for assistance.[25]

[19] https://www.timeshighereducation.com/news/englands-ofs-plans-compulsory-tef-and-charge-ps120k-fees
[20] https://www.theguardian.com/media/2018/jan/09/toby-young-resigns-office-for-students
[21] https://www.amnesty.ie/amnesty-internationalred-c-poll-reveals-irish-public-want-expanded-access-abortion-political-priority-incoming-government/
[22] https://londonirisharc.com/about/
[23] https://www.repealeight.ie/#
[24] http://www.bbc.co.uk/news/uk-northern-ireland-20321741
[25] https://www.asn.org.uk/

16. In September 2017, the Irish Government announced a referendum to change the country's laws on abortion.[26] The government has not yet announced the date of the referendum, but it is expected to be held in May/ June 2018.[27]

NEC Resolves:

1. For the NUS to release a public statement of solidarity with the Repeal campaign (and for it to be signed by all Vice Presidents and the President).
2. For NUS to commit resources to raising awareness of the referendum this year so as to encourage Irish nationals studying in the UK to vote in the referendum (e.g. through a comprehensive media strategy, financial resources, and a sustained campaign on voter registration etc.)
3. For the campaign to be a collaborative effort between the NUS and organisations campaigning to repeal the eight amendment including but not limited to The London-Irish Abortion Rights Campaign, the Abortion Rights Campaign, The Coalition to Repeal the Eighth Amendment.
4. Where possible, for the NUS to provide a financial assistance in the form of a travel bursary so that Irish students studying in the U.K. are able to travel to Ireland and vote in the referendum.

For the NUS to raise funds for a charity (e.g. the Abortion Support Network) that provides financial aid and accommodation to those travelling from the Republic of Ireland, Northern Ireland and the Isle of Man to access safe and legal abortion.

Support the Women's Strike!

NEC Believes:

1. On 8th March 1908 migrant women marched through the streets of Manhattan to demand better pay and shorter working hours, and in 1917, Russian women took to the streets in an uprising that would eventually overturn the Tsarist regime.
2. Last year, on 8th March, women in more than 50 countries went on strike from paid and unpaid labour, whilst millions more across the world took part in direct action, in one of the most political International Women's Days in recent history.
    a. In Australia, dozens of nurseries and children's centres were forced to close after more than 1,000 childcare workers walked off the job at 3:20, the time at which they begin working for free as a result of the gender pay gap, while thousands attended a rally in Melbourne.[28]
    b. Traffic was at a standstill in Dublin where thousands of protestors gathered to call for a repeal of the 8th amendment, which amounts to a near-total ban on abortion.[29]
    c. In South America, mass strikes and demonstrations drew attention to high rates of femicide. In Argentina protests began with a "ruidazo" followed by a march in Buenos Aires to protest against the 78% rise in femicide in the past eight years.
    d. In 60 cities in Brazil, women walked out of work for at least an hour in protest at "structural violence" against women, while women from Movimento Sem Terra, a direct action land reform group, occupied the abandoned farm of a businessman currently in jail because of corruption.
    e. In Poland – where a women-led 'Black Protest' overturned a blanket ban on abortion last October – protesters gathered outside the Law and Justice headquarters, and in Romania women lay on the ground and read out the names of women killed by their partners.[30]
3. This year, again on International Women's Day, there are plans to call on women in the UK to join an international women's strike:
    a. "*We will walk out of our kitchens, universities, brothels, schools, bedrooms, factories, hospitals and offices. We will strike from all the work we do, whether it is paid or unpaid. If you can strike on 8 March, do. If you need to book the day off work, do it now. Or call in sick on the day. Withdraw all the housework and domestic work you do everyday for free. If you have a male partner, get them to care for the kids or make breakfast.*"[31]

[26] http://www.bbc.co.uk/news/world-europe-41400836

[28] https://www.theguardian.com/australia-news/2017/mar/08/more-than-1000-childcare-workers-walk-off-job-over-pay-gap
[29] https://www.theguardian.com/world/2016/nov/23/irish-trade-unions-referendum-abortion-rights-repeal-eighth-amendment-ireland-pro-choice
[30] See https://www.theguardian.com/world/2017/mar/08/international-womens-day-women-close-schools-occupy-farms-and-go-on-strike for more information on the above
[31] https://www.facebook.com/events/398094657285688/

NEC Further Believes:

1. This year has seen movements such as the #TimesUp and #MeToo movements, where women and non-binary people have spoken out against widespread sexual harassment and abuse by those in power. The Women's Strike defies the idea that all we need is to tell our stories, over and over again – but rather that now is a time to mobilise for action and realise the power that removing our labour has.
2. The Women's Strike Facebook event page says that #WeStrike:

   "*For every woman who is sick to death of being sexually harassed and bullied at work.*
   For every woman who is hungry and unable to heat her house.
   For every woman suffering because of benefit cuts or poverty wages.
   For every woman who is expected to earn less than her male colleagues and then come home and start a second shift of cooking, cleaning and caring.
   For every woman who is kept powerless by whore stigma.
   For every woman who endures homophobia and transphobia.
   For every woman who has worked herself to the bone to keep the national health and education systems functioning and yet has not received a pay rise in years.
   For every woman who has suffered violence at the hands of partners, friends, colleagues or bosses and is not believed.
   For every woman who faces violence at the hands of the state through immigration raids, mass incarceration and racist policing."[32]

NEC Resolves:

1. To support students and staff withdrawing their (paid and/or unpaid) labour and participating in the Women's Strike on 8th March.
2. To allocate resources to the NUS Women's Campaign to host an event on the history of International Women's Day, women's strikes, and on the importance of action this year.
3. To organise a national walk out of lectures and classes on 8th March 2018.
4. To do this by providing resources, such as posters raising awareness of the strike, and resources on how to organise walk-outs and hold picket lines on campuses.
5. To link with other unions in the sector planning to take industrial action in the near future, including UCU.

NUS to Carry Out Research On Student Views on Refugees

NEC Believes:

1. That an argument consistently used by senior management in universities to refuse funding scholarships and bursaries for Refugees is that students would not be happy with their tuition fees being used to give others a free education.
2. That while we can assume from our policy processes and student connections, we cannot conclusively say that students are pro-refugee and willing to give up a part of their tuition fees to help others.
3. That having the results of this research would hugely help campaigns on both a campus and national level when it comes to helping refugees access further and higher education.
4. That the routes into education for refugees are significantly different when it comes to Further Education and Higher Education.

NEC Resolves:

1. That the Society and Citizenship Zone should run a piece of research, bringing in students from campuses across the UK, finding out what student views are on both refugees in general and refugees in Higher Education.
2. To formally ask the NUS UK Board to put aside a pot of money to fund this research.
3. That the findings of this research should be broken down both on a campus and national level, meaning that SUs can use their local results to help make arguments in their institutions.

[32] https://www.facebook.com/events/398094657285688/

4. To ensure that the research and support is specifically tailored when it comes to Further Education unions, and is not just a bad replica of the resources offered to Higher Education Unions.

Policy passed by the NUS-USI since National Conference 2017

International Affairs

Justice and human rights for Palestine

Conference notes:

1. That the situation in the Occupied Palestinian Territories, the State of Israel and occupied Golan Heights is progressively worsening in terms of equality, justice, human rights and sustainable peace for all.
2. The discussion surrounding the Israel - Palestine conflict is often polarized, with the radical viewpoints espoused usually given precedence, resulting unhelpful propaganda battles being fought which moves focus away from human rights and political focussed progressive debate.

Conference believes:

1. Israel is currently occupying Palestinian territory in the West Bank and Gaza strip.
2. That Israel is in breach of International law in respect to its obligations as an occupying power which are stipulated within the 1907 Hague Regulations (arts 42-56) and the Fourth Geneva Convention (GC IV, art. 27-34 and 47-78), as well as in certain provisions of Additional Protocol I and customary international humanitarian law.
3. Israel is using an oppressive regime which fits the legal definition of Apartheid as stipulated within the 2002 Rome statutes and the International Convention on the Suppression and Punishment of the Crime of Apartheid
4. Israel follows a policy of home demolitions and forced relocations to effectively control the demographics of those deemed undersirable by the state.
5. Israel does not allow Palestinian refugees or their descendents to return to the territory from which they were expelled in 1948 by Israeli forces both before and after the existence of the Israeli State.
6. The refusal to accept responsibility, or permit a viable solution to the refugee crisis which Israel itself created, is an obstacle to a just peace in the region.
7. A diverse range of Palestinian and Israeli organisations have called for a policy of boycott, divestment and sanctions against Israel pertaining to goods, services, economic ties and any other activities which assist the Israeli government in the continued oppression and occupation of Palestine.
8. The National Union of Students - Union of Students Ireland has so far held no policy in support of the growing movement to support Palestinian & Israeli human rights.
9. That there is no excuse or justification for the abuse of human rights and international law.
10. Terrorism, in all its forms, must be fully condemned and organizations which are defined as terrorist do not hold the principles or interests of the basic rights of Palestinian and Israeli people as a priority and cannot be said to represent the population of the region as a collective whole.
11. Palestinians have a right under international law to resist occupation and to democratically determine their own future.
12. Settlements built by Israel or Israeli citizens within the Occupied Palestinian territories are illegal as stipulated within the 4th geneva convention and other relevant international law.

Conference resolves:

1. That support should be given to individual students and student groups within Northern Ireland that work in a progressive, human rights based manner to ending the Occupation of Palestinian territories deemed occupied by the International community in 1967.

2. Where "support" is to be taken as meaning: The facilitation of events, speakers, positive engagement, debates, nonviolent direct action that is within the law and support for student members of NUS-USI within Israel - Palestine itself.
3. To demand freedom for Palestine, calling for an end to the military occupation of the Palestinian territories and the right to return for refugees who chose to excercise that right.
4. That a progressive adoption of the Boycott Divestment and Sanctions campaign should be implemented and promoted with a focus on the educational aspects so as to Boycott goods made in Israel's illegal settlements and divest from any company which is complicit in the abuse of Palestinian human rights and the occupation of Palestinian territories.
5. To implement the BDS campaign using a progressive approach that utilizes an assessed look at companies and products to determine if they fit the Palestinian call to BDS.
6. To use the much needed educational approach that sends a clear message as to why there is a BDS campaign along with what it is and is NOT about.
7. That we must support Israeli and Palestinian Human Rights NGO's such as that of B'tselem. Organisations such as these are typically demonised and attacked by the Israeli government in an undemocratic way.
8. Strongly condemn Israel's activities and policies which allow for continued human rights abuses and the perpetuation of a conflict based status quo that allows for such things as home demolitions, evictions and the brutal use of military power to put down nonviolent demonstrations for civil and human rights.

9. To support the Palestinians right to education by building links with Institutions of Education such as Bethlehem University and other such educational Institutions.

Internationalisation of Students in Northern Ireland

Conference notes:
1. There are an increasing number of international students coming to study at FE and HE level in Northern Ireland.

Conference further notes:
1. There is a lack of integration between international and local students.

Conference believes:
1. Internationalisation of students within Northern Ireland will not only be beneficial to the international student experience but also help submerse our home students in a more diverse range of cultures and experiences.

Conference resolves:
1. For NUS-USI to promote and raise awareness of the benefits of internationalisation within our institutions and community.

Internationalism and Europe

Conference notes:

1. When students come from abroad to study within the UK from outside the EU, they are expected to pay huge fees in order to study.
2. These fees are extremely high when talking in terms of British pounds and even higher when these figures are converted into most currencies.
3. International students who do not have access to loans have difficulty paying these fees. Along with living expenses this puts a huge burden on these students.

Conference believes:
1. These financial burdens stop people from abroad coming into the UK to study.

Conference resolves:

1. NUS-USI to put pressure on government to review this.

Sport, Clubs and Societies

Recreational Sporting Activities

Conference notes:

1. Student sport is an integral part of student life for many of our members.

Conference further notes:

1. Sport has many benefits for students for both personal development and physical wellbeing.

Conference believes:

1. By increasing recreational sport within member institutions we can not only get more students involved in our unions but also promote a healthy lifestyle amongst students.

Conference resolves:

1. NUS-USI should develop a campaign to promote student sport focusing on recreation, social and health benefits to students

Sport

Conference notes:

1. Due to the pressure of finding time for all lessons there is not much time available in many colleges when all students are free to participate in clubs and societies.

Conference believes:

2. That a time on the timetable should made when all students are free.

Conference further believes:

1. That this free time can also be used for Tutorials, Student Union and Class Reps Meetings.

2. That if the same time, such as Wednesday afternoons, was made free throughout colleges this would allow colleges to compete with each other.

3. This would improve students' lives at FE colleges.

4. This would provide equality for all students as they would all have access to participating in all clubs and societies.

5. This would also provide many health and social benefits.

6. This would also help in developing the students' union clubs and societies.

Conference resolves:

1. That NUS-USI puts pressure on DEL to enforce that every college has a time slot on Wednesday afternoons when all students are available to participate in clubs and societies.

Course Reps

Conference notes:

1. That student reps are an invaluable group amongst the student body. Conference also notes that Student's Unions have limited resources to support these students.

Conference believes:

1. That student reps are at the heart of our institutions. Conference also believes that there is a need

for additional resources and support to improve how effectively we represent our students.

Conference hereby mandates:

1. The Regional Executive to lobby, and support our Student's Unions when they lobby, both their institutions and government for more funding to support student reps.

Street Reps and Community Funding

Conference notes:

1. The inception of the Street Reps Scheme at Queen's Students' Union, which connects students more closely with their local neighbourhoods and improves community relations.

Conference also notes:

1. The wide range of funding that is available for community groups and community initiatives from various agencies.

Conference resolves to:

1. Work to expand the Street Reps scheme to other institutions and to use NUS-USI's influence to push for funding to improve the initiative.

Private Rented Sector Tenants' Association

Conference notes:

1. The poor state of private rented sector accommodation in Northern Ireland – way behind the rest of the UK and Ireland. Damp, cold and poorly maintained student accommodation is rife and often peddled by unscrupulous landlords.

Conference further notes:

1. That the NI Housing Executive expects the private rented sector to continue to expand, and if that is to happen, tenants need a dedicated representative body to represent their interests to the Northern Ireland Assembly and Executive and

Conference resolves:

1. To support the efforts of the Housing Rights' Service to establish a Northern Ireland Tenant's Association.

Policy passed by Liberation campaigns since National Conference 2017

Black Student's Confernce

Black Representation

Defending and strengthening the representation of students of African, Arab, Asian and Caribbean heritage

Submitted by: London Metropolitan University Students Union, Reading University Students Union, Black Students Committee

Conference Believes:

1. People of African, Arab, Asian and Caribbean heritage are under-represented in key positions of power including politics, the media, business and the judiciary.

2. Over the past 20 years the NUS Black Students' Campaign has transformed the student movement by bringing our voices to the forefront of NUS and SUs through groundbreaking campaigns, conferences, handbooks and more.
3. Increasing the number of students of African, Arab, Asian and Caribbean heritage representatives within SUs and within NUS is essential in tackling racism and ensuring our concerns are addressed.
4. We are correct to assert the principle of students of African, Arab, Asian and Caribbean heritage electing our own representatives throughout the student movement. This must be respected across NUS.
5. Creating a Liberation Officer in every SU to represent students of African, Arab, Asian and Caribbean heritage remains essential in guaranteeing our representation on every campus.
6. The 'Black Sabbs Network' is a key opportunity for Sabbs of African, Arab, Asian and Caribbean heritage to network, share ideas, support each other and develop the campaigns we need to challenge racism, inequality and discrimination.
7. Campus groups such as 'African Caribbean Societies' and 'Islamic Societies' are important spaces where many students that our Campaign represents organise. These groups should be supported in getting adequate resources and funds from their SUs.
8. Our Cultural clubs societies, including ACS's, Asian Societies, Islamic societies and others are a key point of contact with students' unions and a bridge to further activism and involvement;
9. Working with clubs and societies creates a greater awareness of the NUS Black Students' Campaign and it's initiatives amongst students.
10. NUS released the outcome of its Institutional Racism Review last December, finding "serious failings" with regards to its handling of race.
11. NUS has begun formulating a Race Equity Plan following the recommendations of the Review.
12. Institutional Racism within institutions is not the exception, it is the rule – racism is the foundation of this country, and reviews such as NUS' can only help articulate those realities.
13. Institutionalised racism permeates all levels of the student movement.
14. This year, numerous Black Sabbs have been suspended on little, and heavily racialised, pretense. Racialised students running in elections are viewed with suspicion and subject to rampant double standards, meanwhile management routinely crack down on activism and self-organisation by Black and racialised students, and Black staff are marginalised and suppressed.
15. The reality of institutional racism underlines the limits of representation alone.

Conference further believes:

1. Black clubs and societies receive limited funding and support from students' unions compared to others;
2. Black clubs and societies frequently fund events which the union should take more responsibility for under the Race Relations Act, like Black History Month, anti-racism, religious or cultural festivals.

Conference Resolves:

1. To continue to bring together and develop student leaders and activists of African, Arab, Asian and Caribbean heritage through our Winter Conference, Sabbs Network and Regional events.
2. To push for a Liberation Officer on every campus to represent students of African, Arab, Asian and Caribbean heritage.
3. To support students of African, Arab, Asian and Caribbean heritage running in Students' Union elections by producing resources, a toolkit and providing one on one advice.
4. Produce a "Black History Month Guide" and support events across the campuses.
5. Support campus groups which represent and organise students of African, Arab, Asian and Caribbean heritage, from African Caribbean Societies to Islamic Societies.
6. Work with National networks of students representing cultural societies to ensure supporting clubs and societies is central to our work
7. Provide training and support on increasing funding for clubs and societies;
8. Ensure these groups' needs are met using the Race Relations Amendment Act;
9. Circulate clubs and societies training materials to students' unions.

10. The Black Students' Campaign should be core to the implementation of any recommendations, plans and strategies initiated off the back of the IRR.
11. To research and publish findings into how racism manifests within the education sphere – particularly as facing Black students running in elections, holding positions, and general student organising.
12. Develop an audit tool for racial equality within SUs.

Childcare at Conferences

Submitted by: University of Manchester Students Union

Conference Believes:

1. Some delegates at conference are parents or have caring responsibilities.
2. These students have a right to engage in our campaign and have valuable voices.
3. Adequate childcare is essential for students to engage in conferences.

Conference Further Believes:

1. Political and cultural education is a necessary survival tool for our young people
2. Conferences have often been unsuitable places for children.
3. The current state of affairs is unsustainable.

Conference Resolves:

1. All BSC conferences should provide a crèche room
2. That this should be shared to all BSC events.
3. That delegates should be actively encouraged to bring their children to conference.
4. BSC should supply a variety of culturally and age appropriate resources i.e books, toys, games, instruments and media for crèche facilities at all BSC associated conferences and events.

Anti Racism

Uniting against racism

Submitted by: London Metropolitan University Students Union, Reading Students Union, Black Students Campaign Committee, Middlesex University Students Union

Conference Believes:

1. Institutional racism in the police continues to blight the lives of students of African, Arab, Asian and Caribbean heritage, with racist stop and search and deaths in custody.
2. Racism is being whipped up by the government and politicians to scapegoat our communities and deliberately distract from the government's failure to deal with the cost of living crisis created by the Tories' austerity agenda.
3. Multiculturalism has positively enriched British society: our food, music, culture and our economy.
4. Refugees from across Africa, the Middle East and Asia are being left to drown and rot on the borders of fortress Europe, with our government building a wall to lock refugees out and incarcerating them in in detention centres.
5. Students Stephen Lawrence, Ricky Reel and Anthony Walker were murdered in racist attacks, paying the ultimate price for racism against our communities.
6. The last year alone has seen a horrific rise in racist attacks including the death of Ex-footballer Dalian Atkinson who was tasered by the Police and an Islamophobic attack on a pregnant Muslim woman who miscarried as a result.
7. Kelechi Chioba is a member of the NUS Black Students Committee and is a disabled queer woman facing detention and deportation
8. Kelechi pleading to remain, fearing for her life if deported. She is suffering from mental health issues, yet the home office state her reasons are 'insufficient' despite having suffered severe abuse at the hands of her family, including verbal abuse, beatings and attempts to end her life.

9. Kelechi fears that she will face further abuse, and be put in a psychiatric home. Having witnessed patients in psychiatric care being chained up and forced to take medication, she fears for her life.
10. Reports of physical and sexual abuse in Yarls wood are rife, and Jimmy Mubenga died following restraint in the midst of a deportation flight[33].
11. The NUS Black Students Campaign has played a critical role in the #SaveKelechi campaign, bringing national attention to her plight
12. Immigration raids/stings/spot-checks are becoming increasingly adopted as a tactic by the state in its crackdown on migrants to detain and deport them.
13. These tactics are an extension of policing, and designed to instil fear and reinforce precarity among migrant populations.
14. Immigration policing is heavily dependent on complicity by non-government bodies to serve as the state's 'eyes' in society.
15. Employers also collaborate with authorities to help deport undocumented staff.

Conference Further Believes:

1. The Hostile Environment must be disrupted, at every level of society at which it operates – and instilling a culture of solidarity with migrants in our communities is essential to this.
2. Anti-raids groups can help alert local migrants of impending raids, whilst serving as networks through which migrants and non-migrants can organise against xenophobia and immigration policing.
3. Anti-raids groups can serve as our eyes on the street, staring straight back at the state.

Conference Resolves:

1. To call for an end to racist stop and search, justice for deaths in police custody and to support the families of those whose families have died in racist attacks
2. To work with FOSIS, the Muslim Council of Britain and others to challenge Islamophobia and the racist scapegoating of the Muslim community including the 'Prevent' agenda.
3. To support initiatives advocating the positive contribution of our communities to Britain.
4. Continue celebrating Black History Month, International Decade for People of African Descent, Islamophobia Awareness Month and other initiatives that educate and raise awareness about the positive contribution of our communities
5. To support the Trade Union Congress to mark UN Anti-Racism Day.
6. To continue supporting the Save Kelechi campaign
7. To work with community groups, anti-deportation campaigns, disability rights, womens rights, LGBT, refugee and asylum networks to highlight this case and pressure the government into giving justice to Kelechi.
8. To work with Anti-Raids Network on setting up local anti-raids groups.
9. To provide training sessions on migrants' rights, as well as de-arrests and direct action to stop raids on migrant establishments.
10. Continue opposing any and all anti migrant legislation introduced.

A hard Brexit will increase racism, damage education and destroy jobs

Submitted By: London Metropolitan University Students Union, Reading University Students Union, Black Students Campaign Committee

Conference Believes:

1. The Brexit referendum has greatly fuelled a rise in racism. Racist and xenophobic hate crime rose by an average of 36% in the two months following the referendum. A report from the Trade Union Congress found that over a third of 'Black, Asian and minority ethnic' people have been racially abused or have witnessed racist abuse since the Brexit vote.
2. Many students of African, Arab, Asian and Caribbean heritage have reported abuse following the Brexit vote, from being told to 'go back home' to having their hijabs ripped off their heads.
3. Universities currently receive 15% of their funding from the EU. Losing this will have a hugely detrimental impact - jobs and courses will be cut and some universities may struggle to survive.

[33] https://www.theguardian.com/uk-news/2014/dec/16/g4s-guards-found-not-guilty-manslaughter-jimmy-mubenga

4. 43,000 university staff and 125,000 students from EU countries are currently working and studying in our universities. They bring vital skills, knowledge and experiences which enhance the UK higher education system. Their rights to remain in the UK must be guaranteed.
5. Theresa May is pursuing a hard Brexit which would see the UK ripped out of the Single Market, the Customs Union, the European Court of Justice and freedom of movement ended. This hard Brexit would cause serious damage to the UK's economy and society for generations to come if it goes ahead, making the majority of the population much poorer.
6. The UK needs to remain in the European Single Market as it is of enormous economic value to the UK. The alternative to remaining in the European Single Market, is a trade deal with Donald Trump, where he will put 'America First' and not the job prospects and living standards of the UK's population.

Conference Resolves:

1. Fight to protect EU staff and students working and studying in the UK and also fight to retain the 15% of university funding which currently comes from the EU with massive campaigns.
2. Vigorously campaign for the UK to remain a member of the EU's Single Market in order to defend jobs, living standards and freedom of movement.

Supporting Black Students Reporting Racism

Submitted by: Union of UEA Students

Conference Believes:

1. Racism emerges in many forms within our institutions, and the micro and macroaggressions Black students are subjected to are excused on every ground from ignorance to "tradition".
2. Recourse to accountability systems can often be limited or unsatisfactory – the structures in place to deal with complaints of racism may not sufficient.
3. Complaining about or highlighting racism within our institutions also opens Black students up to backlash

Conference Further Believes:

1. An incident about Blackface at Cardiff Medical School's annual revue last year led to an investigation which found that Black students who made formal complaints about the incident were ostracised by peers and in some cases left Cardiff. The investigation also found wider issues with the complaint and support mechanisms in place.
2. It is incumbent on our institutions to protect Black students highlighting and whistleblowing about racism in our ranks.

Conference Resolves:

1. To lobby institutions to adopt more robust complaint and reporting mechanism to deal with racism.
2. To collaborate with the BMA and other relevant bodies for this purpose.
3. To ensure that institutions are proactively supporting Black students who do make complaints, especially publicly, about racism.

In support of mental health services for Black students

Submitted by: Union of UEA Students

Conference Believes:

1. There is a mental health crisis in our education system, fuelled by austerity, marketization and worsened working/studying conditions.
2. Black students are both more likely to suffer with poor mental health and less likely to access mental health services.
3. When mental health services are accessed by black students they are culturally inept at best, with counsellors often unable to address any of the concerns of Black students, and at worst with counsellors actively marginalising Black students' concerns.

4. The fact that the idea of the mentally "well" person in the societal context is inherently white supremacist, Eurocentric, imperialist and racist in nature.
5. The fact that those who are from ethnic minority communities are subject to systemic discrimination and constant micro-aggressions yet are still expected to follow a Eurocentric standard of behaviour is a disgrace, and this relates directly towards mental health.

Conference Resolves:

1. Reaffirm our belief that the political agendas of austerity and neoliberalism are damaging to mental health, and to relate this directly with their imperialist and racist nature.
2. Campaign for culturally sensitive and aware mental health services that take into account the specific cultural needs of ethnic minority students, with clear training for staff and full funding for service providers.
3. Campaign for a national network of support groups for ethnic minority students, with training packs provided to local organisers - through our common endeavour we can and we will overcome.
4. Continue our fight against racism, discrimination and micro-aggression that affects us all daily in an extremely detrimental way.
5. Continue the fight for a liberated education that would ease the detrimental impact of daily racist and imperialist structures and curricula have on Black mental health.

No to Stop and Search and Racial Profiling

Submitted by: Leeds Beckett Students' Union

Conference Believes:

1. A new code of conduct for stop and searches was introduced in 2014 by the Home Office and College of Policing[34]. This was introduced after the Government acknowledged the technique had been misused with 27% of stop and searches not satisfying the requirement of there being 'reasonable grounds for suspicion'.
2. Since the introduction of the new code of conduct data shows the technique has been scaled back by 28%, however these same statistics show In 2015/16 all BME groups collectively were 2.9 times more likely to be stopped and searched than white people. This is up from 2.1 times more likely in 2014/15[35].
3. There is a tendency for the practice to also disproportionately target individuals aged 25 or under[36], who as an age range are more likely to be in Higher or Further Education[37].
4. The NUS have previously campaigned against stop and search powers[38].

Conference Further Believes:

1. The recent statistics suggest that the new code of conduct is doing nothing to tackle racial profiling.
2. Stop and search powers are misused by targeting those of specific ethnic identities.
3. That BAME students are particularly at risk due to many being aged 25 or younger.
4. Racial profiling is unacceptable.

Conference Resolves:

1. For the Black Students Campaign to call upon the Government to conduct a further review of stop and search powers and to abolish the 'random' stop and search powers that require no grounds of

[34] Home Office, College of Policing (2014). Best use of Stop and Search Scheme. Accessed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/346922/Best_Use_of_Stop_and_Search_Scheme_v3.0_v2.pdf
[35] Home Office (2016). Police powers and procedures, England and Wales, year ending 31 March 2016. Accessed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/562977/police-powers-procedures-hosb1516.pdf
[36] Hine. J (2015) Stop and Search: Exploring Disproportionality. Accessed at: https://leics.police.uk/media/uploads/library/file/Stop-Search-Report.pdf
[37] Universities UK (2015). Patterns and Trends in UK Higher Education 2015. Accessed at: http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/patterns-and-trends-2015.pdf
[38] NUS (2014). No more Stop and Search. Accessed at: https://www.nus.org.uk/stopandsearch

suspicion which can be exercised under Section 60 of the Criminal Justice and Public Order act 1994.
2. For the Black Students Campaign to partner with relevant advocacy groups to provide educational and training resources and individuals rights in relation to stop and search.

International Peace and Justice

International peace and justice – no to Trump, wars, poverty and climate change

Submitted by: London Metropolitan University Students Union, Reading University Students Union, Black Students Campaign Committee

Conference Believes:

1. People of African, Arab, Asian and Caribbean heritage are the overwhelming majority of humanity. Across the globe we are bearing the brunt of US-led imperialist wars, military intervention, poverty, climate change and neo-colonialism.
2. US President Trump represents a huge threat to people of African, Arab, Asian and Caribbean heritage across the world.
3. Trump's racist domestic agenda must be vigorously challenge – including the #MuslimBan, the building of a wall to keep immigrants out and his attacks on African Americans.
4. Trump's foreign policy agenda of increased militarism, threats of war and climate change denial must also be opposed.
5. The UK government's participation in the US-led invasions and intervention of Iraq, Afghanistan and Libya have led to the deaths of millions of people and have spread chaos and terrorism throughout the regions.
6. The legacy of the UK's and other European powers colonisation of the majority of Africa continues to hold back the continent today. The current economic relations imposed by the West have held back development and plundered resources. It is this fact that underpins poverty and the current famine crisis in East Africa.
7. The UN General Assembly have proclaimed 2015-2024 'The International Decade for People of African Descent' – an opportunity to promote a greater knowledge of and respect for the diverse heritage, culture and contribution of people of African descent to the world.
8. Climate change has overwhelmingly been caused by the West yet it is countries in the global south that will be impacted the most by the adverse effects of climate change.

Conference Resolves:

1. To oppose the US and UK imperialist interventions in Africa, Asia and the Caribbean which attempt to exploit natural resources and subjugate peoples.
2. To produce a toolkit for Students' Unions and students on marking 'The International Decade for People of African Descent' to encourage a broad range of events to take place.
3. To support progressive campaigns which demand an end to global debt and poverty.
4. To join Greenpeace and Friends of the Earth in campaigns against climate change.

Abolish African Debt

Submitted by: Union of UEA Students

Conference Believes:

1. African countries are straining under the burden of increasing debt
2. Some of the worst cases are presented in the recent debt explosions in Ghana, Angola, Kenya, South Africa and Mozambique
3. The vicious cycle of African countries debt to the west is a product of destabilising transition from colonisation to independence, leaving many countries in an economic and political vacuum

4. Financial strain caused by increasing debt hits social spending the hardest, meaning communities bear the brunt of post-colonial economic trauma

Conference Resolves:

1. Publicly condemn the vicious cycle of debt inflicted on African countries which are still recovering from post-colonial destabilisation
2. Call for the UK Government, economic world leaders and transnational organisations to condemn and abolish the debt of African countries, especially the debt of former colonies
3. Engage students in raising awareness about the history and burden of Africa's debt to the west

Condemn Predatory Peacekeepers

Submitted by: Union of UEA Students

Conference Believes:

1. In 2016 alone, there have been 145 cases with 311 victims of sexual abuse and violence across UN peacekeeping missions
2. Many of these victims are children
3. The lack of justice delivered for these cases has already been described by an independent panel as a "gross institutional failure"
4. Crimes of peacekeepers are not dealt with sufficient robust persecution, and are often brushed over as individual instances of anger and frustration at their stressful surroundings
5. The value of these children's lives and autonomy are still dictated by imperialist white supremacy, allowing such international institutional injustice to take place.

Conference Resolves:

1. Publicly condemn the institutional failures of the UN to bring justice to child abusers, as well as the racist and imperialist structures and attitudes that dictate UN priorities regarding human rights
2. Call for a public inquiry in the sexual abuse and violence of UN peacekeeping soldiers, in particular Britain's complicity in funding peacekeeping missions with a record of sexual abuse, and in hampering investigatory efforts
3. Call for the UK Government to use it's powerful leverage in the UN to empower the International Criminal Court to fully investigate and charge UN staff, peacekeepers and international NGO staff for crimes involving child abuse
4. Call for the UK Government to push for independent, robust and confidential whistle blowing procedures within the UN

BDS

Submitted by: University of Manchester Students Union

Conference Believes:

1. The call for Boycott, Divestment & Sanctions was initiated by over 170 Palestinian civil society organisations in 2005 against Israel for its litany of human rights abuses.
2. The demands of the BDS movement are
    a. Ending Israel's occupation and colonisation of all Arab lands, and dismantling the apartheid Wall
    b. Full equality for Arab-Palestinian citizens of Israel compared to Jewish citizens
    c. Right of Return for, Palestinian refugees to return to their homes

    these represent the minimal conditions for a just, sustainable peace in the Middle East.
3. There have been a spate of recent concerted efforts to overturn democratically voted BDS policies through legal threats, intimidation and lobbying by external organisations of universities and SUs – a tactic known as 'lawfare'.
4. Taking lead from this, the government announced moves last year to 'outlaw' procurement boycotts by local councils, explicitly targeting Israel-related boycotts.

5. This year they announce further measures to "stop [town] councils from introducing restrictions on the companies and countries they use – particularly by introducing boycotts on goods from Israel."
6. These represent an attack on both SU and local democracy. practice of lobbying SUs or even university management to overturn democratically-voted policy is an affront to the autonomy of Student Unions and sets a dangerous precedent.
7. If we accept these attacks on BDS policy, we are laying the groundwork to allow institutions to stifle and undermine union democracy on the whole, and set back our movement.
8. NUS Officers this year have also taken fully-funded trips to Israel as 'fact-finding exercises'. In reality these trips serve as little other than propping up Israeli state propaganda and serving to silence the Palestine people being colonised.

Conference Resolves:

1. To reaffirm our support for the Boycott, Divestment and Sanctions (BDS) movement.
2. Defend the right to boycott by SUs and town halls - opposing the government's proposals to limit local democracy, and attacks on SU democracy by external organisations.
3. To develop guidance and advice on the legality of BDS campaigns and policy run by SUs, to disseminate to activists and unions.

Rules Revision

Changing the name of our campaign: stepping forward together

Submitted by: Bristol Students' Union, NUS Black Students Committee, University of Manchester Students Union, Liverpool Hope Students Union, Kings College London Students Union, London Met SU, Reading University Students Union

Conference Believes:

1. The concept of Political Blackness was formed by African, Asian and Caribbean activists in the antiracist movements of 1970s Britain, in response to the specific mechanisms of racism within British society.
2. Following from that political tradition, the NUS Black Students' Campaign has since its inception adopted the framework of political Blackness
3. Concerns and challenges have been raised by this Campaign's membership as to the usefulness of this political concept in this day, and demands have been made to change the terminology used by this Campaign.
4. A consultation process was initiated at the earliest opportunity this year, at Black Students' Winter Conference 2016, regarding this issue
5. That exercise identified a consensus that the terminology should change, but did not identify consensus for an alternative.
6. An alternative collective terminology and framework may or may not be readily available. Many widespread terms – such as 'BME' and 'BAME' – are minimising, or lend themselves to methods of state control and division.
7. Many at winter conference spoke of how these terms should not be adopted.
8. The Campaign is the largest of its kind in Europe, and the need for students of African, Arab, Asian and Caribbean heritage to unite together and fight racism together remains absolutely essential.
9. The campaign areas of BSC – Equality in Education, International Peace & Justice, Anti Racism & Anti Fascism and Black Representation – encompass the aspects that the Campaign should focus on.
10. A comprehensive change of the terminology used by this Campaign and the NUS is multi-staged and will not be instantaneous.
11. Students of African, Arab, Asian and Caribbean heritage need to unite and fight racism together in one Campaign within the NUS.
12. Differences have emerged amongst students of African, Arab, Asian and Caribbean heritage on what word should be used to describe our unity, with concerns over the current use of the term 'Black' as an umbrella term.
13. An alternative name is 'NUS BAAAC Students Campaign. 'B' stands for 'Black' and 'AAAC' stand for 'African, Arab, Asian and Caribbean descent.'

14. There are vast distinctions between Asian, Arab, Caribbean and African communities including how they are affected by racism, educational, academic and economic attainment. It is unrealistic to package us all together under the umbrella of "Black" students.
15. The term `Black' is evocative of people of African and Caribbean origins, using the language of "Black Students" is misleading and unrepresentative. In principle it understates the size, needs and distinctive concerns of the Asian, Arab and other ethnic communities within the movement.
16. The use of language and the blanket term "Black Students" erases the huge cultural differences, manufacturing an enforced sense of "solidarity". Identities should not be forged out of experiences of oppression and racism alone, but also through a sense of shared cultural references.
17. That 'black' should not be used to describe all BME students.
18. The black student's committee's name should be changed to an alternative.

Conference Further Believes:

1. There is a history to political Blackness in Britain and its role in developing the antiracist movements. It is now time to adopt and/or develop a framework for antiracist organising within this Campaign that can operate within the context of modern day Britain.
2. The underlying principles of political Blackness are important requisites for antiracism, and we should seek to preserve these principles as far as is possible.
3. "Identity is an ever unfinished, endless conversation" – but our work as the Black Students' Campaign must centre the politics of organising, antiracism, self-organisation and solidarity.
4. The Black Students' Campaign uniquely fills a vacuum within student bodies organising against racism amongst African, Arab, Asian and Caribbean students. It does not, however, claim a monopoly on organisations representing each of those groups.
5. African, Asian, Arab and/or Caribbean communities are not homogenous – there are significant differences between them as well as within them, but the common underlying force of racism is what binds them in British society. There are also issues such as antiblackness which need to be identified and tackled.
6. In navigating race and identification in the West we are forced to utilise the tools of the oppressor, but must be wary to not re-essentialise categories of race and ethnicity or play into racist categories. A political framework that prioritises the struggle is needed for that.
7. People of African, Asian, Arab and Caribbean descent face the sharpest manifestations of racism in Britain.
8. The term "Black Students" suggests a false essentialism: that all non-white groups should share the same experience as Black people and vice versa. The term and misleading use of language conflates the differences of radically diverse peoples, boxing them together by virtue of non-whiteness.
9. BME students are not a monolith.
10. Using the term 'black' erases some student's experiences.
11. We experience oppression very differently to each other
12. It is a very outdated term
13. You can't be politically black-choosing when and how to become black. Students of Black African and Caribbean descent do not have that privilege.
14. During Winter Conference, there was clear and overwhelming consensus on the need to change the name of the campaign to a more representative alternative.

Conference Resolves:

1. To initiate a process of changing the terminology and name of the NUS Black Students Campaign.
2. To continue the consultation process initiated to determine a terminology for the Campaign among students of African Asian Arab and Caribbean descent, and bring a motion to NUS Black Students' Summer conference 2018 that comprehensively revises the standing orders of the Campaign to reflect this new terminology, whilst retaining the composition of the Campaign.
3. To reject disempowering and divisive terminology such as 'BME' or 'BAME'.
4. To carry out a consultation in the spirit of the text above.
5. To ensure that any new terminology is grounded in the principles of antiracism, self-organisation, and solidarity between people of African, Asian, Arab and Caribbean descent.
6. Creating a different name
7. Change the name of the 'NUS Black Students' Campaign' to 'NUS BAAAC Students' Campaign'.

8. Change every reference of 'Black students' in the NUS Black Students' Campaign Standing Orders to 'students of African, Arab, Asian and Caribbean heritage'.
9. In NUS BSC Standing Orders delete 003. Replace with: "Individual Members who self-identify as being of African, Arab, Asian and Caribbean heritage and are not white shall we eligible to take part in the Campaign's democratic process. Non-white students indigenous to the Americas and Oceanic region are eligible to participate. They will have voting rights and will able to stand in election according to regulations outlined in these Standing Orders."

Equality in Education

Fighting austerity, cuts and poverty

Submitted By: London Metropolitan University SU, Reading University SU, Black Students Committee

Conference Believes:

1. Rising tuition fees and education cuts is having a detrimental impact on students of African, Arab, Asian and Caribbean heritage.
2. The cutting of EMA for FE students, the scrapping of grants, the NHS bursary and other vital financial support is causing student poverty to rise and pricing many out of education.
3. Racism means that people of African, Arab, Asian and Caribbean descent experience higher levels of poverty and unemployment - austerity is hitting our communities the hardest.
4. Workers of African, Arab, Asian and Caribbean heritage with degrees earn over 23% less on average than white workers with degrees.
5. Between 2011 and 2014 the number of workers of African, Arab, Asian and Caribbean heritage in insecure work increased by nearly 40% – compared with a 16% rise for white workers.
6. The disproportionate impact of austerity with regards to unemployment on our communities is particularly striking. From 2010 to 2015 the number of long term unemployed 'ethnic minorities' in Britain increased by 49%. Whilst long term young unemployment for young white people decreased by 2%. Pakistani and Bangladeshi women were less than half as likely to be employed compared with the average employment rates for other women. Whilst in 2011, shockingly, half of young Black people of African and Caribbean descent were unemployed.
7. African, Arab, Asian and Caribbean communities are twice as likely to live in poverty compared to white people across Britain.

Conference Resolves:

1. To campaign for free education - no to cuts, fees and student debt.
2. For our Campaign to be at the heart of building the movement against austerity, cuts and attacks on our public services, working alongside the trade union movement, the People's and Student Assemblies Against Austerity, Black Activists Rising Against Cuts and Sisters Uncut.
3. Demand that the government increase state investment to create jobs and green, sustainable economic growth. Only such an alternative economic strategy can resolve the crisis of Black youth unemployment and fight poverty.

Trans Students' Conference

Welfare and Student Rights

Trans Healthcare Mega Motion

Submitted by: An Individual from University of Manchester Students Union and Leo Siebert, University of Strathclyde Students' Association

Trans Conference Believes

1. Gatekeeping is a widespread procedure used in the Gender Identity Clinics' process to stop trans people from receiving the healthcare they want.
2. In order to receive the appropriate healthcare such as hormones, hair removal, or surgery, service users often have to fulfill stereotypical expectations of femininity or masculinity. This disproportionately affects non-binary people.
3. Many patients have been denied healthcare due to mental health problems, which disproportionately affect trans people due to dysphoria and transphobia throughout society.
4. Despite trans people often receiving the worst healthcare experiences, trans issues are erased when talking about "LGBT(+) Health". In particular, trans issues are erased when in comes to "LGBT+ Sexual Health", with the high proportion of HIV+ transfeminine people not being recognised in the provision of services to those at high risk of being HIV+.
5. Practitioners in university and college counselling services often have no training on trans issues.

Trans Conference Further Believes

1. Trans people should not be expected to conform to gender stereotypes in order to access treatment.
2. Gender Identity Clinics should not hold the power to withhold or threaten access to healthcare for any of the reasons named above.
3. Trans people know best what treatment they want for themselves, and the only role the Gender Identity Clinic should play in the provision of treatment should be based on physical health concerns, such as pre-existing blood conditions.
4. The positive impact of counselling (and other forms of health and social care) can often be reduced if trans patients are subject to invasive questioning on the basis of their gender identity and unprofessional behaviour overall.
5. The long wait lists for gender identity clinics means that many trans people have to wait months, if not years, for simple forms of medical care. Bridging prescriptions for hormones should be more widely used until wait lists shorten following the tranvolution (trans revolution).

Trans Conference Resolves

1. To campaign for more trans identifying representatives on the steering boards of GICs and GIC networks.
2. To campaign for trans healthcare to run under an "informed consent" model: Meaning that after going through the medical risks of transition (including specific risks depending on the individual's health) with GIC staff, it is up to the trans person to decide whether they want to undergo treatment or not.
3. To campaign for a de-pathologised informed consent model of trans healthcare with no gatekeeping
4. To campaign for a de-centralised trans healthcare system so trans people do not have to travel far to centralised Gender Identity Clinics
5. To work with trans organisations in Wales to build for a local gender identity service in Wales
6. Advocate for higher funding and staffing levels (both clinical and administrative staff)
7. Lobby for a review of administrative procedures - too many letters "lost in the post"
8. Work with organisations like Action for Trans Health and the Trans Equality Legal Initiative to help advocate for the needs of trans patients.
9. Affiliate the Trans Campaign to Action for Trans Health
10. Support policies that would move towards greater patient involvement and control of trans healthcare.

11. Work with the British Medical Association, GP Federations and Clinical Commissioning Groups to ensure that GPs and secondary care providers understand that referrals to GICs/equivalents and entering into a shared care agreement is part of their primary care contract
12. Work with the British Medical Association, GP Federations and Clinical Commissioning Groups to ensure that GPs are trained in the work of trans healthcare.
13. Lobby medical schools to include trans healthcare on the curriculum
14. Work with groups like Sex:pression, Medsin, etc. to train healthcare students on the needs of trans patients.
15. Provide a toolkit to LGBT+ Societies and local trans campaigns on how to teach medical school students about trans healthcare.
16. Campaign for breast augmentation, facial feminisation surgery, body contouring to be included as part of core services within NHS gender identity care
17. Request an equality impact assessment of gender care specifications to ensure that they are not transmisogynistic from NHS England, and equivalent bodies in the Nations.
18. Campaign for a higher number of sessions of epilation to be available on the NHS as part of core services
19. Campaign for gamete storage to become a core service of the NHS gender specification, this is a reproductive justice issue.
20. Lobby the Human Embryology and Fertilisation Authority for greater training to its providers on trans issues
21. Encourage the provision of speech and language therapy for trans patients that does not conform to ableist and classist notions of what people sound like.
22. Lobby for greater inclusion of nonbinary people's healthcare needs as part of upcoming changes to gender care specifications
23. Work with sexual health providers to ensure best practice on treating trans patients
24. Lobby for hormone blockers to be provided at any age as appropriate, rather that just 16+
25. Provide a toolkit explaining how students can navigate the trans healthcare system.
26. Organise advocacy training sessions in unions and colleges to teach trans students how to advocate for themselves and their friends within the healthcare system.
27. Offer trans training to the Patient Advice and Liaison Service.
28. To lobby for information on HIV prevention and living with HIV to be inclusive of trans people, in particular transfeminine people and trans people of colour.
29. To lobby for for sexual health clinics to assess the impact of sex segregated clinics on trans and non-binary patients.
30. To lobby for counselling services at universities and colleges to be trans-inclusive.
31. To campaign for bridging prescriptions to be made more widely available to trans students who are self-medicating with third-party obtained hormones or are at risk of doing so.

All Landlords Are B_ _ _ _ _ _ _

Trans Conference Believes

1. Rents are predicted to rise by 20% over the next 5 years, whilst the number of renters will increase by 25%
2. Student halls and private student lets are often let out at above market rents for properties which are often less than fabulous.
3. Often rents are set higher that student loans.
4. Between 2010 and 2014 alone, the social housebuilding budget was slashed from £2.3 billion to £1.1 billion, yet the government spent over £115 billion on subsidising the profits of private landlords through tax breaks, build-to-let schemes and housing benefit
5. Trans people face higher levels of estrangement from families, and higher levels of unemployment
6. Students in London and across the UK have been involved in successful rent strikes against dodgy landlords.
7. Trans people living in halls often feel uncomfortable with shared showers. En suite accomodation is usually more expensive, increasing costs trans people may need to pay for housing.

Trans Conference Further Believes

1. Every person should have access to safe and affordable housing
2. That one of the most prescient sources of anxiety for trans students in halls are transphobic flatmates

Trans Conference Resolves

1. To actively build support for student rent strikes across the country
2. To work with Student for Cooperation and other relevant organisations to organise for trans student housing cooperatives
3. Work with the Radical Housing Network and similar organisations to help challenge landlord malpractice and resist evictions
4. To provide a toolkit for SU Officers responsible for housing to facilitate Trans 101 training for students in halls.
5. To lobby for staff who work in student accommodation i.e. administrative staff, security, cleaners, resident assistants to be trained in trans-inclusion
6. Campaign for an increase in the budget for genuinely affordable social housing
7. Campaign for student halls providers to provide trans students with en suite accomodation at the same price as non- en suite accomodation as a reasonable adjustment
8. To provide guidance to university and college accommodation services advising against trans students being placed in single sex/gender accommodation without their explicit blessing, especially if they are placed in accommodation with students of a different gender.
9. To advocate for trans and/or LGBT+ students to be given the choice of living in trans and/or LGBT+ only accommodation in university and college halls.

Ensure Campaigns Support Trans Students Who Care

Submitted by: An Individual from Durham Students Union

Trans Conference Believes

1. Over 375,000 young adults identify as having a caring role, a carer is: anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.
2. Many young adult carers cannot access higher education despite 84% of carers expressing a wish to go, 30% of young adult carers believed their caring role could impede access and performance in higher education.
3. No reliable statistics exist on the exact number of students with caring responsibilities let alone the number of Trans students who may also care.
4. As of September 2017, students will be asked if they identify, as a carer through UCAS- this information will then be passed onto individual universities.
5. Currently 7 universities within the UK have dedicated provisions and services for carers.

Trans Conference Further Believes

1. For universities and colleges to ensure clear measures and provisions exist within the access agreement for student's carers prior, during and at the immediate aftermath of their education. Such measures should include:
    a. Financial support.
    b. Targeted information including for student open days.
    c. Career, employment and further education (including access to higher education, postgraduate and PhD studies) guidance
    d. Mandatory training on carer awareness for teaching and support staff.
    e. Having a carer support plan.
    f. A named representative within the institution to work towards equality and diversity issues for students with caring responsibilities.
    g. For university and college unions to ensure clear and specific provision for supporting students with caring responsibilities through issues including: governance, representation, welfare and social engagement.
    h. Universities, colleges and unions should engage with organisations that support carers such as Carers Trust and engage with their campaign (Going Higher) to encourage more carers to pursue and complete further and higher education[39]

[39] Carers Trust, 2015. Going Higher | Carers Trust [WWW Document]. URL https://carers.org/going-higher

Trans Conference Resolves

1. To action the Trans officer to conduct research into the number of Trans student carers attending UK colleges and universities.
2. To explore what provisions already exist for students with caring responsibilities within UK colleges and universities.
3. For the Trans Students Campaign to network with other liberation campaigns and NUS leadership in addressing the needs of students with caring responsibilities.
4. To recognise carers week and carers rights day within the liberation calendar.
5. To create a student with caring responsibilities caucus within the NUS Trans Students Campaign.
6. To create a toolkit with and for Students' Unions to help them create an inclusive environment for students with caring responsibilities.
7. NUS to highlight issues, case studies and best practise in relation to students with caring responsibilities so that Students' Unions are more likely to organise around those issues.
8. To create a student with caring responsibilities representative to sit on NUS Trans Students Campaign Committee that is to be elected by the member of the students with caring responsibilities caucus.

For a Sensible Drug Policy

Submitted by: University of Manchester Students Union

Trans Conference Believes

1. 24% of respondents to the Scottish Trans Mental Health Study said that they had taken drugs listed in the Misuse of Drugs Act.
2. Of those respondents, 5% and 18% felt their drug use was problematic or sometimes problematic respectively.
3. Testosterone preparations are listed under the Misuse of Drugs Act as a Class C drug when used without a prescription, meaning that some trans people who self medicating my face legal action.
4. Young people and students have much higher levels of drug use than their older and non-student counterparts.
5. There is very little data on trans drug use.
6. Students for Sensible Drug Policy is an organisation which campaigns for harm reduction and de-criminalisation of drug use.

Trans Conference Further Believes

1. The criminalisation of drug use disproportionately harms trans communities.
2. The criminalisation of drug use is not an effective means of countering addiction or abuse within these communities.

Trans Conference Resolves

1. To commission research into trans student's drug use.
2. To work with Students for Sensible Drug Policy to encourage harm reduction across campuses and colleges.
3. To campaign for decriminalisation of drug use.
4. To lobby Clinical Commissioning Groups, the British Medical Association, Royal Pharmaceutical Society to encourage doctors and pharmacists to carry out bridging prescriptions and to increase training on bridging medications.
5. To lobby the government for an equality impact assessment on the Misuse of Drugs Act.

Strong and Active Unions

Educate to liberate: Creating training and educational materials

Submitted by: Leeds Beckett Students' Union

Trans Conference Believes

1. Current live policy for the LBGT+ and Trans Campaigns references 'training' over 60 times throughout the policy document[40].
2. Many pieces of live policy along with the NUS report 'Education Beyond the Straight and Narrow' recognise the importance of education and training on LGBT+ issues for spreading awareness and preventing ignorance[41][42]
3. Sex and relationship education does not include compulsory content on same-gender attraction, bisexuality (and other forms of multi-gender attraction) and ace-spec experiences.
4. Gender identity is currently not well covered, and not all aspects of gender identity and education on gender issues fit neatly under sex and relationship education.
5. Current NUS LGBT+ Resources (which includes resources for trans-inclusion) can be found on the NUS website, but NUS Connect is often difficult to navigate for visitors not used to using it

Trans Conference Further Believes

1. That the 'Campaign toolkits' and 'Research' arms of the LGBT+ campaign provide a good framework on which to build such training and educational resources.
2. That any educational and training resources should be accessible and adaptable enough to be utilised in a number of different situations, from FE to HE, and from training and informing elected officers and students in general to educating workers in academic institutions.

Trans Conference Resolves

1. For the NUS Trans Campaign to work with the other liberation campaigns to lobby the Department of Education, large academy chains, local authorities and the National College for Teaching and Leadership to do the following:
   a. Lobby for sex and relationships education in secondary schools to be inclusive of same-gender attracted people, bi and pan identities, ace-spec identities as well as being free of cissexism.
   b. Lobby for PSHE classes in secondary schools to have content of different views of gender (including gendered inequalities) that are inclusive of the existence of trans people).
2. For the NUS to establish a working group to develop a set of training and education materials in relation to:
   a. Healthy sex and relationships education on campus including same-gender attraction, multi-sexual attraction and ace-spec experiences and how there are specific intersections with different liberation groups.
   b. The impact of gendered inequalities and different experiences of gender, which is inclusive of trans and non-binary issues.
3. For the trans officer to encourage use of these materials within the NUS' Officer Development Programme.

[40] http://www.nusconnect.org.uk/resources/lgbt-students-campaign-live-policy-2014-17

[41] https://www.nus.org.uk/Global/lgbt-research.pdf

[42] http://www.nusconnect.org.uk/winning-for-students/lgbt

4. For the NUS to make these materials readily available so they can be used freely by students, institutions and educators.

No Pride in the Police

Submitted by: University of Manchester Students Union

Trans Conference Believes

1. The police disproportionately target trans people, along with sex workers, working class communities and communities of colour for policing, leading to an increase in those groups in the prison population.
2. Many trans people have faced mistreatment and violence at the hands of the police.
3. The criminal justice system as currently constituted has many negative impacts on trans people, including but not limited to:
    a. Trans people being charged under the wrong names
    b. The transphobic practice of prosecuting 'sex by deception' when trans people do not reveal their gender assigned at birth to prospective sexual partners.
    c. The state harassment of sex workers, a group which trans people (in particular trans women) disproportionately belong to.

Trans Conferences Further Believes

1. Justice must be conceptualised as being outside the state-sanctioned criminal justice system, as the state can 'justly' inflict a great deal of legal harm on trans people.
2. Trans people are often the victims of hate crime. When it is reported to the police, which many trans people do not due to the chance of transphobic harassment, often it is not taken seriously.

Trans Conference Resolves

1. To not work or collaborate with the police.
2. To encourage Prides to not have a police presence as part of parades, especially Pride events organised by students unions.
3. To support and organise actions against police presence at Prides.
4. To campaign to abolish the transphobic practice of prosecuting 'sex by deception' cases where trans people have chosen not to reveal their birth assignment to prospective sexual partners.

Disabled Student's Confernce

Welfare and Student Rights

Stop the Privatisation of Statutory Psychiatry Services

Submitted by: University of Birmingham Guild of Students
CW: Suicide

Disabled Students Conference Notes:

1. The psychiatry service for 16-25 (up to 35 in cases involving psychosis) year olds has been privatised in Birmingham, being merged into a 0-25 service called "Forward Thinking Birmingham" (FTB)[43].
2. This model of psychiatric healthcare is a pilot programme which is planned to be rolled out across the UK.
3. Some of the partners involved in the service are for-profit health care providers[44].
4. As of November 2016, there has been at least one suicide associated with failings from the new service, particularly their home care and crisis teams.

[43] forwardthinkingbirmingham.org.uk
[44] www.bch.nhs.uk/sites/bch/files/bch_public_board_papers_29.11.16_v2.pdf

5. There have been reports of people being treated as inpatients outside of the Greater Birmingham area.
6. One of the key concerns highlighted in service user feedback is that of high waiting times.
7. Issues around low-term sickness of staff members in FTB has been noted, particularly around stress related issues [45] [46].
8. There has been extremely high rates of PALS (Patient Advice and Liaison Service) complaints , with a 71% increase from 12/15-12/16. There have also been multiple instances of patients being verbally abused by FTB staff because complaints have not been kept confidential[47] [48]
9. That there has been grassroots opposition to the process of privatisation of psychiatry services in Birmingham, both from local activists and disabled students' groups.

Disabled Students Conference Believes:
1. The privatisation of public services is a symptom of austerity.
2. The policies of austerity are leading (directly or indirectly) to the deaths of thousands of disabled people, through benefit cuts to the privatisation of the NHS.
3. The NHS, and the services it provides, should stay in public control, and should not be privatised and outsourced to for-profit companies.
4. Statutory mental health care is a necessity to the lives of disabled students, particularly when HE and FE counselling services are underfunded and under resourced.

Disabled Students Conference Resolves:
1. That the Disabled Students' Campaign lend its solidarity and support to the activists in Birmingham in their campaign – helping to plan and carry out actions such as lobbying MPs and forms of direct action.
2. That the Disabled Students' Campaign be mandated to campaign to stop the introduction of similar privatised psychiatry services in other parts of the UK.
3. That the DSO works with the VP Welfare to oppose the continuing privatisation of mental health care across the UK.

Put down the magnifying glass and look at the bigger, more inclusive picture

Submitted by: Derwen College

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

Disabled Students Conference Believes:
1. Learners with learning difficulties and disabilities are entitled to a voice within our structures, entitled to have their views listened to and their voice heard
2. NUS prides itself on access awareness, but, despite some raised awareness, still falls short for learners with learning difficulties and disabilities. Our campaigns and national conference remain inaccessible to this group

45 www.bch.nhs.uk/sites/bch/files/bch_public_board_papers_20.12.16_v2.pdf
46 www.bch.nhs.uk/sites/bch/files/bch_public_board_papers_26.1.17.pdf
47 www.bch.nhs.uk/sites/bch/files/bch_public_board_papers_20.12.16_v2.pdf
48 www.bch.nhs.uk/sites/bch/files/bch_public_board_papers_26.1.17.pdf

3. NUS has a continuing duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation
4. Learners with learning difficulties and disabilities are very limited in their choices for further education, and it is essential that their rights are promoted, defended and extended
5. Whilst some valuable work has been ongoing within NUS on addressing accessibility issues for this group of learners a more dedicated and consistent programme of training and a considerable organisation wide cultural shift is required

Disabled Students Conference Resolves:
1. To further develop, maintain and deliver the FE Leaders programme developed specifically for learners with learning difficulties and disabilities
2. A further call for the VPFE and VPUD to work with the Disabled Students' Officer to review NUS information, seek and undertake relevant training and produce accessible versions
3. A further call for the NUS Disabled Officer, VPFE and VPUD to visit Derwen College Students' Union and other specialist providers to gain an understanding of how specialist colleges function to ensure that training is relevant to need

Nationwide student survey into mental health

Submitted by: University of Essex Students Union

Disabled Students Conference Believes:
1. The number of students experiencing mental health problems has grown over the last decade
2. In 2013, NUS found 20% of students in higher education considered themselves to have a mental health problem, while 13% reported that they have suicidal thoughts[49].
3. 78% of respondents in further education said they believe they have experienced mental health problems in the last year, (whether diagnosed or undiagnosed)[50].
4. NUS research has shown course deadlines, exams and financial difficulties are key triggers of mental distress[51].
5. Mental health problems can be a contributing factor to students not completing their studies
6. Mental health and suicide provision needs to be a high priority of this government

Disabled Students Conference Resolves:
1. To carry out a national survey on mental health in students so that we can hear from them what they would like support in.
2. To provide activists guidance on how to lobby their institution for increased counselling provision.
3. To work with Universities to expand pre-existing mental health campaigns so that they are intersectional and reach more students
4. To work with the VP FE and National Society of Apprentices to ensure that the survey reaches all Unions.

Mandatory Provision of Dyslexia Screenings

Submitted by: Leeds Beckett Students' Union

Disabled Students Conference Notes:
1. In the UK it is estimated that 10% of the population are dyslexic[52].

[49] Mental Distress Survey Overview
https://www.nus.org.uk/Global/Campaigns/20130517%20Mental%20Distress%20Survey%20%20Overview.pdf

[50] Mental Distress Survey Overview
https://www.nus.org.uk/Global/Campaigns/20130517%20Mental%20Distress%20Survey%20%20Overview.pdf
[51] Mental Distress Survey Overview
https://www.nus.org.uk/Global/Campaigns/20130517%20Mental%20Distress%20Survey%20%20Overview.pdf
[52] About The British Dyslexia Association: http://www.bdadyslexia.org.uk/about

2. An estimated 4% of students enrolled at all higher educational levels (including undergraduate and postgraduate) had Specific Learning Difficulties in the 2011–2012 academic school year (SpLDs being the umbrella term for Dyslexia, Dyspraxia / DCD, Dyscalculia, A.D.D / A.D.H.D)[53]. Many students are not included in the statistics because they have not been assessed.
3. Although students with dyslexia are entitled to the Disabled Student Allowance (DSA) they are required to complete an assessment with a specialist teacher or an educational psychologist first. This can cost up to £600 and the student is often expected to contribute to or pay the entire cost for this[54].

Disabled Students Conference Believes:
1. There may be many students who are struggling with undiagnosed dyslexia without the means to access an initial screening or further support.
2. It is unreasonable to ask disabled students, who are already likely to have little money, to pay in order to receive assistance with a learning disability.

Disabled Students Conference Resolves:
1. The NUS Disabled Students Campaign is to lobby universities and the government to make the provision of dyslexia screenings mandatory for Higher and Further Education institutions.
2. The NUS Disabled Students Campaign is to lobby universities and the government to provide financial assistance towards Full Diagnostic Assessments.

Students Deserve Better Doctor's Notes

Submitted by: Leeds Beckett Students Union

Disabled Students Conference Notes:
1. Students with Disabilities are more likely to have to engage health services, with people with disabilities making up around one third of NHS users[55]. This means they are more likely to engage with mitigating circumstances procedures.
2. A 'fit note' is used to provide evidence of a patient's condition and the advice the doctor has given them and is provided free of charge. Currently employees must give their employer a doctor's 'fit note' it they're off sick for more than 7 days in a row[56].
3. Students who are going through mitigation are often required to obtain a doctor's letter or health records, which is charged for. Sometimes a simple 'fit note' is more appropriate and free.
4. Currently there is a large disparity in the level and quality of information being provided for students as evidence for mitigation.
5. For a copy of health records on a computer, GPs can charge a maximum of £10; for hand written and computer records they can charge a maximum of £50[57].

Disabled Students Conference Believes:
1. That if fit notes for employers are free, then medical notes for educational institutions should also be free.
2. That there is not enough government regulation on these fees, and doctors have the freedom to choose what they charge.
3. That students already face a struggle to balance finances with studies – this is particularly difficult for disabled students who may be unable to work.
4. Disabled students are disproportionately affected as they may require mitigation more often; if they are required to provide a doctors letter every time then the costs would add up.

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[53] Higher Education Statistics Agency [HESA] 2011/12 first year students by disability: https://www.hesa.ac.uk/data-and-analysis/publications/students-2011-12
[54] Assessments: http://www.bdadyslexia.org.uk/services/assessments
[55] Doncaster and Bassetlaw hospitals, Disability equality Scheme 2009-20012, (Providing a Context, p7), Online, Available at: http://www.dbh.nhs.uk/Library/HR_training/Disability%20Equality%20Scheme%202009-2012.pdf
[56] When do I need a fit note?: http://www.nhs.uk/chq/pages/1062.aspx
[57] What are the fees for accessing medical records (health records)?: http://www.nhs.uk/chq/Pages/2635.aspx?CategoryID=68&SubCategoryID=160

5. People with long-term fluctuating medical conditions that they have learnt to manage themselves may not require the attention of a doctor every time their condition worsens. It is unreasonable to expect someone who is not well enough to attend university or meet deadlines to be able to go to the doctor just to get evidence.
6. That it is immoral for a doctor to charge an unwell person for a note simply so that they can get an exam or coursework extension or deferral.

Disabled Students Conference Resolves:
1. For the NUS Disabled Students Campaign to lobby universities to accept 'fit notes' when appropriate instead of expensive medical notes.
2. For the NUS Disabled Students Campaign to lobby universities to provide funding / reimbursement to students who have no other option but to pay for a doctor's letter.
3. For the NUS Disabled Students Campaign to lobby universities to allow students with a disability or a long-term medical condition to request mitigation without the need for evidence for every individual instance.
4. For the NUS Disabled Students Campaign to campaign for the government to abolish or lower charges for students who need medical notes and to develop a set of standard guidelines to ensure all medical notes are of the same quality.

Sexual and Domestic Violence

Submitted by: NUS Disabled Student Campaign
CW: This motion contains statistics of how prominent sexual and domestic violence is within the disabled community. This motion only will include phrases domestic/sexual/physical violence or abuse and stalking.

Disabled Students Conference Notes:
1. Disabled people experience disproportionately higher rates of domestic abuse[58].
2. More than one in three people with mental health conditions have experiencing domestic abuse in the past year and one in 20 people with mental health conditions have experienced sexual violence in the past year[59].
3. In England, disabled people experience twice the rate of sexual assault, domestic abuse and stalking than non-disabled people[60].
4. Adults with disabilities are 1.5 times more likely to be a victim of violence than those without a disability, while those with mental health conditions are at nearly four times the risk of experiencing violence[61].
5. Disability is one of the characteristics most closely associated with domestic abuse[62].
6. That a loophole in legislation exists than allows carers to abuse the person under their care, for example not allowing Trans disabled people to transition, sexual abuse of learning disabled people[63].

[58] Public Health England, 2015, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/480942/Disability_and_domestic_abuse_topic_overview_FINAL.pdf
[59] Public Health England, 2015https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/480942/Disability_and_domestic_abuse_topic_overview_FINAL.pdf
[60] Public Health England, 2015, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/480942/Disability_and_domestic_abuse_topic_overview_FINAL.pdf
[61] World Health Organisation, 2012, http://www.who.int/disabilities/violence/en/
[62] Flatley, 2016, https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/compendium/focusonviolentcrimeandsexualoffences/yearendingmarch2015/chapter4intimatepersonalviolenceandpartnerabuse
[63] The Mental Capacity Act outlines that carers must act in the "best interests" of those they care for, but this can be influenced by prejudice and allow the abuse of service users.

Disabled Students Conference Believes:
1. Disabled people are disproportionately vulnerable to violence and our needs have been neglected for too long.
2. There are barriers to disabled students accessing support in ability to access services, accessibility of reporting structures and stigma relating to disability and mental illness.

Disabled Students Conference Resolves:
1. To create resources for disabled student officers to help support students who may have experienced domestic and/or sexual violence.
2. To work with other third party organisations such as Disabled Survivors Unite and Winvisible and other DPOs.

Strong and Active Unions

Disabled Students and Accessibility at NUS Demonstrations

Submitted by: University of Birmingham Guild of Students

Disabled Students Conference Notes:
1. In previous years, disabled students have faced barriers in getting to, or otherwise participating in demonstrations called by the NUS.
2. The NUS has a commitment to accessibility and against disability discrimination, not just at democratic events, but in all their forms of protest and lobbying[64].
3. The #Wecantmarch hashtag used to highlight the problems disabled people faced in being included in direct action, with ways to make direct action more accessible[65].

Disabled Students Conference Believes:
1) DSC has current policy on the importance of free, funded and accessible education[66].
2) DSC also has policy which calls "for a campaign of escalating direct action with the goal of preventing these cuts" regarding Conservative cuts and their austerity programme[67].
3) The barriers faced by disabled students in getting to and participating in the demonstrations can include:
    (a) Inaccessible/expensive transport
    (b) Inaccessible routes
    (c) Non-disabled students telling them they are "too disabled" to go/be useful
    (d) A lack of tasks or activities available/advertised to disabled students making them feel they do not have a valuable role within our movement
4) Despite these barriers, disabled students have gone on demonstrations and this should be facilitated.
5) Disabled students who can't march can take part in a wide range of other activities leading up to, and on the day. Such as: arrestee support, graphic design, press work etc.

Disabled Students Conference Resolves:
1. DSC should send out to SUs information about why it is important disabled students are involved in NUS demonstrations, and how to put in measures to ensure disabled student's involvement.
2. That there are certain requirements for any route chosen, which include:
    a) Stewards are clearly marked by wearing florescent bibs.

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[64] http://s3-eu-west-1.amazonaws.com/nusdigital/document/documents/21531/NUS_Articles_Rules_January2016.pdf "Equal Opportunites

[65] anticuts.com/2015/05/25/wecantmarch-on-may-27th wecantmarch.wordpress.com/2015/05/11/what-is-wecantmarch

[66] https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/16791/Disabled%20Students%20Policy%20201316.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1472143894&Signature=918fEqhHLa%2Bkhzzs%2BcGPaab%2FY3A%3D, Motions from 2015, 102+103

[67] Ibid from point 1, Motions from 2015, Emergency Motion: From Election to Austerity

b) Stewards are to be trained and able to inform/direct on:
    I. Accessible toilets at the start of the march, and along the route.
    II. Dropped curbs at the start and end of the route and where the leaving points are.
    III. Leaving points marked by stewards allowing people to leave.
c) The first bloc on any demonstration should be the Disabled Students' Bloc, so they are able to set the pace of the demonstration.
d) That there be an accessible area for disabled people to listen to speakers during rallies, and that the stage itself is accessible.

3. That there be an accessibility sub-committee for the planning of the NUS demos, in regard to the march and the route itself. This committee should be made up of the DSO and at least 2 other people from the Disabled Student's Committee, so that people with different impairments are consulted.
4. That a "Demo HQ" be set up and facilitated by the NUS, along with the Disabled Students' Campaign, so that students who can't march can still participate in demonstrations, doing tasks that are essential to direct action.

Clear Accessibility information avaliable for Student Union events

Submitted by: Leeds University Union

Disabled Students Conference Believes:

1. Accessibility information for union events nationwide are generally not available in a clear and accessible way. The lack of information regarding accessibility, particularly with the use of smoke machines and flashing lights, is endangering the lives of students with respiratory problems or photosensitive epilepsy.
2. The lack of accessibility information on event webpages can result in disabled students feeling excluded from all events or putting themselves in unnecessary danger. Unions don't understand the gravity of this problem and how easy it would be to solve it.

Disabled Students Conference Resolves:

1. NUS Disabled Students Campaign should publish clear guidelines facilitating Student Unions putting on accessible events, with an emphasis on making information about the use of smoke machines and strobe lighting available on online events pages in a way that is straight-forward, reliable and easy to access.

Rules Revision

Make NUS Events Accessible to Disabled Students

Submitted by: Durham Students Union

Disabled Students Conference Notes:

1. Access needs of disabled students are disregarded/overlooked in terms of conference member behaviour and NUS structures.
2. Safety and wellbeing of disabled students is compromised.

Disabled Students Conference Believes:

1. Lack of accessibility within NUS is a huge barrier to participation of disabled students[68] as the diversity of students' disabilities is not taken into consideration.

[68] In the NUS 2014 governance review it stated that the most common reason for lack of attendance at DSC was the inaccessibility of going alone and we would stipulate that this is a barrier to attendance at all NUS events.

2. Members of conference are consistently violating the code of conduct through ableist[69] behaviours with no repercussions[70].
3. The culture surrounding disabled students and their access needs will not improve unless there is an active move to take disciplinary action against individuals breaking the code of conduct with regards to safety and inclusion of disabled students.
4. The failure of NUS to its disabled members is in direct contrast to the core value of NUS.
5. Lack of thorough vetting of venues for its accessibility exemplifies NUS's lack of commitment to its disabled members.

Disabled Students Conference Resolves:

1. To allow disabled student to bring enablers to all NUS DSC events[71].
2. Ensure access breaks, lunch breaks and food for all dietary requirements provided at all DSC events
3. Ensure an accessible registration queue is available at disabled students conference, and to make delegates aware of this
4. To reinforce to all delegates the requirement for adhering to practices to ensure committee meetings/disabled students conference are accessible to all, including;
    a. Reduced cheering or unnecessary loud noises on conference floor, including whooping and clapping
    b. Consequences for those who ignore this requirement
5. For NUS to evaluate whether it's practices make events inaccessible, including:
    a. No food suitable for those with dietary requirements
    b. Long days affecting those with chronic illness causing physical symptoms
    c. Unfulfilled access needs
    d. Unsuitable accommodation
    e. Lack of publicity for accessible check ins
6. To actively implement consequences for individuals breaking accessibility practices
7. To ensure all DSC videos have audio captions and British Sign Language
8. Accountability questions are put on the projector in rounds of 3 and alternative formats provided for those with visual impairments or learning differences.
9. To ensure microphones be used at all times at disabled students conference
10. To ensure that accommodation for each conference/meeting;
    a. Meets accessibility standards
    b. Where possible, that delegates requiring an accessible room are not isolated from the rest of delegates and are close to the conference/meeting venue
11. For DSC to work with elections committee to advise the chief returning officer on setting and enforcing guidelines for campaign teams, including;
    a. areas they are not allowed to campaign in
    b. receiving consent before giving out material to delegates
12. For DSC to work with elections committee to advise the chief returning officer and to include all liberation campaigns and sections in how to make election procedures and conduct more inclusive and accessible.
13. To seek feedback on accessibility of events.

Give Nations the Vote We All Thought They Had

Submitted by: NUS Disabled Students Committee

Disabled Students Conference Notes:

1. The Nations are integral parts of NUS Disabled Students' Campaign
2. Representation is key in all the work we do
3. Nations Officers are vital in the work NUS DSC does

[69] www.stopableism.org/what.asp

[70] NUS code of conduct states that discipline action may take place if there is a breach, which includes: *"Acting without due regard for the safety of others; and infringement of equal opportunities, safe space, safeguarding, no platform or staff protocol policy"*. The open letter above outlines examples of breaches at national conference specifically.

[71] Disabled students have been refused enablers at a number of NUS events including NEC and liberation campaign committee meetings.

Disabled Students Conference Believes:
1. Nations' Disabled Student Officers should be full voting committee members of NUS Disabled Students' Campaign.
2. NUS DSC Standing orders should be updated and changed to reflect this.

Disabled Students Conference Resolves:
1. To change DSC Standing Order 101 Part D "The Disabled Student Officers for each of the nations; Scotland, Wales and Northern Ireland will act as observers for the nations they represent on NUS Disabled Students Committee."

To:
"The Disabled Student Officers for each of the nations; Scotland, Wales and Northern Ireland will be full voting members for the nations they represent on NUS Disabled Students Committee"

Society and Citizenship

Support for disabled students entering the workplace

Submitted by: University of Essex Students Union

Disabled Students Conference Believes:
1. There is a lack of support and information available to help disabled students who are entering the workplace
2. Disabled students often find it harder to find employment after leaving education
3. Many interview processes make it challenging for some disabled students to demonstrate their abilities effectively.

Disabled Students Conference Resolves:
1. For the Disabled Students Campaign to work with charities like project 100 to support disabled students to make the best applications they can.
2. For the Disabled Students Campaign to lobby the government to put more programmes of support in place for disabled students who are entering the workplace
3. For the Disabled Students Campaign to lobby big companies and corporate organisations to adopt straight to interview programmes for disabled students to make the process fairer
4. For NUS Disabled Students Campaign to create a series of guidelines for placement officers/career services on how to provide support, run services and give information specifically tailored to disabled students applying, interviewing and going on placements.

Disability and Sex and Relationship Education

Submitted by: NUS Disabled Students Committee

Disabled Students Conference Notes:
1. Sex and Relationships Education (SRE) is an essential part of education and development.
2. Disabled people can have fulfilling sexual and romantic relationships.

Disabled Students Conference Believes:
1. People with developmental, social or intellectual disabilities have less (if any) access to SRE than non-disabled peers.
2. That inclusive SRE is something that all unions should be providing.
3. Access to inclusive SRE for disabled people is further impacted by their intersections such as being LGBT+, Black, Trans, a student of faith
4. Due to de-sexualisation of disabled people and exclusion from SRE, it is an area poorly researched
5. Over 50% of people with a disability do not have any sexual relationship at all

Disabled Students Conference Resolves:

1. NUS DSC will provide information to unions on how to advise disabled students on matters relating to sex and relationships (such as the existence of adaptive equipment).
2. NUS DSC to create resources on educating student carers or service users (whether under social care or cared for by family/friends) on the legalities surrounding carers and sex, with specific emphasis on rights of LGBT+ and Trans service users
3. NUS DSC to ensure that the work of other campaigns are doing on SRE are disability inclusive
4. NUS DSC to be open to working with 3rd parties i.e. Sexpression in promoting DSRE (Disabled Sex and Relationships Education)
5. NUS DSC to encourage NUS Extra to work with companies such as Lovehoney who sell adaptive equipment enabling mobility impaired people to have fulfilling sexual relationships.

Education

Make Course Assessments Accessible for Everyone

Submitted by: NUS Disabled Students Committee

Disabled Students Conference Notes:

1. The disabling impact of current assessment methods means that disabled students cannot fully access their courses in the same way as their non-disabled peers and that courses do not meet with the Equality Act 2010's guidelines of reasonable adjustments. (Novotney 2014)
2. That assessments which do not work for students can have a negative effect on academic performance and health (DRUK, 2017).
3. Some Courses/Modules offer a single point of assessment for students (Glasgow University 2016).
4. Prescriptive assessment dates and multiple assessment dates close together (Durham University 2017) can impact on the mental and physical health of students, especially disabled students, and also not fit around existing health needs/medical appointments (Novotney, 2014).
5. That the main motion makes important points regarding the accessibility of assessments in general but fails to recognise that for many courses, especially in FE, institutions do not have the final say on the assessment methods used as they are more likely to be bound by certifying boards, professional bodies and government.
6. There are a wide variety of adaptations and systems for accessing these adaptations from institution to institution which can, in itself, be inaccessible to students as they transition to different institutions and have to relearn systems.

Disabled Students Conference Believes:

1. Those on courses/modules with one point of assessment consequently have no other opportunities to rectify their marks if their performance is affected because of illness due to no resits/other assessments.
2. Assessments on courses and modules should be used to measure the knowledge and understanding of course content rather than how a student can present it. As such, the method of assessment should not matter if the aims of the module and/or assessment are being met.
3. Students should be able to choose from a variety of assessment formats with regards to how they are assessed and institutions should provide this option to the level of standard.
4. Universities are not making 'reasonable adjustments' with regards to assessments and are therefore breaking the guidelines of the Equality Act 2010.
5. Mitigating/Extenuating Circumstances (M/EC) for disabled students should be easier to apply for, as access needs of disabled students either do not change or worsen, however medical evidence is still required, you can only apply, if you fail, complicated by the presence of a "Student Support Plan".
6. 'Accessible Assessments' should be a universal process.
7. In order to make assessment truly inclusive the Disabled Students Campaign must work on a national level to persuade government departments, professional bodies and qualification providers to improve and standardise their rules around assessments and provision of adaptations.

Disabled Students Conference Resolves:

1. For NUS Disabled Students Campaign to work with VPs Welfare, FE, HE to create a campaign for 'accessible assessments'.
2. For NUS Disabled Students Campaign to collect case studies of students who have both benefitted from having the choice of how they are assessed and also of those who have had their studies affected by prescribed assessments, single assessment points, or no re-sits.
3. For NUS Disabled Students Campaign to create a campaign toolkit which can be distributed to unions in order to build this campaign.
4. For NUS Disabled Students Campaign to carry out research into the impact of single point of assessment/no re-sits/assessment dates and times/prescribed assessment methods on courses to gain a better insight of its impact.
5. For NUS Disabled Students Campaign to create a set of guidelines highlighting inclusive practice for all new courses/modules as well as reviews on current courses/modules at all institutions.
6. For NUS Disabled Students Campaign to encourage unions to hold institutions to account when 'accessible assessment' methods are not upheld.
7. For NUS Disabled Students Campaign to campaign to make mitigating/extenuating circumstances universal and easier to access for disabled students e.g. self-certification
8. To use the evidence gathered in CR2 of the motion to lobby and work with relevant bodies, groups and government departments to create standardised best practice on diversifying assessment methods and the processes for students to access these processes that balances the need for rigour and preserving/developing standards with fairness, accessibility and transparency.

Emergency Motions

Emergency Motion 1: NUS Volunteers Should be Allowed Enablers

Disabled Students Conference Believes

1. In prior years, NUS Group volunteers at NEC, National Conference, liberation and sections conferences and committee meetings have been allowed enablers if they required them.
2. Some NUS Group volunteers (on committees and steering) have been told they are not allowed to take enablers to NEC and National Conference due to the "Access Budget" not being able to afford it.
3. It is not clear where this change in policy has been made, or whether it was passed democratically.
4. At least one volunteer had to go to A&E after an NUS event where they were not allowed to take an enabler, due to the amount of stress and pain they were in.
5. Under the Equalities Act 2010, volunteers for an organisation must be granted reasonable adjustments in the case of disability.

Disabled Students Conference Further Believes:

1. Disabled students should be able to participate in NUS democracy and events to the same degree as their non-disabled counterparts.
2. NUS should uphold its responsibilities under the Equalities Act 2010, including but not limited to reasonable adjustments such as enablers for disabled NUS Group volunteers.

Disabled Students Conference Resolves

1. To mandate the Officer to lobby for all disabled NUS Group volunteers should be entitled to have an enabler for NUS democratic events.
2. To mandate the Officer to lobby for the NUS "Access Budget" to be expanded to account for any enablers a disabled student may need.
3. To mandate the NUS Disabled Students' Committee to further the aims of this motion and seek to make it policy across the NUS Group.

Emergency Motion 2: #SaveKelechi

Disabled Conference Believes:

1. Kelechi Chioba is a young woman, and keen volunteer for the National Union of Students (NUS) Disabled Students Campaign and Black Students Campaign.
2. She is currently placed in home office accommodation in Derby who has asked for asylum on the grounds that she fears ill treatment from her parents and family members in Nigeria because of her disability.
3. Kelechi suffers from polio, is wheelchair bound and suffers from mental health problems. In Nigeria, she is regarded as a curse and a source of shame upon her family, due to her disability. She has suffered severe abuse at the hands of her family, including verbal abuse, beatings and attempts to end her life.
4. She came to study in the UK as a postgraduate student, having paid for her visa and fees herself through work. She was sexually abused in the workplace, which led to her attempting suicide in desperation.
5. She came to the UK to escape the abuse, her mental health and disability worsened. Her brother and sister, who arrived in the UK before her have been caring for her, however she fears that returning to Nigeria would mean they would succumb again to the societal pressures and strong influence of culture and kinship in Nigeria that discriminates against disabled individuals.
6. Having to cover the costs of the wheelchair herself, financial hardship meant she could not complete her course. This made it impossible to apply for extra leave when her student visa ran out. Seeking help from the advice bureau on how to remain permanently, they told her she would need to give up her student status and make a fresh application that would now need to be made from Nigeria.
7. Kelechi made a human rights' appeal for her case for fear of prosecution and discrimination, which was rejected by the Home Office.

Disabled Students Conference Further Believes:

1. It is a human right that no one shall be subject to torture or inhuman treatment, and that everybody's life should be protected by law.
2. It is reprehensible that the government can say 'there was nothing sufficiently serious in the family or private life circumstances that could possibly outweigh the need for immigration controls to be enforced'.
3. If she returns, Kelechi fears that she will face further abuse, and be put in a psychiatric home. Having witnessed patients in psychiatric care being chained up and forced to take medication, she fears for her life.
4. We should not have an immigration system which devalues the lives of those facing oppression such as Kelechi. We have an urgent responsibility, as one of the world's richest nations, to ensure that those fleeing oppression and discrimination wherever they come from, get the same right to a quality of life in the UK as any UK citizen.
5. Whilst in the UK, despite disability and difficulty, Kelechi has worked and volunteered to better the lives of others and it is shameful that the UK government refuses to protect her from the oppression she unfairly receives because of how and where she was born.

Disabled Students Conference Resolves:

1. To mandate the Officer to write to Home Secretary and the Home Affairs team, demanding a meeting on Kelechi's case.
2. To mandate the Officer to ask all NUS Officers write to the Home Secretary in support of Kelechi's asylum application.
3. To mandate Committee to promote the fundraising and petition websites in support of Kelechi, by sharing on social media and circulating in the NUS jiscmail lists.
4. To reaffirm our support for migrants' rights, against borders, and for an end to cruel detention and deportation policies
5. To extend our solidarity with Kelechi, and all those in detention and facing threats of deportation.

LGBT+ Conference 2018

Education

Ally Networks are Not the Answer

LGBT+ Conference Believes

1. Universities across the country have introduced Ally staff networks to provide 'Support' for LGBT+ staff and students and to help 'feel included and accepted, standing up for and championing LGBT+ equality'
2. 2.Furthermore, these networks are created with an opt-in system, for staff to cho0se to be 'tolerant' of LGBT+ people and to ch0ose to stand against LGBT+phobia where they see it.

LGBT+ Conference Further Believes

1. These networks are often created by people usually the LGBT+ champion who isn't LGBT+ usually with little input from LGBT+ staff and students and with big launch events
2. Staff in student's unions are also part of the schemes which consist of just simply signing a form to say you want to be an Ally with no actual training or education.
3. Networks encourage allies to 'Show visible support that you are an ally' usually by wearing a rainbow badge or lanyard
4. These networks are not putting LGBT+ issues at the front of university problems and instead, putting LGBT+ voices to the back of the room they focus on helping Non-lgbt+ people.
5. Many universities are creating Ally networks to improve Stonewall.
6. Universities should be educating and training staff to understand LGBT+ issues, but this can be done without creating a Non-LGBT+ group to tackle the issues.
7. A lot of money and time is being spent on creating allies' networks instead of using the money and resources to educate staff and/or using the money to support activism done by LGBT+ staff and student groups.

LGBT+ Conference Resolves

1. NUS LGBT+ campaign to discourage universities from the creation of Allies networks
2. For NUS LGBT+ campaign to encourage universities and Student unions to pay LGBT+ people to give training to staff on LGBT+ issues
3. NUS LGBT+ campaign to create an alternate checklist for SU's, universities and colleges on how to be more inclusive of LGBT+ people

UCAS to provide additional gender options

LGBT+ Conference Believes

1. That work has been done by previous NUS LGBT+ Officers to change the way that UCAS asks for and records data on gender identity.
2. That while there was work done by NUS and the Non-Binary Inclusion Project, UCAS Apply still has a drop-down menu with two genders: Male or Female.
3. They also ask if you identify as Transgender on some of their applications, but do not include this on the Teacher Training application for 2018.
4. There has been confusion from students who identify as Trans as to whether they should use the gender they were assigned at birth on their UCAS application, or the one that they identify as.
5. There is no option for students who are Non-Binary, genderqueer, gender-fluid, Intersex, or have another gender identity to provide this when registering for UCAS.
6. There has been confusion from students who identify as Trans as to whether they should use the gender they were assigned at birth on their UCAS application, or the one that they identify as.
7. There is no option for students who are Non-Binary, genderqueer, gender-fluid, Intersex, or have another gender identity.

8. Guidance from the Equality Challenge Unit (ECU) on how to record gender recommend that the options 'other' and 'prefer not to say' should be included as this "will allow anyone who associates with terms including intersex, androgyne, intergender, ambigender, gender fluid, polygender and genderqueer to complete the question."
9. That the above guidance is supported by the Higher Education Statistics Agency (HESA).

LGBT+ Conference Further Believes

1. That UCAS should provide a 'prefer not to say' and an 'other' option and open text-box for students to write-in their gender identity, as advised by the Non-Binary Inclusion Project and HESA.

LGBT+ Conference Resolves

1. To re-engage with UCAS and lobby them to change the way that they ask for and record gender-identity.
2. To lobby for higher education institutions that haven't to update to the HESA guidelines in order to handle this data appropriately.

Foucault Slept with Dudes

LGBT+ Conference Believes

1. Although our campaign must continue to stand firmly against the marketisation of our institutions and a system that allows the most marginalised students to be priced out of education, the movement for free education is about more than scrapping fees.
2. When talking about our vision for free education, we also need to discuss creating a liberated education system and curriculum across further and higher education.
3. The LGBT+ identities of key contributors to academia are often erased, but should be celebrated as a means of empowering LGBT+ students to feel represented in their subject area. Additionally, the queer identity of academic figures can be useful in contextualising their ideas.
4. Representation is not trickle-down, but the positive implications of having a curriculum and reading list that represent the diversity of the student population is a positive step towards a fair and liberated education system.

LGBT+ Conference Further Believes

1. Challenging the presumed heterosexuality and gender of academic contributors within our learning spaces should be an active part of our work towards a liberated and free education.
2. There is currently next to no content on trans people's needs and LGBT+ specific sexual health on medicine courses, furthering our healthcare inequality through systematic erasure.
3. The majority of social sciences departments are behind when it comes to areas of study that are relevant to trans issues in particular. Outdated and often harmful understandings of gender are taught as fact, not only continuing the cycle of transphobic misinformation but also legitimising these ideas as academically sound and justified.
4. The marketisation of education is linked to the closure of less profitable courses and modules which disproportionately covers those that are LGBT+ relevant, such as Gender Studies.

LGBT+ Conference Resolves

1. To mandate the LGBT+ officers to work with Vice Presidents of Higher and Further education on challenging the erasure of LGBT+ academic contributions, the closure of LGBT+ relevant courses and modules, and instances of homophobic and transphobic misinformation and erasure in the curriculum.
2. To continue to oppose the marketisation of education through supporting union campaigns to boycott the National Student Survey, oppose campus cuts and fees, and engage in actions of solidarity when university staff take industrial action that align with our vision for free education.
3. To lobby for LGBT+ inclusion and competency within all courses, but particularly medical courses, advocating for trans 101 workshops on campus specifically aimed at bridging the gap between our community's needs and the curriculum content that fails us.

We're Bringing Sex Ed Back

LGBT+ Conference Believes

1. Chemsex (the practice of engaging in sexual activity in conjunction with substances such as meth, GHB and mephedrone) is increasingly common, especially in urban areas. Primarily engaged in by LGBT+ people, chemsex can facilitate risky sexual behaviour that is likely to have negative health implications.
2. Sex education and the provision of sexual health services within education in often very poor and rarely addresses the needs of LGBT+ people.
3. Stigma and a lack of readily available and relevant resources enforce unhealthy habits relating to sex and relationships within our community.
4. Trans people in particular face barriers when accessing sexual health services due to the intensely cissexist nature of services available, and are likely to avoid accessing services and getting tested altogether.
5. SUs often provide sexual health services but these are often limited, and sometimes aren't LGBT+ and trans inclusive.
6. Universities that state they are committed to protecting the welfare of their students should extend this to include pastoral sexual health services.

LGBT+ Conference Further Believes

1. Sex Education for LGBT+ people needs to go further than applying mainstream sex education to an LGBT+ context, and instead needs to address relevant topics such as chemsex, HIV prevention and treatment, gender dysphoria, saunas as well as the fact that many LGBT+ people do not desire sex.
2. Sex education should be non-stigmatising, non-pathologising, and not sensationalist in its approach.
3. Positivity about sex and relationships often erases asexual and aromantic-spectrum experiences, but sex and relationship education is not inherently harmful to ace or aro people. Some ace and aro people do engage in sex and resources should acknowledge this.

LGBT+ Conference Resolves

1. To work with Sexpression, the national organisation that works to improve young people's understanding of sex and relationships, on distributing LGBT+ specific sexual health materials and training to students' union services.
2. To encourage LGBT+ groups and societies to challenge the stigma surrounding sexual health testing by organising events on campuses and communities, working with appropriate organisations such as The LGBT Foundation.
3. To encourage discussion on campuses surrounding the lack of LGBT+ specific education on identifying unhealthy behaviours within both sexual and romantic relationships.
4. To push for universities to provide competent LGBT-inclusive sexual health services under pastoral duties.
5. To advocate for sexual health workshops and testing sessions for specific groups such as trans people which are needed to address sexual health issues in the trans community.

Society & Citizenship

Commonwealth Decriminalisation Campaign

LGBT+ Conference Believes:

1. That NUS should be representative of its international students and be mindful of institutional and historical connections, which makes the upcoming Commonwealth Heads of Government meeting relevant to the Society & Citizenship remit.

LGBT+ Conference Further Believes

1. That 36 out of 52 Commonwealth countries currently punish same-sex activity
2. There is a meeting scheduled for April 2018 which all Commonwealth leaders will attend
3. It is imperative for NUS LGBT+ Campaign to be actively involved in amplifying the voices of international students who are affected by this prejudicial policy.

LGBT+ Conference Resolves

1. To actively support the campaign currently being spearheaded by the grassroots Commonwealth Equality Network
2. To push for decriminalisation and decolonisation by attending demonstrations and rallies, and signing petitions
3. To actively promote LGBT+ welfare in its international student body, including providing means for closeted students to safely engage in the wider LGBT+ network of the NUS
4. To promote awareness of the history of criminalisation in order to counter xenophobic backlash against involvement with an international body like the Commonwealth

Supporting Students Who Are Unable to Come Out

LGBT+ Conference Believes:

1. That a narrative is present on campuses that encourages all LGBT+ students to come out.
2. That often a student's circumstances mean that coming out as LGBT+ might not be their safest option.
3. That there is a lack of support for students who do not feel able to come out as LGBT+.
4. That the current political climate and debate around LGBT+ issues has made it harder to come out as LGBT+.
5. That some international students might encounter different barriers regarding laws when coming out, and that some activists are not considerate of these difficulties.
6. That youth homelessness disproportionately affects LGBT+ people, and is linked to estrangement after coming out.

LGBT+ Conference Further Believes

1. That some LGBT+ spaces might not be welcoming to students who do not feel able to, for whatever reason, disclose any aspect of their identity.
2. That some students who are unwilling to disclose aspects of their identity can feel alienated from campaigns that are meant to represent them.
3. That many students identify as an ally before coming out themselves.

LGBT+ Conference Resolves

1. To create a toolkit that is accessible to LGBT+ activists in higher and further education institutions with guidelines on how to be more inclusive to those who are unable to, for whatever reason, come out as LGBT+.
2. To liaise with HE/FE institutions to ensure that National Coming Out Day doesn't pressure students into coming out when it might not be best for them to do so.
3. To encourage LGBT+ groups of constituent members to be inclusive to allies and to not make assumptions regarding anyone's identity.

4. That the exclusion of allies could mean LGBT+ students who require more support do not receive this assistance.

Supporting the Decriminalisation of Sex Work

LGBT+ Conference believes:

1. Sex work refers (but not limited) to escorting, lap dancing, stripping, pole dancing, pornography, webcaming, adult modelling, phone sex, and selling sex.
2. The current regime of austerity, and cuts to services and support have disproportionately affect trans women, trans migrants and trans people of colour.
3. Whilst sex work is not illegal in the UK it is still criminalised, sex workers who work on the street can be picked up on soliciting or anti-social behavioural order charges, and sex workers who work together indoors for safety can be charged with brothel keeping.
4. The rise in living costs, debt, the increase in tuition fees, and the slashing of benefits for disabled people, it is highly likely that some students do sex work alongside their studies in order to get from month to month.
5. Regardless of the reasons for entering into sex work, sex workers of all backgrounds deserve to have their rights protected.
6. The Student Sex Worker Project shows us that at least one in twenty students have engaged in sex work[72].
7. Transgender Europe's recent report declares that 88% of murdered trans people in Europe are sex workers[73].

LGBT+ Conference further believes:

1. The pushes for legislation which would criminalise the purchase of sex (and introduce what is known as the 'Nordic Model') are often spearheaded by anti-choice, anti-LGBT+, right-wing fundamentalists and radical exclusionary feminists.
2. Often, legislation of this kind is brought forward in the name of anti-trafficking programmes, when in reality they are laws which aim to control what people can and can't do with their own bodies, combined with dangerous anti-immigration initiatives.
3. Criminalising the purchase of sex puts sex workers, especially those who work on the street, in danger.
4. Decriminalisation reduces police abuse, harassment and violence against sex workers.
5. Organisations that support the decriminalisation of sex work include the World Health Organisation, UN Women, Amnesty International, the Global Commission on HIV and the Law, Human Rights Watch, NUS Women's Campaign.
6. Decriminalisation would ensure that sex workers feel able to report unsafe clients or violence at work without the worry of criminal repercussions, and that those who wish to leave the sex industry are not left with criminal records as a result of their job.
7. 7. Expulsion of or disciplining student sex workers for their involvement in sex work is counterproductive to their goals, safety and wellbeing.
8. 8. "Outing" or letting others know about a student's status as a sex worker without their consent puts the student at great risk of harm, and is a form of harassment. "Whorephobia" is defined as the fear or hatred of sex workers, and can include using slurs against sex workers, excluding sex workers from societies or events, purposefully silencing the voices of sex workers, aggressively arguing for criminalisation or for the Nordic model without inclusion of current sex workers themselves, and maliciously outing a sex worker with intent to cause discipline or harm.

LGBT+ Conference Resolves:

1. The NUS LGBT+ campaign will support and campaign for the full decriminalisation of sex work.

[72] http://www.thestudentsexworkproject.co.uk/wp-content/uploads/2015/03/TSSWP-Research-Summary-English.pdf
[73] http://transrespect.org/wp-content/uploads/2015/08/TvT-PS-Vol16-2017.pdf

2. To support sex worker led organisations, such as the English Collective of Prostitutes, SWARM, Sex Workers Alliance Ireland, and SCOT-PEP, who work to improve the lives of sex workers across the UK and beyond.
3. To campaign against any attempted to introduce the Nordic Model in the UK.
4. To support student sex workers being threatened with disciplinary action based solely or in part due to their status as a sex worker.
5. To support student sex workers that are being outed, targeted, faced with whorephobia or harassed in the university for their status as sex workers.

Always Anti-Fascist (but especially now)

LGBT+ Conference Believes

1. Fascist organisation and the legitimisation of fascist ideology is on the rise, in elections, on the streets and on our campuses.
2. The co-opting of LGBT+ issues by fascists is becoming increasingly common.
3. LGBT+ Jews, Muslims, and QTIPOC are especially threatened by the growing presence of the far-right.
4. The responsibility of organising against fascists on campus is often shifted onto the most marginalised students whose right to freedoms such as political organising itself is challenged and denied by fascists.
5. As a result of this, much student anti-fascist work is reactionary as opposed to preventative.
6. The NUS has an Anti-Racism Anti Fascism (ARAF) Campaign which is funded from the Cross liberation budget - a budget shared between all 5 liberation campaigns. Out of this budget also comes any cross-liberation work, such as last year's liberation activist training days.
7. The Cross-liberation budget in the year 2017-2018 has been halved in comparison to previous years.

LGBT+ Conference Further Believes

1. There is an atmosphere of moral panic in the media around the use of no platforming as a tactic, but it remains an effective means of preventing fascists from spreading their propaganda on our campuses.
2. The right-wing Tory government and the Office for Students' prioritisation of maintaining "free speech" at universities often justifies the facilitation of violent fascist and transmisogynistic ideology that has material implications on the welfare and safety of students. This concern for "free speech" is hypocritical whilst they remain implementers of the racist Prevent duty.
3. Fascism has no place on our campuses and all action against it is justified.
4. It is vital that we constantly act in solidarity with - and acknowledge the unique struggles of - LGBT+ Jews, Muslims, and QTIPOC students.
5. Fighting fascism is a collective responsibility of the entire student movement. As such, costs associated with campaigning against fascism should not exclusively be put on liberation groups.

LGBT+ Conference Resolves

1. To support the organising of anti-fascist groups and actions on campuses where possible.
2. To run workshops at appropriate NUS LGBT+ campaign events on LGBT+ led anti-fascist organising
3. To take a strong and principled stance against fascism and work with the Anti-Racism Anti-Fascism committee to educate students about the dangers of fascism and enable them to take action against fascism on their campuses.
4. For the NUS LGBT+ campaign to bring a motion to NUS National Conference supporting an increase in budget for the NUS Anti-Racism Anti Fascism Campaign as a separate and distinct budget from the Cross-Liberation budget. The Cross-Liberation budget should not be cut.
5. To continue to no platform fascist groups and to encourage individual student unions to do the same.
6. To support LGBT+ organising against the institutional and individual compliance to Prevent duty.

Pride (is a protest) Reacts Only

LGBT+ Conference Believes

1. Pride is the commemoration of the Stonewall Riots, a riot led by trans women of colour and sex workers. As such, Pride has a long history as an anti-capitalist, anti-police, anti-racist protest.
2. However, many Prides host a range of unethical corporations, including those involved in the arms trade, as part of their Parades. This allows these corporations to sanitise and "pinkwash" their image whilst still behaving in ways which harm working class LGBT+ people and LGBT+ people in the Global South.
3. Banks that have denied trans people the right to change their details despite correct documentation, branches of the racist and homonationalist military, and the police force who continue to enact violence against our community are examples of organisations whose presence at Pride contradicts its undeniably political roots.
4. At Glasgow Pride last year, three trans student activists were arrested and detained for non-violently protesting against the police leading the parade, and two others were arrested for carrying a sign saying, "these f*ggots fight fascism".

LGBT+ Conference Further Believes

1. Pride parades and events should be free, accessible, and community-based.
2. The corporatisation of Pride is a regrettable consequence of the growing exploitation of the "pink pound", the advertiser friendly nature of LGBT+ events (especially large well-known Prides such as Manchester, London and Brighton) and the fact that some organisers want size and prestige for the sake of size and prestige.
3. Unfortunately, a lot of Pride organisers are forced to rely on sponsorship from the private and third-sectors. This can reduce the ability of Pride organisers to put political messages at the forefront of Pride events.

LGBT+ Conference Resolves

1. To encourage and lobby Pride organisers and local LGBT+ groups to centre the radical and political history of Pride in their work.
2. To encourage student LGBT+ groups to get involved in organising local as well as alternative free Prides, in particular pushing an anti-corporate, police-critical approach.
3. To encourage and continue to coordinate direct action against the celebration of the police and our corporate overlords at London, Manchester and Brighton Prides.

Transmisogyny and the Gender Recognition Act

LGBT+ Conference Believes

1. The Gender Recognition Act (2004) was introduced to allow trans men and women the right to privacy and marriage. Under the Act, a person seeking recognition must provide evidence of having lived in their gender for 2 years to the government's Gender Recognition Panel
2. The Act implicitly excludes intersex people, and makes no provision for non-binary gender identity.
3. Following the Trans Inquiry, the Westminster and Scottish governments have announced the potential for reforms to the GRA with consultations this year.
4. Since the announcement of the potential reforms there has been a huge backlash from transmisogynistic feminists (commonly referred to as TERFs) and the media, with the aim of discrediting the trans community and casting GRA reform as "anti-woman".

LGBT+ Conference Further Believes

1. Transmisogynistic feminists are campaigning to restrict women's services to people who are assigned female at birth only.
2. A sex-at-birth restriction on women's services will harm trans and cis women alike. Trans women will be excluded from women's only services whilst trans men will have access, meaning that spaces are no longer womens-only.
3. Policing spaces based on sex at birth is both unworkable (as this cannot be proved without an invasive examination) and is likely to result in butch cis women being policed out of services if they do not conform to a cisnormative gender presentation.

4. Government recording of individual gender and trans status on a gender recognition register places trans people at further risk of oppression and violence. Cyber security is an ongoing issue, what if this information was leaked and distributed?
5. Ending government regulation of gender does not preclude voluntary acknowledgement of gender to target services, support and protection for vulnerable groups.
6. We should end mandatory state recognition of gender and move to a system of self-definition across the board.
7. We support the existence of women's-only spaces and services. We want these to be open to all women (cis, trans, intersex and/or non-binary), not just those assigned female at birth.

LGBT+ Conference Resolves

1. To campaign to end the mandatory, immutable recording of gender on birth, marriage (or partnership) and death certificates
2. To campaign to end the legal notion of gender as a regulated list of acceptable identities
3. To campaign for the replacement of the Gender Recognition Act with a system of self-identification and the strengthening and extension of the protections that the Act affords to persons of all gender identities and histories without need for government registration.
4. Short of achieving wins outlined in Resolves 2, the campaign should advocate for nonbinary legal recognition to not become a third exclusive gender option. As such, if you are a nonbinary woman, you should be able to be recognised as both nonbinary and a woman, rather than having to choose between different aspects of your identity.
5. The LGBT+ Campaign should work with the Women's Campaign and the Trans Campaign to ensure that both cis women and trans people respond to the GRA consultations in line with Resolves 3 & 4.

Bringing an end to conversion therapy in the UK

LGBT+ Conference Believes:

1. That as recent at 1990 the World Health Organisation considered homosexuality as a mental illness[74]
2. That the NHS, British Medical Association, and other leading counselling and psychotherapy bodies have condemned conversion therapy as dangerous, unethical and not required because being LGBT+ is not a mental illness[75]
3. That a report by Stonewall found that one in ten staff in the NHS has witnessed a colleague expressing a belief that sexual orientation can be "cured"[76]
4. That the government has chosen not to make conversion therapy illegal, as there is no 'widespread' evidence of gay cure therapy in the UK [77]

LGBT+ Conference Further Believes:

1. That whether 'widespread' or not, the conversion therapy is always wrong
2. That the UK government should legislate to make conversion therapy illegal

LGBT+ Conference Resolves:

1. To create a toolkit that can be shared with students, LGBT+ societies, and others, that will aid them in campaigning against the practice of conversion therapy
2. To work with organisations that are already campaigning against this, so we can end this practice for good
3. To lobby the government to criminalise this practice.

Homelessness in the LGBTI+ Community

LGBT+ Conference Believes:

[74] http://www.pinknews.co.uk/2017/12/01/the-government-has-refused-to-make-gay-cure-therapy-illegal/
[75] http://www.stonewall.org.uk/campaign-groups/conversion-therapy
[76] http://www.stonewall.org.uk/campaign-groups/conversion-therapy
[77] http://www.independent.co.uk/news/uk/home-news/bbc-gay-conversion-therapy-banned-online-poll-question-outrage-radio-kent-a8010936.html

1. That it is unacceptable that 24% of young homeless people are LGBTI+ and that those individuals have to choose between being open about their sexuality, or having to hide who they are to have a home.
2. It is difficult that 77% believe coming out to their parents believe that coming out has impacted on their homelessness with no support given.
3. That more support should be given to those who find themselves homeless, 6075 free nights' accommodation was given to homeless people in the UK last year alone.
4. That there is currently too little support given to this issue nationally by NUS, government, and by institutions.

LGBT+ Conference Resolves:

1. Promote the toolkit for estranged students produced in 2017 by the NUS LGBT+ campaign in collaboration with the charity Standalone[78] and ensure SUs and activists are aware of it and know how to access it.
2. That NUS LGBT+ Campaign engages with and does meaningful work on LGBT+ homelessness with the Albert Kennedy Trust.
3. The LGBT+ Campaign will run a national campaign on LGBT+ Students and homelessness to bring awareness to this issue, lobby decision makers, and partner with other relevant organisations.
4. That the LGBT+ Campaign will work with Students' Unions and LGBT+ societies and networks at affiliated Unions to run campaigns on campus and in their communities on better access to housing for LGBT+ students, and securing emergency accommodation for LGBT+ students that find themselves estranged or homeless.

Fighting for Marriage Equality in Northern Ireland

LGBT+ Conference Believes

1. In the most recent assembly vote, 51% of MLAs voted for marriage equality. This majority has increased; however, the lack of a Northern Ireland Executive prevents further votes.
2. Over 70% of the Northern Irish public are in support of marriage equality.
3. However, Northern Ireland is the only place in western Europe without marriage equality.

LGBT+ Conference Further Believes

1. The lack of marriage equality is a symbol of discrimination that is used to justify prejudice against LGBT people.
2. NUS-UK has a responsibility for the entirety of the UK and that the LGBT campaign in NUS-UK must do all that it can within its ability to support the campaign for marriage equality in Northern Ireland.

LGBT+ Conference Resolves

1. To support any and all campaigns run by NUS-USI's LGBT officer with regards to marriage equality.
2. To support any and all campaigns run by the Love Equality Coalition's campaign for equal marriage in Northern Ireland with regards to marriage equality.
3. To rally with Northern Ireland in the demand for change with regards to marriage equality.

Defending Women-Loving-Women Spaces

LGBT+ Conference Believes:

1. The umbrella of "women-loving-women" can include (but is not limited to) lesbians, bi women, pan women, queer women etc.
2. There is a great deal of erasure of WLW culture in general LGBT+ culture. Our stories are not told as regularly and our sexual activity is fetishised by men who don't respect us.
3. The number of spaces that centre WLW (lesbian bars etc.) has dramatically decreased over the past decade. The fact that it is disproportionately WLW night-time spaces disappearing is often erased in the gay media.

[78] https://www.nusconnect.org.uk/resources/estranged-students-solidarity-campaign-guide

4. Lesbian and bi women's cultures are often treated as 'unfeminist' and conforming to gender norms *because" of gender non-conformity.
5. Trans people (especially trans women) are blamed for the reduction in WLW spaces.
6. Bi women and trans women often experiences biphobia and/or transmisogyny in lesbian spaces

LGBT+ Conference Further Believes:
1. Women-loving-women often have particular needs that can only be addressed in women's-only spaces.
2. WLW deserve women's only services and events in student LGBT+ spaces.
3. We experience homophobia in straight-centred women's spaces and misogyny in male-dominated LGBT+ spaces.
4. Lesbophobia and gendered forms of biphobia among others are often not treated seriously.
5. Trans people (in particular trans women) are not to blame for the reduction in WLW spaces.
6. Lesbians, bi women, queer women etc. can be trans women and/or non-binary.
7. WLW spaces that do exist can often be incredibly white-dominated.

LGBT+ Conference Resolves:
1. To conduct research on the experiences of WLW in the local LGBT+ scene and what members who are WLW want from the NUS LGBT+ Campaign.
2. To support the existence of WLW spaces in LGBT+ groups on campus.

To challenge transmisogyny, biphobia and racism in WLW spaces, and encourage activists to do the same.

1. Challenge terminology that promote negative stereotypes including 'disorder' and 'abnormal'
2. Seek the views of students born with intersex characteristics who identify as LGBT+ to explore how best to support them.

Bi-Erasure – continuing invisibility in our campaign

LGBT+ Conference Believes
1. That work has been done by previous NUS LGBT+ Officers to tackle bi-erasure specifically, both in wider society and in the LGBT+ community.

LGBT+ Conference Further Believes
1. That bi-erasure is a problem in our community, and that the NUS LGBT+ campaign should acknowledge and address this.

LGBT+ Conference Resolves
1. That there will be an annual campaign on saying 'bye bye to bi-erasure,' with the LGBT+ Officers consulting and working with Bi+ students to deliver this.
2. That Bi Visibility day should be marked by the campaign every year, with at the very least a blog and providing Students' Unions and on-campus LGBT+ groups with the campaigning against Bi-Erasure toolkit, 'A guide to becoming bi-inclusive for student activists and officers.'

Strong & Active Unions

Keeping the T in LGBT+

LGBT+ Conference Believes:
1. An increasing number of Constituent Members have created representation for trans and non-binary students within their democratic structures.
2. In the case of some institutions where representation for trans and non-binary students has been created, the 'T' has been removed from the LGBT+ representative role name turning it into LGB+ or LGBQ+.

3. A majority of trans and non-binary individuals also identify as LGB+. According to the Trans Mental Health Study 2012[79], only 20% of participants ticked straight on a question of sexual orientation. As this was a multiple-choice question, people were able to tick other boxes, so some of these people may also fall under LGB+.
4. Straight trans students do not experience the same degree of privilege from their orientation as cisgender straight students, and should continue to be represented by LGBT+ groups on matters relating to their orientation.

LGBT+ Conference Further Believes

1. It is important to ensure trans and non-binary students have the opportunity to decide how they feel their voices should be represented within their constituent member's democratic structures.
2. Where representation for trans and non-binary students is created, it is important to ensure that they are still being represented within the LGBT+ representative role on matters pertaining to sexual orientation, romantic orientation, polyamory and intersex related issues.
3. Maintaining the 'T' in LGBT+ where a separate trans representative has been created, reflects the inclusivity of the role towards representing trans and non-binary students on matters pertaining to sexual orientation, romantic orientation, polyamory and intersex related issues.

LGBT+ Conference Resolves

1. To mandate the LGBT+ Committee to liaise with the NUS Trans Campaign in designing a toolkit around Trans representation within SU's, including with a potential focus on:
2. The Importance of ensuring trans and non-binary students have their own representation.
3. Ensuring where trans representation is created that it is inclusive of non-binary students.
4. Feedback and advice from institutions which currently have trans representation on issues including but not limited to engagement, promotion, the relationship between the LGBT+ and trans representatives.
5. Template motion in creating trans representation.
6. To encourage for the 'T' to remain within a Constituent Member LGBT+ representative role, campaign and/or group name and focus where separate trans representation has been created.

Liberating Nations Liberation

LGBT+ Conference believes:

1. Nations is an NUS term that refers to NUS Wales, NUS Scotland and NUS USI.
2. Just like NUS UK each nation has its own set of liberation officers.
3. With the exception of the Women's Officer roles in NUS Wales and Scotland, all nations liberation roles are voluntary and not paid.
4. Many part-time officers need to have a part-time job on top of their studies and NUS role for this reason.
5. A lot of laws involving equality and matters that relate to liberation students in the nations are devolved to parliaments and assemblies in the nations.
6. Despite this there is still not enough resources provided to assist nation liberation work.
7. Because most NUS Liberation Officers roles in the nations are voluntary they have the responsibility to carry out their campaign's policy on small resources whilst also likely studying and working

LGBT+ Conference further believes:

1. Liberation Officers should be paid for their labour.
2. The student movement must provide more resources and funds for liberation campaigns in the nations.
3. NUS should reallocate funds to pay its nations liberation officers at least 10 hours a week and be paid the real living wage or more.
4. These funds should not be reallocated from liberation or nation budgets.
5. Demanding free labour from marginalised groups of students stands against NUS' ideals of liberation.

[79] https://www.gires.org.uk/wp-content/uploads/2014/08/trans_mh_study.pdf

LGBT+ Conference Resolves:

1. That NUS LGBT+ should campaign to have the Voluntary NUS Nation Liberation Officers positions to be instead paid for at least 10 hours a week at the real living wage or more.
2. That NUS LGBT+ should submit policy to national conference to have paid NUS Nation Liberation Officers each year until we have won this issue.

Hate definitely has no place on campuses

LGBT+ Conference believes:

1. NUS has a duty to protect and promote the rights of those who self-define as LGBT+, at University or College or wider society.
2. All students, regardless of their gender, sexual or romantic identity, have the right to a safe environment at their institution.
3. Transphobia is an irrational dislike, hatred, prejudice and/or discriminatory action towards individuals who define as trans.
4. Homophobia is an irrational dislike, hatred, prejudice and/or discriminatory action towards individuals who define as Gay or Lesbian.
5. Biphobia is an irrational dislike, hatred, prejudice and/or discriminatory action towards individuals who define as Bisexual
6. NUS Liberation Campaigns have previously passed 'No Platform' and "no invite" policies in order to protect students from individuals who preach and incite hatred against an individual based upon their identity.
7. Legally "hate speech" does not cover transphobic speech.
8. On the 26th December 2017, Jo Johnson MP announced that the new "Office for Students" will not allow "save spaces" or "no platforming" on campuses.

LGBT+ Conference further believes:

1. Transphobic, homophobic, biphobic, racist, sexist, ableist, xenophobic, Islamophobic, and/or anti-Semitic speakers have no place at our institutions.
2. "No sharing of platforms" and "no invite" policies do not limit the freedom of speech.
3. Transphobic/homophobic/biphobic speech should be legally recognised as hate speech.
4. Transphobia/homophobia/biphobia and transphobic/homophobic/biphobic speakers have lead to poor access to health care and welfare services by spreading myths about trans people.
5. By allowing transphobic/homophobic/biphobic speakers onto campus this can affect the mental health of trans students on campus.
6. By giving a speaker a platform it is a method to legitimises their views.
7. The sharing of content on social media is also granting a platform.
8. Covering transphobic speech both in a positive and negative light is still granting it a platform.
9. Transphobic/homophobic/biphobic speech is still transphobic/homophobic/biphobic hate speech even if they are a member of another or the same liberation group.
10. There is no such thing as reverse discrimination.

LGBT+ Conference Resolves:

1. For Officers to not share platforms with transphobic speakers including but not limited to: Germaine Greer, Julie Bindle, Julie Burchill and Milo Yiannapolous.
2. Encourage students' unions to have safe spaces for LGBT+ people, as well spaces where they can operate autonomously.
3. Work on making transphobic speech covered under the definition of "hate speech"
4. To actively campaign against Office for Students decision to ban "safe spaces" and "no platforming" on campuses.

Supporting the NUS-USI LGBT Campaign

LGBT+ Conference Believes
1. There is only one unpaid part time LGBT officer for Northern Ireland.
2. NUS-USI did not have an LGBT officer, LGBT conference or LGBT campaign in 2016-17.
3. There were no delegates from Northern Ireland to NUS LGBT conference in year 2016-17.

LGBT+ Conference Further Believes
1. The LGBT campaign in Northern Ireland is the least supported with terms of finance and its capacity.
2. LGBT people in Northern Ireland have less rights[80] that those in other parts of the UK and are facing a mental health crisis therefore the need for support the LGBT campaign is urgent.
3. The LGBT campaign in Northern Ireland must receive financial assistance from NUS UK.

LGBT+ Conference Resolves
1. To provide substantial financial support to the LGBT campaign in NUS-USI.
2. To provide support in the production of campaign materials.
3. To work with, for, and include NUS-USI's LGBT officer in the work of NUS UK to ensure active participation from NUS in LGBT campaigns in Northern Ireland.

Reinforcing and protecting our autonomy

LGBT+ Conference Believes
1. That at present, motions passed at liberation conferences, including LGBT+ conference, must be ratified by NUS National Conference
2. That this applies to rules revision motions as well as policy motions
3. This means that rules revision motions passed at a liberation conference which takes place after national conference may not take effect for up to 2 conference cycles (if the following conference takes place before National Conference, the changes will not have been ratified)

LGBT+ Conference Further Believes
1. That this limits the autonomy of liberation conferences, who may need to change their standing orders faster than is currently possible

LGBT+ Conference Resolves
1. To mandate the NEC and National Conference representatives of the LGBT+ Campaign to propose, support, and otherwise lend assistance to a motion to national conference which will seek to amend NUS rules in order to allow liberation campaigns to have autonomy over their own standing orders, including the ability to change them without being subject to the policy adoption process

Activist Training Guide

LGBT+ Conference Believes
1. NUS hosts activist trainings days, however not everyone is able to attend
2. NUS does little to train non-sabbatical officers in campaigning skills

LGBT+ Conference Further Believes
1. LGBT+ Officers in small institutions and institutions away from large cities often lack a large network with which to share the workload of running campaigns.
2. NUS should support and nurture grassroots activists
3. There are a wide range of tactics available, ranging from lobbying to direct action
4. In the absence of a wide range of resources from NUS, the NUS LGBT+ campaign should empower students to create their own.

[80] 1Northern Ireland does not have equal marriage legislation. Northern Ireland also has a new year blood ban on LGBT people. Northern Ireland is not part of the Equality Act (2010).

LGBT+ Conference Resolves

1. In the first instance NUS LGBT+ Campaign should call on NUS to create and publish an activist training guide that incudes a wide range of tactics.
2. If NUS does not create and publish this activist training guide then the NUS LGBT+ Campaign should.

Back to the Future (and by future, I mean grassroots)

LGBT+ Conference Believes

1. NUS LGBT+ campaign does not and historically has not had the infrastructure to adequately train or support part-time liberation activists, including "part-time" volunteer LGBT+ officers and leaders of LGBT+ groups on campus.
2. Sabbatical officers are prioritised for training events by NUS overall, with many events such as Students Unions Conference, Lead and Change, and Zones Conference being effectively sabb-only, and run at during the week at times that student activists, especially FE students, find difficult to access.
3. There isn't a single full time paid LGBT+ Officer in a Students Union in the country, the only liberation group out of women's, BME and disabled which does not.

LGBT+ Conference Further Believes

1. The nature of grassroots liberation work means much of the labour undertaken by SU officers and equivalent part-time positions goes unrecognised.
2. Representing a marginalised group of students can be emotionally draining, with activists often expected to challenge blatant discrimination on campus with little support.
3. Often, the existence of unpaid liberation and 'autonomy' is used to justify a lack of action from salaried student leaders and unions themselves.

LGBT+ Conference Resolves

1. To dedicate resources to training part-time LGBT+ activists throughout the academic year.
2. To lobby NUS leadership to put more focus on events and resources that specifically support non-sabbatical grassroots liberation activists.
3. To consult with volunteer student activists on how to make NUS liberation events more accessible and relevant to them.
4. To facilitate the sharing of the successes and best practice of LGBT+ volunteer work in unions across the nations.

FEgotten

LGBT+ Conference Believes

1. NUS is made up of affiliated Student Unions, 65% of which are Further Education Institutes.
2. FTO have a remit to represent all affiliated members not just those with well developed campaigns on campus
3. In LGBT+ Campaign should be supporting and developing the liberation campaigns at FE institutes to enable them to have a nation voice and take part in the national campaign
4. In 2015 the "LGBT and FE Research" was completed giving key finds and recommendations for FE Institutes which have not been campaign

LGBT+ Conference Resolves

1. LGBT+ Campaign to work with the VPUD on developing FE Unions around to enable to take part in activities
2. LGBT+ to have a travel bursary of £2000 to support FE to attend and claim the free FE Space at conferences
3. To launch a campaign ensuring further education learning providers focus efforts on protecting and preventing learners from experiencing homophobic, biphobic and transphobic bullying, harassment and assault.

4. The LGBT+ campaign should support Student Unions' to harness those LGBT+ learners' in involved course representation and activism to gather views about LGBT+ students' experiences, help to develop and publicise equality policies, and support and nurture LGBT+ groups, with the aim of increasing awareness of LGBT+ learners' experiences amongst the wider community.

Linking FE & HE groups

LGBT+ Conference Believes

1. FE (Further Education) unions make up 65% of NUS membership but are hugely under-represented, both at conference and within the campaign.
2. Only 11 delegates voted in the election for FE reps on LGBT+ Committee in 2016.
3. FE institutions often lack the resources and capacity to effectively facilitate LGBT+ activism of any kind, including engagement with NUS LGBT+ campaign.

LGBT+ Conference Further Believes

1. Drawing links between LGBT+ groups in university student unions and networks of LGBT+ students in further education will be useful, in terms of building capacity in FE and better engaging HE students in their local communities.
2. Many of our experiences as LGBT+ people are (if not universal) very common. This is regardless of studying in a university, college or via an apprenticeship. However, our struggle needs to cover all our movement, not just those who are lucky enough to study in an institution that allows them better access to NUS and student politics.

LGBT+ Conference Resolves

1. To create national infrastructure that links local FE LGBT+ groups with HE LGBT+ groups, uniting shared struggles and encouraging cross-campus liberation campaign work.
2. To recommend that Students' Unions in the HE sector build better links with FE students.
3. To mandate the NUS LGBT+ Officers to hold the Vice-President Further Education of NUS accountable for the actions they are taking on improving the representation of LGBT+ students in FE on their campuses and in NUS.

You should join a trade union

LGBT+ Conference Believes:

1. One in five (19 per cent) lesbian, gay and bi employees have experienced verbal bullying from colleagues, customers or service users because of their sexual orientation in the last five years
2. One in eight (13 per cent) lesbian, gay and bi employees would not feel confident reporting homophobic bullying in their workplace
3. A quarter (26 per cent) of lesbian, gay and bi workers are not at all open to colleagues about their sexual orientation
4. Nearly half (42 per cent) of trans people are prevented from expressing their gender identity because they fear it might threaten their employment status
5. Over 10 per cent of trans people experienced being verbally abused and six per cent were physically assaulted at work. As a consequence of harassment and bullying, a quarter of trans people will feel obliged to change their jobs
6. That these statistics are likely higher in reality and that these statistics do not feature research on the issues LGBT+ people face when attempting to gain employment.
7. LGBT+ students face being 'outed' on their CV or HEAR record due to involvement in their LGBT+ society
8. Trans people are at risk of discrimination at multiple levels in the employment market, from name discrepancies in application forms to being misgendered or discriminated against at interview.

LGBT+ Conference Further Believes:

1. A watering down of employment rights, from tribunals to proposed changes in the right to strike, means that LGBT+ people in work are more vulnerable
2. Changes to job seekers allowance means that LGBT+ people are being forced to apply for jobs they may not feel comfortable in or face losing their benefits.
3. Trade Union's have long been supporters of the LGBT+ movement, and stand in solidarity with us today.
4. Equality in employment experience and employment rights is a key trade union issue.
5. The number of students who are members of a trade union is small and is decreasing still, despite the constant attack on our employment rights by the present government.

LGBT+ Conference Resolves:
1. To actively work with trade unions on university campuses and at further education colleges to promote trade union membership for LGBT+ students.
2. To conduct research into the experiences of LGBT+ students seeking employment during their studies, as well as their experiences seeking employment after they have graduated.
3. To use this research and work with trade unions to fight discrimination of LGBT+ workers on a national level by lobbying MPs and placing pressure on large employers to take a better public stand against LGBT+ discrimination.

Welfare & Student Rights

Disability Students in LGBT+

LGBT+ Conference Believes
1. The rights of so many students who have a disability are not fairly represented in their societies and also in their universities.
2. Many students have felt uncomfortable and have felt left out by their peers whether it was in the society or in university.
3. This is still bullying and it is unfair to these students.

LGBT+ Conference Further Believes
1. Students with disabilities should not be dismissed by their peers because of their disabilities. LGBT+ associations and networks should make sure they include and represent ALL of their members.
2. A significant amount of LGBT+ students are disabled..

LGBT+ Conference Resolves
1. To agree to make societies in Higher Education and further education institutes more welcoming for those with disabilities who identify as LGBT+.

Tackling the Mental Health Crisis in Northern Ireland

LGBT+ Conference Believes
1. 47% of LGBT people in Northern Ireland have considered suicide[81].
2. 25% of LGBT people in Northern Ireland have attempted suicide.
3. 35% of LGBT people in Northern Ireland have self-harmed.
4. 71% of LGBT people in Northern Ireland have suffered from depression.
5. 41% of Trans people in Northern Ireland have attempted suicide[82].

LGBT+ Conference Further Believes
1. There is a mental health crisis in the Northern Irish LGBT community.

[81] Mental Health in Northern Ireland ... - Mental Health Foundation PDFhttps://www.mentalhealth.org.uk › files – page 11
[82] www.eani.org.uk/_resources/assets/attachment/full/0/51716.pdf - page 18

2. NUS-UK support of the NUS-USI LGBT officer's campaigns to highlight and address the mental health crisis is required.
3. Fragmented anti-discrimination legislation, marriage inequality, anti-LGBT rhetoric and policies from leading political figures and limited protection under current legislation contribute to the current mental health crisis.

LGBT+ Conference Resolves
1. To provide support for mental health campaigns run by NUS-USI's LGBT officer.
2. To include NUS-USI's LGBT officer in any mental health campaigns ran by NUS UK.
3. To campaign against the reduced rights of LGBT people in NI.

Trans Reproductive Rights Now!

LGBT+ Conference Believes
1. Parenthood has previously been used as grounds to deny providing a Gender Recognition Certificate.
2. The NHS offers the option to apply for funding through local CCGs for gamete storage to individuals whose medical treatment might affect their ability to conceive a child. However, numerous trans individuals have been denied this service seemingly on the basis of their trans status. It is now the case that it is very rare to receive this funding due to lack of funding able to be provided by CCGs.
3. Various trans individuals have been denied IVF treatment from private IVF clinics on the basis of their trans status by so-called "ethical committees" of random staff untrained in equality issues.
4. Action for Trans Health, a trans health-care campaign which the NUS LGBT campaign affiliated to in 2014, has a reproductive justice campaign.
5. There is little research on the effects of any trans related HRT on fertility or on ways to reduce the fertility damaging effects of the treatment.
6. Many people are refused gamete storage due to genetic condition, although they would be allowed, and able, to reproduce if this were not needed. This particularly affects trans people.

LGBT+ Conference Further Believes
1. That delaying or denying someone gender recognition certificate on the basis of parenting a child is deeply unacceptable and is a violation of trans people's reproductive rights
2. That trans people should have free, open access to gamete storage and IVF. The guidelines for accessing these services should be clear and easily accessible.
3. Trans people of all ages are being made to make a potentially life long decision between important gender affirming treatments and having the choice to have biological offspring.
4. Adoption is often a much more difficult process for trans people to access, particularly trans feminine people, and in any case should not be the only option of parenthood.

LGBT+ Conference Resolves
1. Write to the Gender Recognition Panel to express concern that a parent status is being used to deny or delay the legal recognition of trans peoples' genders. Ask the gender recognition panel to produce a publicly accessible list of criteria by which they adjudicate on someone's gender.
2. Run a workshop at activist training days on reproductive justice for trans people.
3. Support any appropriate actions or protests on this issue organised by Action for Trans Health and any similar organisations
4. Actively campaign for better equality for trans and nonbinary folk for access to having children, and support existing campaigns
5. Actively campaign for research to be done on the effects of HRT on fertility, ways to reduce harm, and the extents to which fertility is recoverable.

Mutual Aid > Self Care

LGBT+ Conference Believes

1. Our movement and campaign is primarily made up of unpaid liberation activists who juggle their studies with activism.
2. The prevailing narrative surrounding activist burnout regularly refers to selfcare as the ultimate mechanism by which we can maintain our struggle. We are told that in order to keep organising effectively, we should simply take a break, read a book, or have a bath. There is a focus on individual, and opposed to collective responsibility for meeting our basic needs.
3. Mutual aid refers to the approach of looking after each other through prioritising one another's mental health and sustained capacity, and sharing adopted responsibilities in our organising circles. It means organising in a way that acknowledges that we are human, that life is messy, and activism can be time-consuming and uniquely draining.

LGBT+ Conference Further Believes

1. Critically reflecting on how we organise both individually and collectively ensures we stay grounded and effective.
2. Self-care and preservation is an inherently political act, but the current narrative encourages an individualistic approach to welfare, and often centres classist and ableist understandings of looking after ourselves.
3. If our campaign for the liberation of LGBT+ students is to be sustainable it has to be built upon a nuanced understanding of individual capacity and our limitations to organise as students, many of whom have mental health problems that impact our abilities for sustained organising.
4. We should be building a movement that is compassionate and challenges the cycle of burnout as an inevitable part of student activism.

LGBT+ Conference Resolves

1. To produce and distribute practical toolkits to student's unions, LGBT+ societies, and directly to part-time liberation officers where relevant, that encourage mutual aid and activist solidarity within organising spaces.
2. To create these resources through open consultation and engagement with the same volunteer and part-time activists we are aiming to support.

Exploiting the Mental Health Crisis

LGBT+ Conference Believes

1. Recently there has been a trend to advertise LGBT+ focused counselling on social media, such as Facebook, using targeted adverts
2. These adverts target LGBT+ people who may be experiencing mental health problems based on Facebook behaviour
3. That the LGBT+ community faces disproportionate mental health difficulties, sometimes as a result of, or exacerbated by, being LGBT

LGBT+ Conference Further Believes

1. That LGBT+ people, and especially those with mental health difficulties, need access to good welfare resources, and better support which is focused on being inclusive of LGBT+ identities
2. That several of the companies using this tactic to reach potential customers are not well established as sources of mental health support
3. However, that targeting vulnerable LGBT+ people through targeted advertising is not the right way to go about this, and can lead to vulnerable people spending money as an impulse on inadequate services

LGBT+ Conference Resolves

1. To mandate LGBT+ Committee to: investigate the practice of counselling services using targeted Facebook adverts to reach vulnerable LGBT+ people as a means of promoting their services advertise respected and trusted sources of mental health support for LGBT+ people such as switchboard

QTIPOC Mental Health - Action Now

LGBT+ Conference Believes:

1. Almost 22% of gay or bisexual men experience moderate to severe levels of depression and anxiety, compared to seven per cent of their straight counterparts. 3% of gay men have attempted to take their own lives, increasing to 5% amongst BAME men, 5% of bisexual men and 7% of gay or bisexual men with a disability.
2. 79% of lesbian and bisexual women say they have had a spell of sadness, felt miserable or felt depressed. This goes up to 84% of bisexual women and to a staggering 86% of black and minority ethnic women. 5% of lesbian or bisexual women have attempted suicide, increasing to 7% for BAME women and 10% of lesbian and bisexual women with a disability.

LGBT+ Conference Further Believes:

1. That whilst LGBT+ people are more likely to suffer from depression and anxiety compared to their straight counterparts, that QTIPOC face even more barriers and are more likely to suffer even more.
2. That the King's Fund think tank found that 40% Mental health trusts have seen cuts to their budgets and that none of the £8bn extra funding for the NHS over the last 4 years has gone to mental health services. Additionally, the number of the nurses in mental health hospitals reduced by 5000 nurses since 2010.

LGBT+ Conference Resolves:

1. That QTIPOC leadership events will help empower QTIPOC in our movement and help build their confidence and give them the tools they need to tackle mental health stigma in their communities and wider society.
2. That the government set up an independent cross-party body that regulates mental health services and determines is funding, taking mental health services out of the political arena.

LGBTI+ Body Positivity

Conference Believes

1. That LGBTI+ individuals regularly face body confidence issues.
2. Recently this has been fuelled by the increase in apps such as Grindr, media failing to portray a variety of body types and the attitudes of the community on social media.
3. That the attitude of sub-groups in describing bodies e.g. 'no fat', 'fit only', can lead to individuals feeling isolated from their sexual identity.
4. Feeling under body confident can lead to increased issues around an individual's mental health particularly where they feel unable to engage with the LGBTI+ community.

Conference Resolves

1. The NUS LGBT+ Campaign is mandated to run a campaign on LGBTI+ Body Positivity.
2. That NUS engages with dating apps, LGBT+ media companies and associated organisations to work together on building a more inclusive body positivity culture.
3. That NUS will provides resources and support on body positivity, information on where to get support and similarly related activities.

Know Ya Rights So We Can Fights

LGBT+ Conference Believes

1. The last year has seen a number of student-led protests and direct action; including occupations, rent strikes and interventions at Pride.
2. Direct action and other forms of protest can attract attention from the police force, who (as established in previous campaign policy) continue to pose a threat to LGBT+ people, and especially LGBT+ people of colour.

3. There is a lack of knowledge within our community when it comes to our right to protest, as well as what to do if you are arrested.
4. Green and Black Cross are a grassroots organisation providing materials and legal support for activists involved in social and environmental struggles. They have recently produced a guide specifically about trans people's rights whilst protesting, which is one of the few resources specifically relevant to LGBT+ protesters.

LGBT+ Conference Further Believes

1. Direct action and other forms of protest have always been and always will be a tactic close to the heart of the student movement.
2. When arrests are made, they often undertaken not for legal, but political reasons. The safety and wellbeing of those being arrested is regularly disregarded by the police as they are made an example of in order to discourage further direct action.
3. Fear of arrest can deter activists, especially those who are young or new to the movement, from engaging in direct action and protest.
4. Activists are likely to face unfair treatment and violence at the hands of the police. If unequipped with knowledge relating to rights and the process of arrest, the process can be especially isolating and traumatic.
5. Being arrested and interacting with the police can be especially distressing for trans people due to the violently gendered and transphobic nature of the prison industrial complex. This can take the form of unnecessary invasive searches, the refusal of healthcare while detained, overt discrimination from police officers as well as institutional misgendering through placing individuals in the incorrectly gendered facility.

LGBT+ Conference Resolves

1. To work with Green and Black Cross and other relevant organisations to support LGBT+ students who are involved in direct action.
2. To provide practical support and stand in solidarity with LGBT+ students who participate in direct action relevant to values and interests of our campaign.
3. To encourage critical discussion on campuses around the role of the police force as an institution that "protects the public".
4. To produce a workshop about protest rights aimed specifically at LGBT+ students to be delivered at conferences and training events.
5. To encourage LGBT+ societies and campaigns to disseminate information about how LGBT+ groups have used direct action and protest to win campaigns in the past as part of LGBT+ history month activities.

Rules Revision

Political Blackness Is Defunct

LGBT+ Conference believes:

1. Motion 402 entitled "QTIPoC (Queer Trans Intersex People of Colour) was sent to the Black Caucus in 2017 within which members unanimously voted in favour of the policy
2. The concept of "political blackness" is currently used in NUS LGBT+ Campaign, and by the NUS at large
3. The NUS Black Students' Campaign are currently undertaking a consultation into political blackness with a view to change their name. This will be proposed at NUS Black Students' Summer Conference in 2018, rubber-stamped by national conference in 2019 with the change taking effect in the new officer term in 2019
4. Currently the NUS LGBT+ Campaign's Standing Orders make reference to those who "self-define as Black".
5. The current definition of "political blackness" in NUS makes reference to those who are of African, Caribbean, Arab, and Asian descent.

6. There are vast distinctions between Asian, Arab, Caribbean and African communities, including how they are affected by racism, educational, academic and economic attainment. It is unrealistic to package us all together under the umbrella of "Black Students".
7. The use of the blanket term 'black' erases the huge cultural differences, manufacturing and enforced sense of "solidarity". Identities should not be forged out of experiences of oppression and racism alone, but also through a sense of shared cultural references.

LGBT+ Conference further believes:

1. Whilst political blackness may have at one point been useful in the context of the UK's history of racialized people organising against racism, fascism and white supremacy, it is no longer appropriate.
2. "Political blackness" makes the identity of black people in the UK an umbrella term as opposed to their actual identity
3. Black people who have publicly questioned political blackness in NUS have often been shouted down and are accused of being divisive.
4. The current definition of Black in the Campaign's standing orders currently aren't inclusive of non-Arab people from the Middle East as well as people who have indigenous or mixed heritage from the Americas and the South Pacific.
5. The term 'Black' is evocative of people of African and Caribbean origins, using the language 'Black' when referring to Asian, Arab, Caribbean and African communities together is misleading and unrepresentative.
6. The use of the term 'black' as an umbrella can present itself as a barrier and a silencing mechanism, to the voices of ethnically black individuals within the student movement.
7. The term 'black students' suggests a false essentialism: that all non-white groups should share the same experience as Black people and vice versa. The term and misleading use of language conflates the differences of radically diverse people, boxing them together by virtue of non-whiteness. When in fact within some BME communities there is a culture of anti-blackness which can be overlooked when we are all placed under the umbrella of 'Black'.
8. QTIPOC is the generally accepted acronym for people of colour who are also LGBT+.

LGBT+ Conference Resolves:

1. To amend the standing order so that black students caucus becomes QTIPOC caucus.
2. To provide information on what QTIPOC stands for at all NUS LGBT+ events.
3. To replace:

> "15. A Constituent Member shall be allocated a basic delegate entitlement of two (2) to six (6) delegates, which shall be based on student numbers at that Constituent Member, using the NUS National Conference formula appropriately scaled. Additionally, each CM shall be allocated one (1) Black Members' Place delegate, one (1) Trans Members' Place delegate and one (1) Disabled Place delegate."

with:

> "15. A Constituent Member shall be allocated a basic delegate entitlement of two (2) to six (6) delegates, which shall be based on student numbers at that Constituent Member, using the NUS National Conference formula appropriately scaled. Additionally, each CM shall be allocated one (1) QTIPOC Members' Place delegate, one (1) Trans Members' Place delegate and one (1) Disabled Place delegate. "

4. To replace:

> "22.g Black Students Caucus"

with

> "22.g QTIPOC (Queer, Trans and Intersex People of Colour) Students Caucus"

5. To replace:

> "26. Black Students' Caucus may only be attended by those in the Campaign who self-define as Black and/or the existing Black Students' Representatives."

with

"26. QTIPOC Students Caucus may only be attended by those in the Campaign who define as African, Middle Eastern, Afro-Caribbean or Asian descent; and/or descended from the indigenous populations of the Americas and/or the South Pacific and/or the existing QTIPOC Students' Representatives."

6. To replace:

"104.d One (1) Black Students Representative, elected by and from the Black Students' Caucus."

with

"104.d One (1) QTIPOC Students Representative, elected by and from the QTIPOC Students' Caucus."

7. To replace:

"104.h One (1) Black Students Representative (Women's Place) elected by and from self-defining women students of Black Students' Caucus."

with

"104.h One (1) QTIPOC Students Representative (Women's Place) elected by and from self-defining women students of QTIPOC Students' Caucus."

8. To replace:

"138. There will be a Black Students place on the Steering Committee, this position shall last for only one term and be elected at the Black Students Caucus."

with

"138. There will be a QTIPOC Students place on the Steering Committee, this position shall last for only one term and be elected at the QTIPOC Students Caucus."

9. To clarify the status of the Black LGBT+ Subcommittee and how the name can be changed to QTIPOC subcommittee
10. To review the names of the QTIPoC reps, subcommittee and caucus as appropriate following on from NUS Black Students' Campaign name change.

Sections Confernce – Mature and Part-Time Students

Welfare Zone

Maternity and Paternity Rights for PhD Students

Submitted by: Union of UEA Students

Conference Believes:

1. PhD candidates, who are not pre-existing staff within a HE institution, are not legally recognised as employees.
2. PhD students are therefore not entitled to the same maternity leave and pay as other employees.
3. Pregnancy and maternity are protected characteristics under the 2010 Equality Act.
4. That while research councils provide 'best-practice' recommendations in line with statutory maternity leave to HE institutions, there is no legal obligation for this to be applied.
5. Statutory Maternity Leave is 52 weeks, 26 of which are classed as 'Ordinary Leave'.
6. It is common for an institution to offer a PhD candidate only 16 weeks paid maternity leave, with no guarantee of a subsequent extension to their grant should they have one.
7. While many institutions will be flexible and supportive, PhD candidates should not have to rely on good will or individual university policy with no legal rights.
8. As stipends are 'tax exempt', PhD students are vulnerable as they are less likely to receive government financial support based on National Insurance Tax.

Conference Further Believes:

1. Currently, the picture of national practice in HE institutions is unclear. There is even less information available for PhD candidates who require paternity leave.
2. Women who go on maternity leave may undergo additional pressure to return more rapidly than in other forms of employment, as universities prioritise completion rates and REF scores.
3. These students may face additional financial difficulties on return due to extension of their PhD outside of their funding period.

Conference Resolves:

1. That NUS Postgraduate Students Campaign launch a piece of national research into maternity and paternity provision for PhD students.
2. That this piece of research also investigates student experience of maternity and paternity provision.
3. That NUS postgraduate students campaign use this research to provide a guide of best practice for institutions, research councils and advice for PhD students.
4. That PhD maternity rights be included in NUS postgraduate students campaign national campaigns centred around reproductive rights.

A call for more research and campaigning into Postgraduate Mental Health and Wellbeing

Submitted by: Union of UEA Students

Conference Believes:

1. Postgraduate courses, particularly in the Arts and Humanities consist of large amounts of time studying in isolation with little or no contact time with fellow students and academics.
2. Mental health amongst Postgraduate Taught and Postgraduate Research students is at an all time low.
3. Higher Education Institutions and Providers often show little or no understanding of the specific mental health challenges that face Postgraduate Taught and Postgraduate Research Students, whether Part-time or full time.
4. There is sporadic and varied provision of support in Higher Education to these two groups of students.

Conference Resolves:

1. To mandate the NEC Postgraduate Representatives to undertake research into the existing state of mental health amongst Postgraduate students, both Taught and Research, within the Academic Year 2017/18, to establish the size of the problem and the current state of support for students amongst Higher Education Institutions and Providers in the UK.
2. To mandate the NEC Postgraduate Representatives to publish this research and publicise these issues in a national campaign designed to: highlight the situation, and push for improvements and reform in the provision of mental health support and wellbeing services for Postgraduate students throughout the UK.
3. To mandate the NEC Postgraduate Representatives to develop a strategy with the whole of the NUS to: take a lead on this issue, track improvements and developments within Postgraduate mental health support, and maintain public pressure on Higher Education Providers and Institutions to tackle this rising problem.

Rules Revision

The Accountability of NEC Postgraduate Representatives Going Forwards

Submitted by: Union of UEA Students

Conference Believes:

1. That without a committee there is insufficient accountability or transparency with regard to the actions of both NEC representatives.
2. That the NUS Postgrad Campaign open working group has not been effective over 2016-17 as the system of accountability for both NEC representatives (In line with Motion 3 NUS Postgraduate Conference 2016).
3. That if the current conference fails to elect a committee (As with Motion 3 NUS Postgraduate Conference 2016) there needs to be a clear line of accountability for the next year.
4. This system of accountability needs to be accessible to all post-graduate students across all NUS affiliated student unions.
5. This system of accountability should mandate that NEC representatives make clear exactly how their actions effect their represented PGT or PGR post-graduate students.

Conference Further Believes:

1. That the post-graduate conference produce a large amount of policy that should be acted upon.
2. Given the amount of policy produced and lack of a committee to direct representatives, NEC representatives may struggle to accommodate the resolutions of every motion passed at the postgraduate conference.
3. That, while these stresses persist, it is often the case that NEC representatives will focus their efforts on a select few motions.
4. That if NEC representatives adopt this approach to policy they must highlight why and how their focuses has benefited postgraduate students.

Conference Resolves:

1. In the event a committee is not elected both NEC representatives will be held accountable by the NUS Postgraduate conference.
2. That both NEC representative must demonstrate to the conference how they have acted in line with standing NUS Postgraduate policy.
3. If NEC representatives have been unable to forward the recommendation of all NUS Postgraduate policy recommends and have instead focused on particular areas of policy they must inform the conference why they selected these areas to focus upon.
4. If NEC representatives have been unable to forward the recommendation of all NUS Postgraduate policy recommends and have instead focused on particular areas of policy they must inform the conference how their focus has directly benefitted their respective represented PGT or PGR students.

Sections Conference - International Students

Welfare Zone

International Students Safety and Security Concerns

Submitted by: University of Birmingham Guild of Students

Conference Believes:

1. International students' safety is an essential part of a universities duty of care, and also vital to their personal development, wellbeing and student experience while at university
2. University of Birmingham Campus safety ranks at number five in importance out of 19 factors affecting a potential student's choice of study destination.
3. International students are among the most vulnerable to crime due to their potential lack of knowledge of life in the UK, in particular newly arrived students, and are likely to have less knowledge of personal security on campus.

Conference Further Believes:

1. That Police services are not being pro-active enough about educating new international students in personal security and the safety concerns of living in the UK, often in city environments.
2. That students should have better support from their universities and the police to provide them with information about security and safety concerns before, and immediately after, their arrival in the UK

Conference Resolves:

1. To conduct and promote a survey to International Students nationally, asking about their experience and their knowledge regarding the available security and safety support from their universities and the police, to feed into the ongoing work of the NUS International Students Campaign.
2. To encourage student unions to raise the issue of international students' security concerns to their university.
3. That the NUS International Students Campaign should work with students' unions and the police to determine and share best practice to university's and individual police services across the UK regarding international student security.

Society and Citizenship Zone

Weekly working hours for International Students

Submitted by: University of Birmingham Guild of Students

Conference Believes:

1. Acquiring professional experience while studying is useful for international students.
2. 20 hours per week work, as allowed under a tier 4 visas, is not enough for International students to support themselves.
3. Many competent students have missed interesting career and work opportunities because they are not allowed to work more than 20 hours per week.
4. Contact hours can typically be as low as 2 days a week for some international students, therefore additional flexible working during their free time would be valuable to many students, allowing them to gain valuable experience to benefit their future careers and the local economy, but also to support themselves financially.

Conference Further Believes:

1. That the current limit of 20 hours per week imposed by the government is restricting international students from developing fully while in the UK, and from contributing as they could to both the current economy, and the future economy.

Conference Resolves:

1. To engage in a dialogue with university careers services or similar around better supporting international students in finding work appropriate to their course while in the UK.
2. To lobby the UK government and the Home Office to remove the current cap of 20 hours per week under a Tier 4 visa, and to discuss the issue with the university lobby nationally to find common ground on the relaxation of the 20 hour per week cap.

International Students Conference 2018

Education

International students' hardship funding

International Students Conference Believes

1. International student fees have significantly risen in the last few years and international students pay premium across UK universities.
2. On top of tuition expenses, international students bear cost of living expenses on their own and do not have access to grants like home students.
3. Few international students receive university scholarships in the first semester or year, and some receive aid only for subsequent semesters or years based on their academic performance.
4. By studying abroad, international students contribute both to the universities' coffers increasing their finances and helping them educate home students at lower fees as well as also contributing to the economy by paying taxes.
5. International students do not often have access to bursaries, grants or other forms of funding which if exists at all, are very limited and difficult to access. And financial concerns are often the leading cause of stress and anxiety which impacts their mental health negatively.

International Students Conference Resolves

1. To mandate the international students officer to collaborate with the NUS president on the poverty commission to look into the percentage of international students that are affected by hardship and poverty and use the data to influence the following resolves.
2. To mandate the international students officer to organize a national campaign and empower students' unions to lobby universities that do not have hardship funding to create one for international students to support them.

Society and Citizenship

Tier 4 Visa Duration Extension

International Students Conference Believes

1. International Students only have 4 months after finishing their studies on a Tier 4 visa to be offered a job with a Tier 2 visa sponsor licensed organisation
2. There was a huge difference between EU and non-EU students when it came to ease of finding work: 64% of non-EU students reported difficulties compared to 26% of EU students. (Broadening our Horizons: International students in UK universities and colleges. Report of the UKCOSA survey, B Merrick, UKCOSA: The Council for International Education, 2004.)
3. In 2014, Mostafa Rajaai, alongside TEN, conducted a survey of 1600 students, where 38% responded they would need more than four months to find a suitable job after graduation.
4. The new DLHE survey has changed from surveying graduates at 6 months to surveying them at 15 months. If we now expect UK-domiciled students to take up to 15 months to be in a robust graduate level job; then how can we expect International Students to do it in 4 months. (NEWDLHE: The Future of Graduate Outcomes Data. D Cook & R Hewitt. March 2017)
5. 67% of UK and EU graduates were in UK work after 6 months of graduating (HESA, Graduate Destinations). Considering it is harder to find work with organisations that have a sponsor license in the UK, 6 months should be a more realistic time frame to find a job.

International Students Conference Resolves

1. International students who have come to the UK to study, should be given the rights to seek employment after their studies.
2. NUS should lobby the government to increase the 4-month deadline for Tier 2 to a more realistic deadline of 6 months to ensure enough time is given to sponsor an International graduate.
3. NUS should work with relevant bodies to provide better advice about moving from a Tier 4 visa to another Tier Visa's.
4. NUS should lobby the government to make it more accessible for organisations to become license holders.

Campaign against the UKVI's customer enquiry service charges

International Students Conference Believes

1. From the 1st of June 2017, the UK visas and immigration (UKVI) has implemented changes to its customer enquiry service.
2. It has restricted and reduced its services to only 8 languages
3. Further, the UKVI has imposed a charge of £5.48 for all its foreign customers who contact UKVI through emails.

International Students Conference Further Believes

1. A large number of UKVI customers are international students. A huge number of international students contact the UKVI via email to enquire and get updates on their visas.
2. The email enquiry service which was previously free of charge is now £5.48. It is unfair to charge a fee for enquiry or update as international students already need pay a visa fee of £532. The visa fee should cover the email service and customers, in particular, international students shouldn't be charged extra in addition to the visa fee for email enquiry service.

International Students Conference Resolves

1. The NUS should lobby the government and the home office to reduce the customer enquiry service charges for international students in general.
2. The NUS should campaign to particularly scrap the email enquiry service charge of £5.48 that is in effect from 1st June 2017.

Lobby for student visa pilot schemes in FE institutions and for undergraduates

International Students Conference Believes

1. The UK government in 2016 selected 4 Universities (Oxbridge, Imperial College London, Bath) to run a student visa pilot scheme.
2. This scheme grants 6 months of additional leave on the visas from the course end date for international masters students on courses 13 months or less.
3. Additional 6 months to stay in the UK is particularly helpful for students who want to remain the UK and find work.
4. This scheme has now been extended to additional 23 universities in the UK

International Students Conference Further Believes

1. The additional 23 universities chosen by the immigration ministry in December 2017 are all mostly Russell group universities.
2. This particular scheme is inconsiderate of the international students in further education institutions as well as the undergraduate students in the HE institutions.

International Students Conference Resolves

1. In order to promote fairness in the treatment of all international students, the NUS should lobby the government to implement these pilot schemes among FE institutions in addition to the already existing 27 HE institutions.
2. The NUS should also lobby the government on implementing visa pilot schemes that is inclusive of the undergraduate international student community and not restricting the schemes to merely international masters students.

A Better Immigration System

International Students Conference Believes

1. The UK government has introduced a number of stringent policies towards international students in recent years, including police registration, credibility interviews, the removal of Post-Study Work visa, the Immigration Health Surcharge and landlord checks.

2. These policies often discriminate based on nationalities.
3. NUS International Students' Campaign has been consistently campaigning against attendance monitoring, credibility interviews, police registration, the removal of Post-Study Work visa, the Immigration Health Surcharge.
4. International students should be removed from the government's net migration target.

International Students Conference Further Believes

1. The negative and misleading rhetoric relating to immigration has developed a darker tone surrounding the vote to leave the EU (Brexit).
2. A clear consequence of no longer being an EU member means that another Immigration Bill will be discussed and made law during this double session of Parliament.
3. A draft bill will be published in 2018 despite the fact that no agreement appears to have been reached over the status of UK citizens living and working in EU countries and vice versa.
4. The pressure will now be mounting on the Government to remove international students from net migration target, which the Prime Minister is continuing to resist.

International Students Conference Resolves

1. To continue to campaign against stricter and discriminatory system and potential proposal for international students to be removed from net migration target.
2. To continue to campaign against inhuman deportation and detention procedures.
3. To actively respond to the Immigration Bill and reflect the policies of International Students' Campaign.

Employment restrictions placed on International students by universities.

International Students Conference Believes

1. International students should be entitled to flexible job opportunities during their studies within the university.
2. Voluntary work is an opportunity for students to gain more work experience on their field of study and boost their employability generally.
3. Job opportunities enable international students to not only gain relevant skills for life after their degree, but also provides them with opportunities to earn money to support themselves while studying.

International Students Conference Further Believes

1. Current UK legalisation allows students on Tier4 visas to work 20 hours per week during term time.
2. Current UK legalisation calculates voluntarily working within the University as part of the 20hours.
3. Voluntary working is sometimes confused with volunteering in University decision making and policy.
4. Universities are choosing to actively not employ international students over fears hours cannot be tracked.

International Students Conference Resolves

1. The international students officer should work with other zones to campaign against University policies seen as an indirect act of discrimination against international students and restricting them from internal employment within the Universities.
2. The international students officer should start as soon as possible, a campaign against the inclusion of voluntary work towards the hours international students are entitled to work.
3. The international students officer should start as soon as possible a campaign against deceptive and false recruitment promises to international students by Universities during recruitment.
4. The international students section should produce local campaigns and briefings for local unions to use
5. The international students officer should lobby UUK to provide clear guidance to Universities on the difference of volunteering and voluntary workers.
6. To work with trade unions on a campaign around student employment opportunities and on unionising international students who work to protect them from exploitation.

NUS should lobby the home office for a better and an accessible visa process for international student applicants

International Students Conference Believes

1. Every year, there are always quite a few number of international student applicants who are unable to make it on time to the universities
2. Some International students have no choice, but to miss orientation and fresher's week because of the delay in visas
3. International Students Conference Further Believes
4. The first week of university- the orientation and fresher's week is a very crucial week for international students as it gives them a chance to learn about their cities, the UK and the curriculum
5. International students who do miss fresher's week and orientation due to their delay in visas often find it difficult to cope up make friends
6. Some international students have faced mental health troubles and anxiety because they didn't enough support from institutions after missing their orientation
7. There have been situations where some international students have missed out on important information including registering to a GP and policed verification checks because they were unable to attend the welcome/orientation week

International Students Conference Resolves

1. NUS should lobby the home office to provide international student applicants a better, quicker and an accessible visa process
2. NUS should also lobby the home office to increase the staffing support in the visa departments during summer, when a huge number of international students apply for visas
3. NUS should work with Students' unions and universities to provide extra support to international students who are unable to attend orientation and fresher's week.

End Deportations Now

International Students Conference Believes

1. The home office and Theresa May have been complicit in thousands upon thousands of deportations
2. That 48,000 international students were wrongly deported over cheating on a test.
3. That various universities (like SOAS) have been complicit in the deportation of their workers
4. That every other week, migrants are put on chartered flights to be deported

International Students Conference Further Believes

1. This is inhumane and wrong. No human is illegal, migration is a human right.
2. Often migrants are fleeing in search of better economic opportunities that are a direct result of the global inequality inherently linked to colonisation

International Students Conference Resolves

1. To republish the end deportations guidebook made with the Black Students Campaign alongside launching a tour on ending deportations, what students can do
2. To work with organizations such as End Deportations to host workshops at various universities
3. To actively support grassroots campaigns that spring up around these issues

Strong and Active Unions

Supporting International Sabbatical Officers with Visa sponsorship and fee

International Students Conference Believes

1. An international student who is elected to be a sabbatical officer needs to apply for a tier 4 visa. The visa fee sums up to £457 with a varying NHS surcharge amounting to approximately £75.

2. Some of the Students' union in the UK (The University of Manchester Students' Union) support international students who are elected to be sabbatical officers with their visa processing. The students' union bears the visa fee charged for the elected international sabbatical officers.
3. However, some students' unions do not bear the visa fee charge for international sabbatical officers and therefore the officers need to pay for their own visa fee.

International Students Conference Further Believes
1. Paying an upfront fee of almost £600 for visa has the potential of adding financial pressure to an elected international sabbatical officer.
2. In the interest of encouraging more international students to take up sabbatical officer leadership positions, the NUS should do the necessary work that simplifies processes for international sabbatical officers.
3. The NUS should persuade students' unions in assisting international sabbatical officers with their visa processing.

International Students Conference Resolves
1. The NUS should lobby the students' unions to support the international sabbatical officers with their visa application and processing.
2. The NUS should also mandate the students' unions to bear the visa fee charges of the international sabbatical officers.

An Accessible Deadline for International Students

International Students Conference Believes
1. NUS International Students' Campaign represents around 425,000 international students studying Higher and Further Education in the UK
2. NUS International Students' Campaign works on a number of issues affecting both EU and non-EU students, and works closely across NUS to ensure that international students' voices are heard on campuses and at a national level
3. NUS International Students' Conference provides a platform for international students across the UK to debate policy and shape the political direction of International Students' Campaign

International Students Conference Further Believes
1. Deadline for International Students Conference motions have always been on the first day of International Students' Conference due to the nature of delegates that needs additional time and support to understand the existing policies, language barriers and political cultural differences
2. Further, the International Students' Conference provides international student delegates with vital training to better understand the existing policy and all the work that International Students' Campaign has been doing
3. The deadline for motions this year has been changed to weeks ahead of the conference, which is not accessible for international student delegates

International Students Conference Resolves
1. To mandate the NUS International Students' Officer and the committee to provide policy introduction and training opportunities to international student before the motions deadline
2. To mandate the NUS International Students' Officer and the committee to work within the organisation to accommodate the needs of international students and work out a better solution of the future motions deadline.

International Student Leaders Conference

International Students Conference Believes
1. NUS International Students' Campaign hosted the first-ever International Student Leaders Conference (ISLC) on the 15th of November 2017
2. The ISLC was held in the same week as International Students Day (17th November). International Students Day celebrates students internationally and was chosen because on this day in 1939 Nazis

executed student leaders and academics at Charles University, Prague. It is a way to honour their memory, the memory of other students who have given their lives seeking to challenge injustice and it also celebrates the contribution that education and student collaboration can play in making the world a better place.
3. The ISLC provided a platform for international students from both HE and FE and across the UK to share their experiences, to build power and gain skills and knowledge on our leadership in an environment where international students' issues are not side-lined.
4. The ISLC provided useful skills development workshops such as public speaking, political engagement & lobbying, and building leadership in the student movement.

International Students Conference Further Believes
1. The ISLC supported international student officers in involving international students in the rhetoric and language of their campuses, to share best practice and experiences of international students who have built on their leadership in a campus context and beyond.
2. The ISLC inspired international students to take up more influential leadership positions in students' unions and establish a resilient network where international students, officers and activists can build power and share their experience and continue to communicate and organise with each other beyond structured meet-ups.
3. The ISLC was accessible: it was free to attend and bursary was provided for FE, small and specialist students' unions to cover the travel cost.

International Students Conference Resolves
1. To hold International Student Leaders Conference every year by NUS International Students' Campaign to empower international student leaders
2. To mandate the NUS International Students' Officer and the committee to look into ways to make ISLC sustainable and accessible, especially for FE, small and specialist students' unions.
3. To mandate the NUS International Students' Officer and the committee to organise and facilitate the ISLC during the first semester to offer international students an early opportunity to establish the network, gain skills and collaborate on campaign and projects.
4. To mandate the NUS International Students' officer and the committee to explore more diverse content for ISLC, such as to provide policy writing training session to enable international students to better understand NUS International Students' Campaign existing policy and be able to draft motions before the International Students' Conference.

Welfare and Student Rights

Educate international students about mental health

International Students Conference Believes
1. Good mental health is essential to the wellbeing of any individual.
2. International students are a unique group of students with added varying stressors that can significantly impact their mental health and wellbeing adversely. For example, language barriers, acculturation stress, illness, absence of close family support to mention a few.
3. Cultural backgrounds of international students vary significantly which also determine their knowledge and understanding of mental health and their ability to access help when the need arises.
4. Many international students are afraid of admitting that they have a form of mental illness as the cultures they originate from may have negative attitudes and beliefs around mental health.
5. People are less likely to be ashamed of a health concern if they have sufficient knowledge and understanding of the condition However, this is different for mental health conditions.

International Students Conference Resolves
1. To work with the Welfare Campaign and the Disabled Students Campaign on producing resources to help students campaign for mental health funding on campus and services which are culturally competent.

2. The international students section should work with the VP welfare to support SUs to provide forums to discuss mental health issues taking into account the differences in attitudes to mental health which depends very much on student's background.
3. The international students officer should work with the VP welfare and liberation campaigns, in particular the Disabled Students Campaign and Black Students' Campaign, to develop toolkits for students' unions to better support international students especially from Black backgrounds to demystify myths about mental health and seek help if they need to.

International vote

International Students Conference Believes

1. International students are not very well educated about their voting rights in the UK.
2. International students from Commonwealth countries are eligible to vote in the UK but not many of them engage with this process.
3. With the changing political landscape including Brexit, TEF, tuition fees, change in policies around visas, NHS and others (which affect international students) international students from Commonwealth countries can make impact by voting to decide who remains in power and how parliamentary policies affect them.
4. Students who cannot vote have many other ways of participating in politics, such as engaging in campaigns, trade unions and direct action but some international students might be afraid to do so because they do not know their rights. Information on the NUS website about international student's ability to vote is scanty and out of date (May 2015).
5. International students are not often as engaged with politics as they could be and it is sometimes due to lack of education and information of their rights and also differences in democratic processes depending on their country of origin.
6. The voice of international students can be a powerful one.

International Students Conference Resolves

1. That the international students officer runs a nationwide campaign with the society and citizenship zone that specifically targets international students from countries eligible to vote and better educate and empower them to actively engage with the democratic process in the UK.
2. International students section supports SUs to include education about local and national political engagement in their offerings to international students.
3. That the international students officer should work with the society and citizenship zone to develop an action plan for the democratic engagement of international students, including but not limited to a voter registration drive for EU and Commonwealth students before the next local and general elections.