



Welfare Zone Live Policy 2017-20

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



Key information

Purpose of this document

This document contains all the policy currently in effect for the Welfare Zone. This is the policy that the Vice-President Welfare and the Welfare Zone Committee are responsible for implementing and is sometime known as 'Live Policy'.

Policy Lapse

Policy Lapses in 2 circumstances:

1. If a subsequent policy over-rides it.
2. After 3 years unless National Conference votes to renew it.

Policy passed at National Conference 2017 will lapse at the end of National Conference 2020.

What You Need To Do

If you are considering submitting policy to National Conference you should first check whether any policy is currently 'live' for that issue and whether you need to change the National Union's current stance on that area of work.

If you require this document in an alternative format, please contact democracy@nus.org.uk.

Contents

Key information	2
Welfare Zone policy passed at National Conference 2017	4
Motion 401 We Do not comply: Preventing Prevent.....	4
Motion 402 Mental Health and Hardship.....	5
Motion 403 Hate Crime.....	8
Motion 404 Online Harassment.....	11
Motion 405 Student Mental Health	12
Motion 406 Mental Health: A Culturally Competent Framework.....	12
Motion 407 Mental Health First Aid.....	16
Motion 408 Ticket to Ride	17
Motion 409 It Stops Here/ Sexual Violence	17
Motion 410 NHS Bursaries	18



Motion 411 Housing	19
Motion 412 It's Time To Combat Anti-Semitism	21
Motion 413 Dual GP Registration for Students	23
Welfare Zone Policy Passed at National Conference 2018	24
Motion W101 Mental Health – From The Roots Up.....	24
Welfare Zone policy passed at National Conference 2019	29
Vision for Welfare.....	29
NUS Commitment to Reproductive Justice and Supporting NUS-USI 'Trust Us' Campaign.....	32
Mental Health Charter	33
'She's Fine, It's Not A Hate Crime'.....	34
Culturally Competent Care for all students in our institutions.....	35
Fight for Funds	36
Bursaries, pls & thanks.....	38
Rogue Landlords.....	39
Restrict the Rents	39
The Student Rail Card	40
Make Xenophobia a Hate Crime	41
Support For Autistic Students.....	42
Trans Healthcare Funds	43
Part-Time Students need Special Support too!.....	44
My Money. My Choice.....	44
Equal Access to Faith and Wellbeing Resources for Students From non-Abrahamic Faiths and Traditions	45
Protecting students at white t-shirt parties.....	46





Welfare Zone policy passed at National Conference 2017

Motion 401 | We Do not comply: Preventing Prevent

Conference believes

1. In September 2015, the Government made the Prevent Agenda a statutory duty so that institutions across the education, health and the prison service now must have “due regard to the need to prevent people from being drawn into terrorism”
2. Frontline workers such as teachers, academics and health professionals are now obliged to carry out its recommendations.
3. In some institutions, Prevent recommendations have led to CCTV cameras have been installed in prayer rooms and Qur’ans being destroyed. In others, e-mails have been routinely monitored.
4. Student Unions are affected differently depending on their legal status, whether they are FE or HE, and their relationship with their “parent” institution.
5. The Prevent Duty has been condemned by a number of organisations for its reliance on racial profiling, from the Trades Union Congress to the Parliamentary Joint Committee for Human Rights and the Institute of Race Relations¹.
6. In addition, many academics and MPs have spoken out on the impact Prevent is having on freedom of speech. Members of the Lords, including Alf Dubs, have attempted to remove education institutions from Prevent legislation².
7. Due to a lack of state infrastructure, private companies such as INVICTVS have started delivering training in schools and other workplaces, for a fee.
8. More than half of referrals to Prevent have involved people who identify as Muslim, while many more identified as non-White³.
9. NUS has launched an independent helpline for students and sabbatical officers, to report incidents on campus and to seek advice on campaigns.
10. NUS is currently carrying out research on the impact of Prevent on UK campuses.


Conference further believes

1. The Government’s counter-terrorism/security policy is fundamentally flawed in its approach; its concepts of ‘extremism’ and ‘radicalism’ are ill-defined and open to abuse for political ends.
2. The implementation of this policy has had dire consequences: from FE students being stopped from campaigning for Palestinian human rights, to postgrads being interrogated for reading core texts.
3. Regardless of a Student Union’s legal status or relationship with its “parent” institution, our movement has a duty to challenge and refuse to partake in any element of state-sanctioned racial profiling.

¹ www.parliament.uk/business/committees/committees-a-z/joint-select/human-rights-committee/news-parliament-2015/counter-extremism-bill-evidence-15-16/

² www.theguardian.com/uk-news/2017/jan/27/bedfordshire-local-education-authority-admits-racial-discrimination-brothers-toy-gun-school-police

³ www.npcc.police.uk/FreedomofInformation/NationalChannelReferralFigures.aspx

- 
4. Islamophobia is on the rise across Europe and legitimised by the mainstream media. Alienating already marginalised communities is actually counter-productive to preventing violent extremism.
 5. The identified 'warning signs' of radicalisation, used in Prevent training, are highly problematic and render suspect those with mental health difficulties, new friendship groups or who have recently made changes to their appearance.
 6. Islamic societies should not have more scrutiny than other societies, and unions should not put unnecessary barriers in place that inconvenience societies, their events and their members.
 7. There is a danger of Prevent being used to stifle activism on everything from the environment to foreign policy. A more specific worry is regarding the counselling service, and that Prevent could mean any "signs of radicalisation" were a reason to break confidentiality⁴.

Conference resolves


1. Continue to resource the NUS Prevent Helpline and use the recommendation from the research to inform future campaigns.
2. Begin targeting the private companies who profit from the implementation of Prevent, including direct action and shaming campaigns.
3. To mandate NUS Officers not to engage in Prevent at all, nor take funding from Prevent initiatives.
4. For NUS to encourage non-compliance by Students' Unions, and to provide guidance on lobbying institutions to leave section E of the Higher Education Funding Councils' Prevent reports blank, ensuring universities fail their submission.
5. Build links with Parliamentary groups, trade unions and other organisations in order to build a co-ordinated lobby for Prevent to be removed from all education institutions.
6. To continue calling for the Prevent Duty to be scrapped altogether, and encourage and support industrial action aimed at disrupting its implementation.
7. To call immediate national days of action on campuses where heavy-handed Prevent policy is identified, in coordination with SUs and relevant student groups

Motion 402 | Mental Health and Hardship

Conference believes

1. A number of sources have reported a growth in the number of students experiencing mental health issues in recent years. An NUS survey has showed that 8 out of 10 students say they experienced mental health issues in the last year, while a third said they would not know where to get mental health support from at their college or university if they needed it.
2. Alongside a rise in mental health concerns, students are under an increasing amount of financial pressure due to higher levels of debt, the scrapping of maintenance grants, bursaries and EMA; and a higher cost of living.

⁴ www.cherwell.org/2017/02/14/c-presents-an-extra-investigation-into-the-prevent-strategy/

- 
3. Student suicides are increasing. Data from the Office for National Statistics for England and Wales show that the number almost doubled in the years 2007 – 2014.
 4. Research indicates a correlation between mental health issues, financial hardship and debt. A UK-wide survey of students by NUS found 63% of respondents worried about their finances very often and 33 per cent were considering work that may affect their wellbeing, such as night shifts. A further 38 per cent of Scottish students reported in the survey that they felt their mental health was being affected by financial concerns.
 5. In many cases, not enough adequate mental health support is available to students. Institution provided services are facing increasing demand, especially with the student numbers cap being lifted in HE, and cuts affecting FE service funding. Freedom of Information (FOI) requests by The Times published in 2016 show a rise of 68% in counselling service users at Russell Group universities since 2011. NUS Scotland has similarly reported a 47% increase in students requesting mental health support services, based on data from 12 institutions between 2011/12 and 2014/15.
 6. NHS mental health support services are under an increasing amount of pressure, with cuts to services and some departments being privatised. Average waiting times between referral and first appointments are also longer in NHS primary care services: 84 days versus 16 days at universities. YoungMinds also found that 75% of Mental Health Trusts, 67% of Clinical Commissioning Groups (CCGs) and 65% of Local Authorities froze or cut their mental health budgets between 2013/14 and 2014/15.
 7. Students in FE and HE institutions are subject to government reforms to education that financially impact on student's access to education.
 8. Government cuts over the last couple of years have resulted in cuts to maintenance grants, NHS bursaries, EMA, a higher cost of living and institutional bursaries for students for low income and working class families.
 9. With the replacement of grants with loans, numerous sources have indicated a decrease in financial support for students, increased debt and the increasing strain of financial pressure on students.
 10. Research shows there is a connection between debt, mental health issues and financial hardship. For example, an NUS UK wide survey has found a 63% increase in worries around finances and a 33% of participants were considering work that would impact on their mental health (e.g. night shifts)
 11. According to the annual National Student Money survey, the maintenance loan leaves the average student "around £265 short each month".
 12. With an increasing shortfall between loans and living costs students are forced to take on additional work, which already disadvantages those who struggle to work because of long term mental health issues, and, more broadly, negatively impacts the mental health of students struggling to juggle working with studying.
 13. Last year OUSU ran a welfare survey gaining 6000 responses, and which has provided a rigorous and robust data set driving change in Oxford
 14. This formed the backbone of work on student welfare and mental health




Conference further believes

1. Students in HE and FE should be able to access education with sufficient financial support that enables them a decent quality of life, and the ability to study without debt-induced anxiety. The current allowance of student finance does not go far enough in allowing students to live above the poverty line.
2. Financial hardship can adversely impact on the quality of students' learning experience, and is the main reason for contemplating leaving education, according to NUS's research from 2012⁵.
3. Mental health support services, whether NHS or institution provided, need significant and serious investment in order to effectively serve the student population.
4. According to a tool developed by the Disabled Students' Campaign, the number of mental health practitioners required, as a ratio to students, needs to be higher in the majority of institutions.
5. Education should be free and including all access and support during our education.
6. Financial support enables a better quality of life which all students should have a right to.
7. Students should not have to work in order to access education because of financial hardship.
8. Financial hardship negatively affects student's educational experiences, with an NUS 2012 research indicating financial pressures as a main driver for leaving education.
9. a rigorous data set on student mental health and welfare does not exist
10. Benchmarking data is important for driving change and contextualising our demands.
11. NUS must help facilitate inter-institutional work and equalise the ability of unions to effect change.

Conference resolves

1. To re-affirm our support for universal living grants for all students with additional supplements reflecting the needs of student carers, disabled students and mature students, on the basis that education should be free and open to all, regardless of background, and launch a UK-wide campaign on these demands using the #GrantsNotDebt hashtag.
2. To explore further the link between financial hardship, debt and mental health amongst students and use the findings to inform the campaign.
3. To calculate the sum of a living grant on the basis of the Living Wage Foundation's recommendations, taking into account certain benefits students have access to, e.g. council tax exemption
4. To challenge institutions to evaluate the impact of their policies, such as academic appeals, and rules on students with mental health issues.
5. To draw together all existing knowledge of the student support landscape and its various components in a comprehensive literature review.
6. To present an alternative vision of how student support should operate that supports those that need it when they need it - across the entire spectrum of post-16 education; from further education through to the post-graduate level.
7. To lobby the Government to increase state investment in student support, making a case against student hardship and student inequality, based upon this alternative vision

⁵ www.nus.org.uk/PageFiles/12238/PIYP_Summary_Report.pdf

- 
8. To campaign for targeted student financial support in a way that eradicates the problems identified by liberation groups with means testing.
 9. Demand this is funded through progressive taxation, such as an increase in corporation tax and taxes on the richest
 10. NUS to calculate the sum of a living grant on the basis of the Living Wage Foundation's recommendations, taking into account certain benefits students have access to, e.g. council tax exemption.
 11. NUS to support the universal living grants for all students and to launch a UK-wide campaign on these demands.
 12. NUS to conduct new research into the experiences of financial hardship in light of biggest government reforms to education, both FE and HE in recent years.
 13. To work with FE and HE institutions in reviewing financial support packages currently offered.
 14. NUS to challenge institutions to incorporate financial hardship into academic appeals, mitigating or extenuating circumstance and mental health support.
 15. NUS to run to offer guidance on how student unions can lobby institutions to increase funding for students with financial hardship.
 16. Encourage universities and colleges to limit the amount of work set outside of term-time, where possible, to make juggling work and study commitments and maintaining good mental health easier for students who are financially disadvantaged.
 17. Produce a student mental health and welfare survey which can be rolled out to all Unions, including a section for unions to provide institution specific data
 18. Consult with SU's on the content and then run a pilot
 19. Write guides to achieving high response rates and to interpreting and using the data

Motion 403 | Hate Crime

Conference believes

1. Hate crime has increased sharply over the last year in the UK⁶.
2. One of the starkest fall-outs of referendum campaigns in the spring of 2016 has been a spike in hate crime directed at migrant and black communities⁷
3. 2015 saw a 326% increase in Islamophobic attacks in the UK⁸.
4. Despite the national numbers for 2016 not being available yet, the number of Islamophobic attacks in 2016 doubled in London alone⁹.
5. 2016 saw a rise of 11% in anti-Semitic attacks – the highest level of attacks since records started¹⁰.
6. In the first three months after the EU Referendum Homophobic attacks grew by 147%¹¹
7. During the EU Referendum campaign Jo Cox, a British MP, was shot because of her political beliefs¹².

⁶ www.theguardian.com/society/2016/sep/28/hate-crime-horrible-spike-brexit-vote-metropolitan-police

⁷ www.bbc.co.uk/news/uk-politics-37640982


⁸ www.theguardian.com/society/2016/jun/29/incidents-of-anti-muslim-abuse-up-by-326-in-2015-says-tell-mama

⁹ www.huffingtonpost.co.uk/2015/12/01/islamophobic-crimes-paris-attacks_n_8686680.html

¹⁰ www.theguardian.com/uk-news/2016/aug/04/antisemitic-incidents-rise-2016-jewish-labour

¹¹ www.theguardian.com/society/2016/oct/08/homophobic-attacks-double-after-brexit-vote

¹² www.bbc.co.uk/news/uk-37978582; www.theguardian.com/uk-news/2016/nov/14/jo-cox-killed-in-politically-motivated-murder-trial-thomas-mair-hears; www.bbc.co.uk/news/uk-politics-36590824


- 
8. That all the data shows that the perpetrators of these attacks are predominantly either associated to, or supportive of, far-right organisations and ideas¹³.
 9. The rise in hate crime was encouraged by the rhetoric in all political spheres¹⁴
 10. The student movement in the UK has a long and proud history of opposing racism, fascism, and discrimination¹⁵.
 11. NUS have put fighting hate crime at the centre of its political priorities this year.
 12. Students' unions have started to become hate crime report centres
 13. NUS must actively campaign against racism, Islamophobia and anti-Semitism as these are dangers which threaten the welfare of millions of students.
 14. The Brexit referendum and Donald Trump becoming the US President has greatly fuelled a rise in racism and hate crime in society and our campuses are not immune.
 15. Racist and xenophobia hate crime rose by an average of 37% in the two months following the EU referendum and the authorities have subsequently stopped publishing the data on this.
 16. Rising hate crime is having an impact on campuses. For example student Bartosz Milewski was unable to return to university last September after being stabbed in the neck with a broken bottle for speaking Polish¹⁶.
 17. 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.
 18. Donald Trump's visit to the UK could encourage an increase in hate crime here in the same way that his election did in the US. The Southern Poverty Law Center (SPLC), a group that monitors hate crime, saw more reports of hate crimes in the days following the US election than in the previous 6 months. SPLC collected 437 report of hateful intimidation and harassment between Wednesday 9 November (the day after the US election), and the morning of Monday 14 November 2016.
 19. That every student should feel safe on campuses, able to study free from discrimination.
 20. That students of faith face consistent discrimination on campuses when attempting to practice their beliefs
 21. Particular issues around worship, dress, diets and timetabling persist despite legislation that is supposed to prevent discrimination.
 22. A number of Students' Unions have seen attempts to overturn the policy of "No platform for fascists".
 23. All students deserve to have access to education, free from harassment, intimidation or violence; regardless of background.
 24. That hate speech threatens to disrupt good campus relations and can provide the 'mood music' in which hate crime flourishes.
 25. That the freedom to express views can sometimes be tempered by the need to secure freedom from harm for students and communities.

¹³ www.theguardian.com/society/2016/sep/28/hate-crime-horrible-spike-brexit-vote-metropolitan-police; www.aljazeera.com/news/2017/02/uk-hate-crime-record-levels-brexit-vote-170215123414863.html

¹⁴ www.theguardian.com/politics/2016/jul/22/politicians-blame-respectable-racism-lady-warsi

¹⁵ www.nusconnect.org.uk/liberation/black-students/anti-racism-and-anti-fascism

¹⁶ www.independent.co.uk/news/uk/crime/student-stabbed-in-neck-with-smashed-bottle-for-speaking-polish-bartosz-milewski-donnington-telford-a7313036.html


- 
26. The Spiked! free speech ratings are a ridiculous exercise but we believe they are encouraging people to think that hate crimes should be activity that is protected instead of opposed.
 27. The securitisation of education is directed not only towards international students but also others through the Prevent program – especially Muslims.

Conference further believes

1. The rise of hate crimes, racism, homophobia, and other forms of discrimination must be fought at all cost.
2. Students' unions should be at the forefront of the fight for an inclusive and liberated society.
3. The normalisation of discrimination against one group in society, normalizes discrimination against all oppressed groups.
4. Our response to hate crimes needs to be as visible, vocal, wide reaching as the normalisation of hatred by politicians and media outlets is.
5. The rise in hate crime is related to the rightward shift of the political establishment and encouraged by the racist rhetoric of politicians.

Conference resolves

1. Continue to work on hate crime, raise the profile of anti-hate crime work nationally, and encourage students' unions to take local action as well.
2. Work with other campaigns and trade unions in tackling hate crime and the normalisation of hate speech in the media and the political arena
3. Organise conferences, summits, demonstrations, and direct actions where appropriate, to raise the profile of our opposition to hate crime and hate speech, make clear to the victims of hate crime that they are not alone, and to challenge perpetrators – both as institutions and individuals.
4. Create group-specific guidance packs to facilitate the work of students' unions in taking action against the different forms of hate crime.
5. Continue the work of Students' Unions as Hate Crime Reporting Centres
6. Work with UCU and other trade unions
7. Support Students Unions to provide Active Bystander training
8. Support the Hate Crime Awareness Week
9. To support Students' Unions in setting up hate crime reporting centres on campus and to encourage SU's to advertise local support services for students who are abused.
10. To actively challenge racism, Islamophobia, anti-Semitism and fascism.
11. To join the protests against Trump's visit to the UK.
12. Work with unions and anti-racist organisations to mark UN Anti-Racism Day.
13. To work with national student faith Originations on a major interfaith project
14. To work with the ECU on guidance to SUs on faith discrimination

- 
15. Help local unions to participate actively in anti-hate crime work, developing local reporting facilities, and responding to specific incidents through the development of clear national guidelines, networks and resources.
 16. To reaffirm NUS' commitment to combatting hate speech and ensuring that student safety and welfare remains a fundamental priority within our students unions and institutions.
 17. To oppose the securitisation of education
 18. To publicly reaffirm NUS' zero tolerance approach to Islamophobia, antisemitism and all forms of racism and discrimination.
 19. To lobby government and others to provide clearer guidance to universities on balancing the freedom to speak with freedom from harm.
 20. To encourage students' unions and universities to work collaboratively to protect both freedom of speech and student safety and welfare.

Motion 404 | Online Harassment

Conference believes

1. Social media is a significant part of our lives, and is used every day by a significant proportion of students.
2. In 2013, research showed that one in twenty lesbian, gay and bisexual people said they have been the target of homophobic abuse online in the last year, including seven per cent of those aged 18-24¹⁷.
3. Of the 1,128 reports of anti-Muslim incidents from victims, witnesses and third-party organisations in 2015, Tell MAMA received 364 reports of incidents or crimes that they classified as 'online', meaning they occurred on social media or other internet-based platforms¹⁸.
4. In a 2014 survey¹⁹ by the Institute for Jewish Policy Research, it was found that $\frac{1}{5}$ of respondents had experienced at least one incident of antisemitic harassment during the previous 12 months. In 68% of cases, comments about the Holocaust being a myth or Jews being responsible for the economic crisis had been heard or seen on the internet.
5. About 2,000 crimes related to online abuse are being reported to the police in London each year, according to figures released in 2013²⁰.

Conference further believes

1. Because of the emergence of social media in recent years, abusive individuals may have become emboldened because of the potential anonymous nature of social media platforms.
2. Students' Unions and Associations have a duty of care and protection to all their members' safety on and off campus, including on social media.
3. As with all forms of harassment and hate crimes, there is a problem of under-reporting.


Conference resolves

¹⁷ stonewall.org.uk/sites/default/files/Homophobic_Hate_Crime__2013_.pdf

¹⁸ tellmamauk.org/wp-content/uploads/pdf/tell_mama_2015_annual_report.pdf

¹⁹ jpr.org.uk/documents/Perceptions_and_experiences_of_antisemitism_among_Jews_in_UK.pdf

²⁰ bbc.co.uk/news/uk-england-london-24160004

- 
1. For NUS to conduct research into online harassment to understand the number and type of online harassment that students are experiencing.
 2. Based on this research, provide recommendations for Students' Unions and Associations to tackle online harassment on their campuses.
 3. To lobby the government to implement legislation on online harassment and cyberbullying.
 4. To work with the NUS Liberation Campaigns to produce a campaign to tackle online harassment that signposts the number of different ways to report it.
 5. To make tackling online harassment a priority area of NUS' work for National Hate Crime Awareness Week in October.

Motion 405 | Student Mental Health

Conference believes

1. For the past few years NUS Conference has approved policy on mental health yet NUS' action on these mandates has barely registered
2. Mental Health provision in HE is poor and in FE it is almost non-existent. Even if it exists it is under resourced.
3. NUS research shows that 8 out of 10 students experience mental health issues²¹.
4. The same research showed that a third have had suicidal thoughts and a third said they would not know where to get mental health support from at their college or university if they needed it
5. 4 in 10 said they were nervous about the support they would receive from their institution.
6. That whilst most Colleges and Universities have well-meaning, overstretched services, almost none have coherent, comprehensive strategies in relation to mental health and wellbeing.
7. That too many Colleges and Universities focus on treatment instead of prevention
8. The combined pressures of the realities of the way education is being run and funded have contributed to the record levels of mental health issues faced by students. Yet mental health provision is often underfunded, cut, or simply not present.

Conference resolves

1. To prioritise student mental health in the year ahead
2. To campaign for the Government to require all FEIs and HEIs to have a student mental health plan in place as a condition of funding
3. To prioritise mental health in the Welfare Zone in the year ahead.
4. To lobby BIS, AoC and UUK to form a national student mental health task force, with student representation
5. To ensure that Universities and Colleges consult and collaborate with SUs and student groups when formulating and implementing student mental health related policies.

Motion 406 | Mental Health: A Culturally Competent Framework

²¹ www.theguardian.com/education/2015/dec/14/majority-of-students-experience-mental-health-issues-says-nus-survey



Conference believes

1. Mental Health provision in HE is poor and in FE, almost non-existent. Even if it exists it is under resourced.
2. At any time, 1 in 6 people experience a diagnosable mental health condition; a further 1 in 6 experience symptoms related to a condition but would not qualify for a diagnosis²².
3. Suicide is the leading cause of death in men aged under 35 and men have a greater risk (3 times) of suicide than women²³.
4. Gay and bisexual men are more than 4 times as likely as heterosexual men to attempt suicide²⁴.
5. Lesbian and bisexual women are almost twice as likely as heterosexual women to attempt suicide²⁵.
6. The Trans Mental Health Study in 2012 found that 35% of trans people had attempted suicide at least once and 25% had attempted suicide more than once²⁶.
7. Often, mental health services are difficult to access for international and students racialised as non-white²⁷.
8. NHS UK has recognised the difficulties faced by Black and Minority Ethnic (BME) groups and the discrimination faced in the mental health service, with many only being sought at the 'point of crisis'²⁸.
9. A University of Nottingham report shows that definitions of mental health are westernised and catered towards the needs of those with westernised understandings of mental health, that are culturally incompetent for students from non-westernised countries or non-white ethnicities²⁹.
10. Precarious working conditions for PhD students and young academics are becoming increasingly common (over 33% of HE contracts) causing increasing pressure and stress on students and staff³⁰.
11. Overworked and casualised staff are less able to provide effective support and guidance to students.
12. Mental health first aid is an extension of the first aid practice however is not taught in most first aid training courses. It is the provision of initial support until appropriate professional help can be received.
13. Mental health first aid can provide individuals with the skills to understand and identify symptoms of mental health problems and the confidence to assist individuals before professional help can be reached.
14. IAPT (Improved Access to Psychological Therapies) is an NHS stepped program, which provides mass provision of treatment for mental illnesses along with targeted and evidenced based CBT treatment.
15. IAPT is free and crucially available via self-referrals.

²² Office for National Statistics: Psychiatric Morbidity Report, 2011

²³ Mental Disorders, Suicide, and Deliberate Self-Harm in Lesbian, Gay and Bisexual People: a Systematic Review (2007), National Institute for Mental Health England.)

²⁴ Mental Disorders, Suicide, and Deliberate Self-Harm in Lesbian, Gay and Bisexual People: a Systematic Review (2007), National Institute for Mental Health England.

²⁵ Mental Disorders, Suicide, and Deliberate Self-Harm in Lesbian, Gay and Bisexual People: a Systematic Review (2007), National Institute for Mental Health England.

²⁶ The Trans Mental Study, 2012, McNeil et al, Scottish Trans Alliance, [Online Resource, Available at: www.scottishtrans.org/wp-content/uploads/2013/03/trans_mh_study.pdf

²⁷ NUS Mental Health Survey 2015

²⁸ NUS Mental Health Survey 2015

²⁹ www.nottingham.ac.uk/studentsservices/documents/investigation-into-the-mental-health-support--needs-of-international-students-with-particular-reference-to-chinese-and-malaysian-students.pdf

³⁰ eprints.uwe.ac.uk/25241/1/March_2015_Chen_Lopes.pdf

16. In 2013 the ring-fencing of IAPT funding was removed and fund allocation was delegated to local commissioners³¹.

17. The program suffered from the reorganization of the NHS's administration.

Conference further believes

1. Funding for NHS trusts to provide mental health services has fallen by 8.25% (£600 Million) in real terms over the course of the last parliament³².
2. According to Black Mental Health UK, BME people are more likely to be diagnosed with a mental health issue, more likely to experience a poor outcome from treatment and yet are under-represented in accessing services³³.
3. Time to Change has found 93% of BME people with mental health issues have faced discrimination and 80% feel unable to talk about their experiences³⁴.
4. With the government's racist Prevent Act, ensuring mental health services are trained against biases that discriminate against Muslim and BME students is vital.
5. The struggle against casualisation and for appropriate recognition of mental health issues in Higher Education go hand in hand.
6. Award schemes such as Green Impact and Best Bar None have seen increased popularity and action amongst SUs.
7. The number of mental health practitioners required, as a ratio to students, needs to be higher in the majority of institutions and must be trained to support students of different races, ethnicities and cultural backgrounds.
8. Students' Unions, FE and HE institutions are all required to have on-call first aiders however none are required to be trained in mental health first aid.
9. NUS and SU's are currently committed to campaigning for increased mental health provisions and so providing mental health first aid is essential in doing so.
10. The IAPT program has helped to correct the BME imbalance on mental health referrals
11. The program should be fully rolled-out so all people with need can access
12. Due to funding pressures on the NHS this is a critical lobbying time for a program that has a direct benefit for students.
13. Political activists may represent another identifiable group at elevated risk for a series of mental health issues.
14. There is an emotional cost to being 'woke' or 'conscious'. Working on injustice means you're focusing your energy, rage and frustration on taking action. This can leave you feeling energised when you see things change. But it can also be draining, especially if your actions are in response to something that has happened to you personally or to those you support.

³¹ www.theguardian.com/society/2016/may/09/nhs-mental-health-funding-is-still-lagging-behind-says-report

³² Mental Health Foundation, 2015, *Improving England's Mental Health: The First 100 days and Beyond*, [Online Resource, available at: www.mentalhealth.org.uk/news/national-organisations-call-new-government-make-mental-health-priority-emergency-budget]


³³ www.mentalhealth.org.uk/a-to-z/b/black-asian-and-minority-ethnic-bame-communities

³⁴ www.time-to-change.org.uk/news/black-and-minority-ethnic-communities-faced-double-levels-discrimination



Conference resolves

1. NUS should set up a Mental Health focused award scheme catered to the Student Movement similar to Green Impact.
2. This award should encourage SUs to participate in preemptive and awareness activities alongside working with their institutions to improve service provision for students. It should acknowledge the higher prevalence of mental health issues among various demographics and promote tailored best practice to address this.
3. To support SUs to influence local decisions on the funding and nature of mental health support services.
4. To challenge institutions to evaluate the impact of their policies, such as academic appeals, and rules on students with mental health issues.
5. To work with NUS BSC and DSC on working with NHS and Black Mental Health UK on conducting research into barriers and experiences of accessing mental health support.
6. NUS to release guidance for SUs and lobby institutions on how to engage in addressing culturally competent mental health services.
7. To campaign and pressure UUK to put investment in better Mental Health services for students at the heart of their strategic project for the sector.
8. To highlight the connection between casualisation and the current mental health crisis in HE, through research and collaborative work with the PGR representative, the UCU and other bodies that represent casualised workers such as the 'FACE' campaign.
9. To lobby BEIS, DoE, AoC and UUK to form a national student mental health task force, with student representation
10. To encourage that all NUS affiliated institutions, on call first aider will be trained in mental health first aid as well as physical first aid.
11. To ensure that all welfare support officers in Students' Unions are trained in mental health first aid.
12. To provide Students' Unions with the resources to assist student societies in gaining mental health first aid training.
13. To raise awareness about the importance of mental health first aid provisions.
14. To work with organisations such as Mental Health First Aid England.
15. Mandate NUS to lobby for the protection of government funding for IAPT and for it to be rolled-out fully.
16. Mandate NUS to work with IAPT to work out how the program can be made fully available to students.
17. Using best practice from existing coaching initiatives such as 'I Will Lead The Way', NUS will create a 'buddy scheme' using online platforms, for pairing up activists within local areas. The scheme should pay particular attention to intersectionality.
18. To develop ways that mental health support and understanding can be embedded into the structures of students unions by supporting unions to:
 - a. Lobby for relevant and appropriate training for all staff
 - b. Ensure that academic policies do not cause undue additional mental distress for students experiencing mental health issues

- 
- c. Ensuring support services and institutional policies are clearly advertised at recruitment and pre-arrival stage and that disclosure of current or previous mental health problems is actively encouraged at application stage
 - d. Integrate mental health into the widening participation agenda, both nationally and locally by providing outreach to people who may not have continued in education as a result of their mental health problems and including mental health in OFFA agreements.
19. To defend the use of counselling as a professional service run by trained staff, and oppose moves by institutions to replace or undermine it with unpaid student “peer” networks.
 20. Help students unions to win on achieving well-supported, appropriate services for students, which are responsive to the feedback of students and service users and flexible to students needs both in terms of the type of service, but also the nature of the service (i.e. number of sessions available, services available in the evenings where possible).
 21. Support students unions to develop joined-up approaches across institutions and external services, including the NHS.
 22. Work with British Association of Counsellors and Psychotherapists to defend the pay and working conditions of counsellors and keep them in-house – not privatised.


Motion 407 | Mental Health First Aid

Conference believes

1. First aid is the assistance given to any person suffering a sudden illness or injury and is provided to preserve life, prevent the condition from worsening and/or promote recovery. This can include intervention in a serious condition prior to professional medical help, whilst awaiting the arrival of medical help.
2. Individuals can go through first aid training courses which provide any layperson the basic skills and knowledge so as to aid in emergency situations when health care professionals are absent.
3. Mental health first aid is an extension of the first aid practice however is not taught in most first aid training courses. It is the provision of initial support until appropriate professional help can be received.
4. Whilst first aid training is required in many professional organisations, mental health first aid training has not been incorporated into this training.
5. Mental health first aid can provide individuals with the skills to understand and identify symptoms of mental health problems and the confidence to assist individuals before professional help can be reached.
6. Mental health first aid can also help train individuals in identifying mental illness so as to prevent the worsening of symptoms.

Conference further believes

1. Students' Unions, FE and HE institutions are all required to have on-call first aiders however none are required to be trained in mental health first aid.

- 
2. NUS and SU's are currently committed to campaigning for increased mental health provisions and so providing mental health first aid is essential in doing so.
 3. 1:4 British adults will experience mental ill health at some point in their lives. In 2013 15.2 million days of sickness absence across the UK were caused by stress, anxiety and depression. By learning to recognise symptoms this ratio could be improved³⁵³⁶³⁷.

Conference resolves

1. To encourage that all NUS affiliated institutions, on call first aider will be trained in mental health first aid as well as physical first aid.
2. To encourage all welfare support officers in Students' Unions to be trained in mental health first aid.
3. To provide Students' Unions with the resources to assist student societies in gaining mental health first aid training.
4. To raise awareness about the importance of mental health first aid provisions.
5. To work with organisations such as Mental Health First Aid England.

Motion 408 | Ticket to Ride

Conference believes

1. Around 30% of FE students travel by train to College
2. That no discounted rail fares can be obtained using a 16-25 railcard before 10am
3. Rail fares have risen by over 25% on average since 2010³⁸
4. Anyone studying more than 15 hours per week may purchase a 16-25 railcard
5. Apprentices over 25 are not eligible for a 16-25 railcard

Conference further believes

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

Conference resolves

1. For NUS to campaign to Department of Transport, ATOC & Transport Focus for lower rail fares for students and for the lifting of peak restrictions when using a 16-25 railcard.
2. NUS to campaign for all apprentices to be able to purchase a 16-25 railcard.
3. NUS to campaign for all new rail franchises to include student discounts.

Motion 409 | It Stops Here/ Sexual Violence

³⁵ mhfaengland.org/why-is-it-important/

³⁶ webarchive.nationalarchives.gov.uk/20160105160709/www.ons.gov.uk/ons/dcp171776_353899.pdf

³⁷ Sickness absence in the labour market: February 2014, Office of National Statistics, www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/articles/sicknessabsenceinthelabourmarket/2014-02-25 (accessed 22/03/2017)

³⁸ orr.gov.uk/_data/assets/pdf_file/0018/21591/rail-fares-index-january-2016.pdf



Conference believes

1. Research has highlighted the problem of abuse and harassment by staff towards students, and faced by, particularly junior, women staff.
2. Last month UUK published the findings of its taskforce on campus sexual violence, alongside guidance replacing the outdated Zellick Report.
3. However, the guidance and report did not adequately consider harassment and abuse perpetrated and faced by staff.
4. The marketisation and cuts to HE make it harder for survivors to speak out, fearing for their careers

Conference resolves

1. Produce resources to support students facing sexual violence perpetrated by staff, and to support existing campus campaigns
2. demand that universities record and make public all data on sexual violence, including that faced by staff
3. support campaigns against casualisation led by students and trade unions
4. produce guidance for SUs on student-staff misconduct and support them in developing campaigns and policies within their institutions

Motion 410 | NHS Bursaries

Conference believes

1. Nursing, Midwifery and other allied health professional students do not currently pay tuition fees. They receive bursaries and a reduced-rate student loan to help with living costs.
2. A fixed number of places are funded based on local 'workforce plans', designed to fulfill the needs of the NHS.
3. The government plans to end these bursaries from 2017, replacing them with tuition fees and maintenance loans
4. The Royal College of Nursing oppose this as 'unfair and risky' and the Royal College of Midwives (RCM) as 'threatened the future of maternity services in England'³⁹.
5. Nursing, midwifery and allied health admissions have fallen by 20% this year – in some institutions almost 50% - compounding the NHS understaffing crisis⁴⁰.
6. Many current healthcare students are mature or graduates, but graduates will be unable to access loans.
7. Many healthcare students have strong vocational training commitments alongside summative academic work, making further paid work difficult.
8. The bursary is currently insufficient to live on.

³⁹ www.theguardian.com/society/2016/jul/21/nhs-bursaries-for-student-nurses-will-end-in-2017-government-confirms

⁴⁰ www.theguardian.com/education/2017/feb/02/nursing-degree-applications-slump-after-nhs-bursaries-abolished



Conference further believes

1. All medical, dental and allied health professional students should receive bursaries, or living grants, which are sufficient to live on without other sources of funding.
2. The removal of the bursary will reduce access, particularly for graduates
3. The experiences and backgrounds of mature students, graduate students and students from lower socio-economic backgrounds contribute to the diversity of healthcare professionals, which is important.
4. Other healthcare students' bursaries are at risk.
5. Healthcare workforce planning should be planned to meet the needs of the population.
6. Universities will likely cut less popular, specialised courses while expanding popular courses, meaning students may gain vocational qualifications for which there are no jobs, whilst other job vacancies and health needs go unfilled.
7. The NUS should campaign for an end to fees and marketised education and for living grants for all students. However, the specific situation of healthcare students means that separate NHS Bursaries campaigning can make different alliances and win easier victories.


Conference resolves

1. To campaign for reinstatement of, retention of and expansion of NHS bursaries for healthcare students.
2. To work with relevant trade unions and engage with healthcare students to campaign on this.
3. To highlight the particular situation of healthcare students in broader campaigns against marketisation of education and fees, and for living grants.

Motion 411 | Housing

Conference believes

1. Students are facing a housing crisis
2. Poor housing condition can cause stress, ill health and adversely affect a student's attainment and overall experience.
3. Intimidation tactics used by landlords and letting agents to encourage students to 'panic buy' their accommodation should be condemned.
4. Effective accreditation improves the quality of student housing across the UK
5. Marketization of education goes hand in hand with the rapid expansion of privately owned student accommodation, which can be extremely expensive, push up the general cost of housing, and represent a real barrier to accessing education.
6. NUS has already committed to campaign for demands including scrapping letting agents' fees, taxing empty homes and multiple homes, scrapping council tax, permanent tenancies, a council house building program, and rent controls.
7. The housing crisis is only getting worse for both students and the rest of society.
8. The new Housing & Planning Bill is a huge further attack on social housing and will:

- 
- a. Force councils to sell off good quality council housing to private landlords.
 - b. Remove secure tenancies from council housing residents.
 - c. Push up rents for many council tenants.
 - d. Cut investment in social housing
 - e. Undermine the rights of travellers and gypsies.
9. The UCL rent strike was successful and the NUS now has a stance towards supporting further rent strikes
10. The rent strikes primarily affect students in University accommodation and Halls, the private sector is scattered and so harder to organise action in.
11. The number of private renters has doubled in the past decade to 11 million, making it the second largest housing tenure in the UK.
12. National trends indicate we are moving towards being a nation of long-term renters.
13. Rent prices and fees, alongside evictions, and complaints about unhealthy homes are on the rise.
14. ACORN's #RentersRising campaign intends to train and build community groups to campaign locally against unfair landlords, agencies and a Government which encourages their unethical behaviour. The movement has built a 6000 strong network in Bristol and are now supporting renter activism in Birmingham, Newcastle, Reading and Weston Super Mare.
15. #RentersRising workshops focus on:
- a. Educating tenants on their rights and identifying non-present rights that need to be campaigned for.
 - b. Developing strategy and campaigns on a local level.
 - c. Building local leadership teams and organising the #RentersUnion

Conference further believes

- 1. Affordable, decent housing is of huge importance to student welfare and to access to education.
- 2. Students at several campuses have shown that rent strikes are a powerful weapon against exploitative landlords – winning compensation, bursaries and rent freezes
- 3. The establishment of Tenant's Unions can help organise students in the private renting sector
- 4. Tenant's Unions would be able to campaign on city wide issues, like rent or local housing regulation. This would not only benefit students but the whole of the community in areas which have seen a dramatic increase in rent with a rising student population, like Coventry.
- 5. As a representative body of students and apprentices affected by rising rents and poor quality housing; NUS should collaborate with ACORN, support Students' Unions to campaign for fairer renting conditions, and challenge agents' and landlords' unethical behaviours locally.
- 6. As the generation of students most likely to stay within the private rented sector the longest, it is essential to challenge the unethical behaviours of the sector to prevent the cycle of rising rent, poor conditions and a lack of accountability.
- 7. Students without a UK guarantor are unfairly treated by landlords and agencies
- 8. The decision by the Chancellor to remove admin fees is welcomed by students – however it is imperative these fees do not manifest themselves in other hidden charges.



Conference resolves

1. Support efforts by students and students' unions to secure affordable and quality housing.
2. Support CMs in developing activities to ensure that students are informed consumers.
3. To distribute guidance on how to help students avoid renting scams.
4. NUS to issue guidance on letting agencies; how they function, accreditation, key problems students' experience, and financial risks.
5. To lobby strongly for regulation of letting agents
6. To call for compulsory smoke alarms and carbon monoxide detectors in all rented housing.
7. To create modules of Tenant Activist Training
8. Work with the "Kill the Housing Bill" campaign, which is a coalition of trade unions, local tenants' federations, activist groups and gypsy & travellers associations.
9. Produce and promote useful information about how to campaign for decent, affordable housing and how to organise rent strikes, and provide support and assistance to student rent strikers.
10. To promote the establishments of Tenants Unions and provide training and help to universities that wish to take up the initiative.
11. Continue our commitment to cooperating with non-student housing campaigns and tenants' organisations, aiming in the end to have unified democratic tenants' unions for all in every town, city and region.
12. To mandate Vice President for Welfare to coordinate this as part of their official duties
13. To continue to support Unions engaged in rent strikes with their institution and campaigning for positive changes to the sector.
14. To mandate NUS to work with ACORN in supporting strikers community organising within Students' Unions.
15. To support regions and nations in establishing #RentersRising workshops.


Motion 412 | It's Time To Combat Anti-Semitism

Conference believes

1. NUS leadership at the time of writing have failed to take Jewish Students' concerns seriously in relation to anti-Semitism, on campus or within the organisation, according to the Home Affairs Select Committee, whose report stated that the National Presidents comments "smack of outright racism"⁴¹.
2. 77% of Jews in Britain have witnessed anti-Semitism disguised as a political comment about Israel (YouGov 2015)
3. According to the Community Security Trust, there were 41 anti-Semitic incidents where the victims were Jewish students, academics, or other student bodies, compared to 21 such incidents recorded in 2015⁴².

⁴¹ www.publications.parliament.uk/pa/cm201617/cmselect/cmhaff/136/136.pdf


⁴² cst.org.uk/public/data/file/b/e/Incidents%20Report%202016.pdf

- 
4. 15 of the 27 incidents between January and June 2016 involved the harassment and abuse of Jewish student activists on social media.
 5. Anti-Semitic attacks are on the rise in Britain', with incidents such as brick attacks on synagogues, anti-Jewish graffiti and even bomb threats occurring in recent years.
 6. The Community Security Trust (CST) recorded 924 anti-Semitic incidents across the United Kingdom during 2015.
 7. The Community Security Trust draws a sharp distinction between anti-Israel activity and anti-Semitic activity
 8. it is absolutely vital to integrate a radical analysis of, and opposition to, all manifestations of anti-Jewish hatred and oppression into the work we already carry forward.
 9. The Universities UK, Chakrabarti Inquiry, Home Affairs Select Committee report and recent high profile incidents highlight a need to do more to tackle antisemitism on our campuses⁴³.

Conference further believes

1. All forms of racism and oppression are abhorrent and should be uncompromisingly opposed with as much effort and energy as can be mustered.
2. No student should ever face any kind of racism or discrimination on campus
3. Many Jewish students feel the NUS must do more to combat antisemitism on campus
4. Anti-Semitism is a specific form of racism, relating to Jews and Judaism.
5. Anti-Jewish oppression is the system of ideas passed down through a society's institutions to enable scapegoating of Jews, and the ideological or physical targeting of Jews that results from that.
6. Anti-oppression ethics, coupled with a thorough understanding that multiple oppressions can manifest at one time and are often complex and multi-layered, is crucially important in our efforts to acknowledge anti-Semitism as still being a major problem in society today.
7. Universities have a clear legal obligation to ensure that students do not face discrimination or harassment as per the Equalities Act 2010.
8. NUS has a role in ensuring that safeguarding, anti-discrimination and harassment policies are implemented on university campuses.
9. Under current legislation, Jews are identified as members of a race as well as a religion and police record crimes against them as either racially or religiously motivated.
10. Debate relating to the Israel-Palestine conflict should never target Jewish people for their faith or affinity with Israel
11. It is important to draw a distinction between anti-Israel activity and anti-Semitic activity. Thus criticism of Zionism does not, in itself, constitute anti-Semitism.
12. Jewish students have the right to define what they constitute as antisemitism, as per the Macpherson principle which NUS upholds.
13. In recent years, NUS has been guided by the EUMC Working Definition of Antisemitism.

⁴³ www.publications.parliament.uk/pa/cm201617/cmselect/cmhaff/136/136.pdf

- 
14. Recent work in the UK has identified the International Holocaust Remembrance Alliance (IHRA) as a more useful definition, partly because the UK is one of 31 signatory countries to this alliance.
 15. The recent Home Affairs Select Committee report recommended that the IHRA definition be formally adopted by the UK government, law enforcement agencies and all political parties. NUS should be included in this list⁴⁴.
 16. On 11 December 2016, the UK Government and the Labour Party adopted the IHRA definition of antisemitism⁴⁵.

Conference resolves

1. To reaffirm its commitment to tackling anti-Semitism in all of its forms.
2. NUS is mandated to publicly oppose actions that are anti-Semitic based on the aforementioned definitions.
3. To mandate all members of the National Executive Committee, the President and Vice-Presidents to redouble their efforts to prevent anti-Semitic behaviour in the NUS
4. NUS be mandated to publish a bi-annual report detailing all incidents of racism, including anti-Semitic incidents and instances of anti-Jewish oppression.
5. The work of Jewish organisations, particularly Jewish student organisations, is consulted when developing work against anti-Semitism so as to ensure resources are provided to help Students to understand the nuances and fully comprehend these policies, in particular to produce a new and updated version of 'A Student's Guide to Antisemitism' for the academic year 2017/18.
6. To encourage discourse on the Israel-Palestine conflict which does not encourage or involve anti-Semitic behaviour.
7. To work with Students' Unions on work to combat hate crime online.
8. To lobby institutions to provide additional support to students during times of higher tension to ensure that campus remains a fair, open and safe space to all students irrespective of their religious, national, ethnic or racial identity, especially in light of the increase in hate crimes since Brexit.
9. To provide educational training on antisemitism as part of the Sabbatical Officer Summer training and throughout the year.
10. To adopt the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism.
11. To recommend that Students' Unions use the IHRA definition in guiding their responses to incidences of antisemitism.

Motion 413 | Dual GP Registration for Students


Conference believes

1. There is currently a crisis in student mental health – a previous NUS survey has found that 80% of students experienced mental health issues in one year⁴⁶.

⁴⁴ www.publications.parliament.uk/pa/cm201617/cmselect/cmhaff/136/136.pdf

⁴⁵ www.theguardian.com/society/2016/dec/12/antisemitism-definition-government-combat-hate-crime-jews-israel and labourlist.org/2016/12/corbyn-backs-official-definition-to-stamp-out-repugnant-anti-semitism/

⁴⁶ www.theguardian.com/education/2015/dec/14/majority-of-students-experience-mental-health-issues-says-nus-survey

- 
2. There is a lack of continuity of care for students who live away from home during term-time – long breaks over the Christmas period and summer leave students without help.
 3. It's incredibly difficult to get a doctor's appointment. People are often waiting weeks for an appointment with a GP, and face waiting lists of over six months for mental health services.
 4. Students cannot currently be registered with their home GP and a GP near their place of study
 5. While students are able to temporarily register with a different GP's practice while away from University, students are likely to spend more than 14 days from their term-time address during the holidays.

Conference further believes

1. Students Need Flexability, especially as many students do not live in their university towns full time
2. The report from HEPI on student mental health released in September 2016⁴⁷ found that students with mental illnesses lack continuity of care between home and university, where making an appointment can be overwhelming in itself.
3. The HEPI report suggested that being registered with two GPs practices simultaneously will allow students who live away from home to have better access to care during their studies and whilst being back at home.

Conference resolves

1. To lobby the government and the NHS to allow students to be simultaneously registered with a GP at both their home address and their University address.
2. To support universities and student unions in maintaining an on campus GP surgery, and lobby universities without a GP to set up a the provision for one to attend their campus health centre.

Welfare Zone Policy Passed at National Conference 2018

Motion W101 | Mental Health – From The Roots Up

Conference believes

1. There is a crisis in student mental health.
2. Universities and Colleges are failing a generation of students by failing to prioritise mental health.
3. Government cuts to NHS budgets has led to mental health services being scaled back or withdrawn across the UK⁴⁸.
4. Since 2007 there has been a fivefold increase in the proportion of students who disclose a mental health condition to their university and services on campus are not keeping pace with demand⁴⁹.

⁴⁷ www.hepi.ac.uk/wp-content/uploads/2016/09/STRICTLY-EMBARGOED-UNTIL-22-SEPT-Hepi-Report-88-FINAL.pdf, page 8

⁴⁸ <https://www.theguardian.com/society/2017/jul/07/nhs-bosses-warn-of-mental-health-crisis-with-long-waits-for-treatment>

⁴⁹ <https://www.ippr.org/files/2017-09/not-by-degrees-summary-sept-2017-1-.pdf>

- 
5. 94% of Universities report an increase in demand for counselling services, while 61 per cent report an increase of over 25%. In some universities, up to 1 in 4 students are using, or waiting to use, counselling services⁵⁰.
 6. The lack of adequately funded, culturally competent, and easily available mental health services on campus or through the NHS is has serious consequences. A record number of students died by suicide in recent years: between 2007 and 2015, student suicides increased by 79%. In 2014/15, a record number of students (1,180) who experienced mental health problems dropped-out of university, an increase of 210% compared to 2009/10⁵¹.
 7. 85% of FE colleges reported an increase in students with disclosed mental health issues since 2014, with 54% reporting the increase as 'significant'⁵².
 8. 23% of FE colleges have no mental health support workers whatsoever, and 60% only have part-time provision for their students⁵³.
 9. Research conducted by the AoC (Association of Colleges) in 2017 found that 100% of colleges reported having students diagnosed with depression. 99% reported having students diagnosed with severe anxiety, 97% with bipolar disorder and 90% with psychosis.⁵⁴
 10. We reject any assertions that improving student mental health is simply a case of building 'resilience' amongst the student population.
 11. Universities all around the country are posting record surpluses and engaging in huge Capital Investment Projects, the money is available to fund our Mental Health Support Services.
 12. Tackling the Student Mental Health crisis is a priority for hundreds of sabbs around the country every year- we must do more to share knowledge and network the movement on tactics and experiment with new methods of big organising.
 13. Levels of mental illness, mental distress and low wellbeing among in the UK are increasing and are high relative to other sections of the population.
 14. Research launched by the IPPR in 2017 found that almost five times the number of UK-domiciled first-year Uni students disclosed a mental health condition than ten years previously.
 15. Female students are more likely than male students to disclose a mental health condition
 16. A record number of students died by suicide in 2015.
 17. Universities UK launched a framework for universities which calls on all UK Universities to develop a Student Mental Health Strategy, Policy and Action Plan but only 20% of Universities have such a plan and almost no FE Colleges have one.
 18. Many people do not feel comfortable publically discussing their mental health issues.
 19. Students have reported that they will generally speak to friends about their mental health before approaching professional services.
 20. The Student Money Survey 2017 reported that the average maintenance loan leaves students as much as £221 short, with 50% of students reporting that their finances have caused their mental health to


⁵⁰ ibid

⁵¹ ibid

⁵² <https://www.aoc.co.uk/sites/default/files/AoC%20survey%20on%20students%20with%20mental%20health%20conditions%20in%20FE%20-%20summary%20report%20January%202017.pdf>

⁵³ ibid

⁵⁴ AoC, Survey on students with mental health conditions, 2017




suffer. The same survey suggests that 12% of students are reliant on credit card balances to get by, with 2% using payday loans.

21. NUS's work following the 2017 motion 'Mental Health First Aid' is improving the number of Mental Health First Aiders on our campuses, but these are still in the minority.
22. Vice Chancellors and Principals must have been living under a rock not to have noticed the mental health epidemic sweeping UK campuses, yet large numbers appear to be dragging their feet on creating any strategies with tangible and effective outcomes that they can be held to account over
23. All Colleges and Universities should indicate that they are thinking strategically about prevention and treatment of student mental health and allocating the right resources to tackle the issue
24. Students with mental health issues who are unable to work often find themselves in financial difficulty, which can lead to increased stress which can potentially worsen their mental health. This is not covered in the already existing provisions for students with mental health issues provided by Disabled Students' Allowance, therefore there is no extra financial support for students that find themselves in this situation.
25. That Students' Union officers who are supporting students dealing with this loss, or who have known the student who committed suicide, can find this difficult to cope with.
26. That mechanisms should be in place to support officers to support students.
27. That student suicide on campus is a huge, mostly hidden, issue.
28. Campaigns for mental health awareness have significantly changed the conversation about mental health in the past ten years;
29. These campaigns and other factors such as increased pressure at university and increasing financial stress have resulted in an increase in students seeking help for mental health issues;
30. Student-led organisations in Students' Unions, colleges, welfare teams, and charities such as Nightline have had to bear the brunt of mental health support;
31. This often comes at the cost of the volunteers' mental health;
32. Training provided to these students is currently limited to active listening techniques and mental health first aid;
33. Those suffering from long term conditions need professional help from accredited counsellors and therapists;
34. These professionals are overbooked and understaffed, with an underfunded NHS that provides mental health support proportional to the population of the area, and not the demographics;
35. 29% of students are estimated to face some form of psychological distress whilst at university (Benwick et al. 2008)
36. Universities and colleges do not have a universal standard of mental health care;
37. Excessive administration involved in setting up appointments by phone and email actively worsens mental health conditions.

Conference further believes

1. There are numerous causal factors that impact on student mental health, including but not limited to: poor quality and overpriced accommodation, lack of diversity in student halls, lack of appropriate




provision for trans students in halls, isolation experienced by international students, students of faith, loneliness, students that live at home and student parents and carers, and specific challenges of oppression faced by Black students, Disabled students, Women students and LGBT+ students.

2. Anyone who resides in the UK can only be registered at one GP surgery at a time;
3. If students register with a GP whilst at University, they are then unable to access the care they need when they return home, often with difficulties registering as a temporary resident;
4. Home GPs often are not familiar with the mental stress of University and College;
5. Switching GPs is difficult when taking time off school,
6. Students can be discouraged from returning to university at the prospect of having to go through the registration process again.

Conference resolves

1. NUS must to equip Unions with the skills and resources to enable them to carry out their own grass roots campaigns to increase mental health funding on their campuses.
2. The VP Welfare will arrange a grassroots campaign and badged roadshow across the UK to deliver mental health and campaigns training.
3. NUS Welfare Zone Committee will help contact student officers who have an interest in mental health and signpost them to the available resources and training.
4. The VP Welfare will ensure there will be a strong focus on mental health in all NUS sabb and student officer training and specifically in Lead and Change summer training and FEstival, and work with the Nations to deliver equivalent regional training events. This training will address cultural sensitivities include specific information on the experiences of different liberation groups and students from different backgrounds.
5. Training will feature discussion of the real issues affecting student mental health, looking at all the contributing factors to poor mental health including the university and college systems themselves.
6. The VP Welfare will work with the VP Society and Citizenship to ensure that the Society and Citizenship's campaigning and activist training through the activist academy can be adapted for specifically campaigning on mental health funding, awareness and provisions. This includes theories of change, effective campaigns, measuring impact in campaigns, as well as practical aspects of campaigning.
7. NUS will provide a set of research tools for SUs to use to study their own student populations to collect relevant data which can be used as part of their lobbying activities.
8. NUS will create a guide for SUs to lobby their institutions effectively for enhanced block grant with funds ringfenced for mental health and for SU advice centres, specific to HE and FE
9. NUS will create and provide resources for SUs to lobby their institution to ensure they implement a fully funded and thorough university or college mental health strategy, with significant input from students.
10. NUS will provide guidance and resources to FE to support them in ensuring that there is a trained Mental Health lead in every college. This guidance will also include ensuring that college tutors and

- 
- staff who have regular contact with students are trained in Mental Health First Aid and that all college staff are trained in mental health awareness.
11. NUS will support FE unions in ensuring that their colleges build stronger links with local mental health services and should prioritise a smooth transition from CAMHS to AHMS to certify that no student is lost in this transition.
 12. NUS will support and provide guidance for SU's in ensuring their and their institutions' mental health and support services are culturally competent.
 13. NUS will lobby at a national level for increased NHS funding, and ringfenced mental health funding from within the NHS.
 14. VP Welfare will work with officers to ensure that mental health funding is at the forefront of discussions with the Office for Students, BIS, AoC and UUK.
 15. NUS will work with partners including UUK and Student Minds to support students' unions role in the UUK #StepChange strategy for a whole institution approach to student mental health.
 16. VP Welfare to continue to roll out Mental Health First Aid Training through the Learning Academy, and make this more sustainable by delivering it through internal means.
 17. NUS to work with external representative organisations to further understand the needs of students from minority and oppressed backgrounds and the additional factors that may affect their mental health. NUS will work together with them to ensure NUS' campaigning is inclusive of these issues and to campaign for culturally competent campus mental health services.
 18. NUS will introduce a minimum standards for mental health provision to be included in the NUS Quality SUs framework
 19. NUS will work with representative student organisations that represent marginalised and minority groups in helping them to continue to break down the stigma around mental health in their communities.
 20. To lobby for all Institutions to implement the recommendations in the UUK Step Change framework in discussion with students' unions.

Welfare Zone policy passed at National Conference 2019

Vision for Welfare

Conference Believes

1. The marketisation of education has had a profound and disruptive impact on Further and Higher Education.
2. Students are facing a looming crisis- as the impacts of increasing debt, increasing living costs, social isolation, lack of pastoral support, and competition-driven academic experiences combine. This is heightened and exacerbated for students that identify into liberation or minority groups.
3. The NHS is being vastly underfunded and students in allied medical fields are bearing the brunt of these cuts within education, working more hours and under more gruelling conditions.⁵⁵
4. According to the NUS Accommodation Costs Survey, the average annual rent for a student living in halls in 2018/19 is £6,366, up six per cent on the previous year and by a third on 2012/13. In London the average is £8,875 and for the rest of the UK £5,928. The cost of rent in this sector has risen above inflation for over a decade and continues to outstrip available student finance.⁵⁶
5. The level of student debt is rising⁵⁷.
6. The impact of debt and the cost of living increase is having a clear detrimental effect on student wellbeing and mental health.⁵⁸
7. Students' access to social security has been severely limited by welfare reform - for example through tightening of the eligibility of Personal Independence Payment , the two child tax credit cap and the roll out of Universal Credit .
8. Students who can claim social security (typically disabled students and student parents) are those with some of the highest costs .
9. From July 2016 to July 2017 there were 95 suicides at higher education institutions in England and Wales. This number is higher than in previous years .
10. Conference Further Believes:
11. There are many reasons for the rise in suicides, including a lack of culturally competent care, high waiting times to see counsellors at many institutions, and the increasing reliance on online mechanisms that do little to actually help students in a crisis.
12. Many on-campus services such as counselling are only offered during a 'standard working day' of 9am-5pm.
13. There is often additional restrictions on appointments, such as they must all be held on the same day of the week, they're not allowed to be held over the phone, etc.
14. Students such as paramedics or nurses who are on placement may be unable to meet these restrictions due to placement schedules.

⁵⁵ https://www.theguardian.com/healthcare-network/2017/jan/04/2016-was-the-worst-year-in-nhs-history-we-must-fight-for-its-survival?CMP=Share_iOSApp_Other

⁵⁶ <https://www.nusconnect.org.uk/resources/nus-and-unipol-accommodation-cost-survey-2018-full-report>

⁵⁷ <https://www.ft.com/content/80fb3686-e4ee-11e7-8b99-0191e45377ec>

⁵⁸ (Reference: Current research into the general student population has shown, according to figures released by IPPR in their report Not by Degrees, that over the last decade there has been a fivefold increase in the proportion of students who disclose a mental health condition to their institution (<https://www.ippr.org/publications/not-by-degrees>).


<https://www.independent.co.uk/news/uk/home-news/disabilities-minister-penny-mordaunt-dwp-block-benefit-payments-160000-people-emergency-pip-bill-a7598391.html>

<https://www.theguardian.com/society/2018/jun/28/two-child-policy-costs-families-thousands-financial-support-figures-show>

<https://www.nusconnect.org.uk/resources/students-and-universal-credit-briefing>


<https://www.scope.org.uk/campaigns/extra-costs>

[1] <https://www.bbc.co.uk/news/health-44583922>

- 
15. In addition, students who are abroad with partner institutions may not be eligible for counselling services at the partner institution, or these services may not be available.
 16. That waiting lists at NHS Gender Identity Clinics are illegally long, with trans patients wanting to access healthcare in the south west having to wait up to five years.
 17. The roll out of transition-related healthcare in Wales has been widely criticised, with the British Medical Association reporting an unacceptable lack of progress.
 18. Trans students are often early in their transition and therefore are disproportionately likely to access gender identity services.
 19. NUS represents trans children in further education who are accessing the Gender Identity Development Service at Tavistock, one of only a few clinics that provides young trans people with transition-related healthcare.
 20. Trans students widely report their wellbeing being correlated to access to transition-related healthcare.
 21. Due to financial crises many students face periods of homelessness
 22. This disproportionately affects students who are estranged from their parents
 23. This has a particular impact on students in London where we have a housing crisis
 24. Mental health support is particularly important for survivors of Sexual Harassment, Sexual Violence and hate crime
 25. This support needs to be delivered by professionals with high levels of training
 26. This support should be prioritised and properly resourced by institutions, universities and colleges
 27. That local SU's will be making the case for proper provision, but need the added support that NUS can provide


Conference Further Believes

1. NUS Welfare Zone has clear policy on what we are against; now it is time to provide an inspiring vision of what we are for. A plan of action is required to explore radical solutions to the long-standing issues that impact on students' welfare.
2. The plan for the welfare zone should be grounded in the absolute belief that education should be free and that NUS should campaign tirelessly to remove the barriers to access to enable everyone to thrive in further and higher education including to campaign for the reinstatement and improvement of Disabled Students Allowance and to bring back grants and bursaries for students.
3. NUS will establish a new definition of what constitutes affordability for further and higher education, that considers the main areas of expenditure for students; namely accommodation, transport and course costs.
4. Everyone has the right to free and accessible healthcare. NUS should always fight for better NHS funding. NUS will stand with students to fight to ensure their access to health services that are fit for purpose and adequately funded, and that are free at the point of use including for International students and migrants. This includes mental health provision, sexual health and contraception services and free safe and legal abortion services in Northern Ireland.
5. NUS will drive forward a clear and coherent plan for change to improve the material wellbeing of students by developing consistent lobbying positions and campaigns that are developed with and shared by member students' unions. We will ensure our campaigns are evidence-based, and truly representative of student voice. We will equip students unions with the tools and expertise to enable them to engage with the work of NUS in a truly collective way.
6. NUS will prioritise the voices of the liberation groups, including but not limited to taking direct steps to tackle racism in halls, discrimination in the private rented sector, the lack of culturally competent support services, staff and student sexual misconduct, period poverty, the racist Prevent Duty in our colleges and universities.

- 
7. Students should have access to social security in a way which is not invasive and punitive such as the current welfare system is.
 8. Universities have a duty to make their services accessible to all students regardless of course, mode of study, or current location of study.
 9. The current out-of-hours offerings, such as online mechanisms or emergency hotlines are not suitable replacements for face-to-face therapy.
 10. The increased amount of scrutiny on trans people has resulted on attacks on the provision of transition-related healthcare, especially for young people.
 11. Young trans people are not "going through a phase", those who are lucky enough to have their family support them are waiting years for basic medical treatment.
 12. Trans people deserve quality healthcare in every corner of the UK.

Conference Resolves

1. To work with SUs to map out key stakeholders we can work with to support and amplify our campaigns and lobbying.
2. To Launch a NUS for NHS campaign that works with students in allied medical fields to fight to save our NHS and improve the learning and living conditions of students.
3. To relaunch the Students Not Suspects campaign and to fight the Prevent Agenda in education and society as a whole.
4. To recommission Pound in Your Pocket research to identify the true cost of living for students and use that as a powerful basis for campaigning work nationally. We commit to sharing data locally with students' unions and providing support to them to use the findings to campaign for change on their campuses as well as at a national level with NUS UK.
5. To establish networks of students' unions working on shared priorities and support them, by providing space, time and resources, to share their good practice and successes with the wider movement. Topics include but are not limited to culturally competent mental health services, staff and student sexual misconduct, anti-gambling initiatives, drug safety and testing kits, sexual health services, mental health strategy development and safety on campus.
6. To help create a dedicated campaign on PG Mental health and fight for workers' rights on our campuses.
7. To support housing campaigns on campus aimed at cutting the rent, improving standards, and fighting for a fair deal for renters as well as creating the first NUS campaign to lobby both universities and local councils to provide accessible and adaptable housing.
8. For the VP Welfare and the Welfare Zone to work alongside the Disabled Students' Campaign, Parents and Carers' Campaign and Women's Campaign in their campaign to stop and scrap Universal Credit.
9. For the VP Welfare and Welfare Zone to work with different campaigns in NUS and external claimants groups in coming up with a vision for social security that works for students and claimants in wider society.
10. The VP Welfare and Welfare Zone should continue work on student mental health and suicide prevention by continuing to campaign for fully funded counselling services on campuses and tackling the causes of student mental ill health, and in the case of Further Education colleges to campaign for ring fenced funding.
11. The VP Welfare and Welfare Zone should continue to campaign for counselling services to remain confidential, so that students do not have to fear their parents being notified of them accessing wellbeing services.
12. The Welfare Zone should prepare Post-vention materials so that students unions can lobby to have them implemented in their institutions in the case of a student suicide.

- 
13. The VP Welfare should work alongside student unions to lobby institutions to have a institutional mental health policy, written in partnership with the student unions.
 14. The VP Welfare and Welfare Zone should campaign on ensuring that students who reach out for counselling or support aren't then penalised by Fit to Study policies.
 15. The Welfare Zone will lobby for more funding to go into university mental health services.
 16. The Welfare Zone will issue guidance to SUs on how to lobby for extended opening hours for counselling services and how to ensure all students are able to access the services.
 17. To stand in full solidarity with trans students in their fight for quality healthcare, and especially with young trans people.
 18. To work with NUS Wales in supporting student lead campaigns around improving trans healthcare in Wales, and to offer assistance in integrating work around trans healthcare into campaigns on mental health.
 19. For any campaign on healthcare to include specific work on improving access to transition-related healthcare.
 20. To work with the NUS Trans NEC representatives in doing the above.
 21. Tackling the housing crisis should be a priority for the Welfare Zone, tackling student homelessness will require a joined up approach from government, local councils and institutions which NUS should campaign for.
 22. To produce examples of best practice by both institutions and SU's in providing high quality support to survivors
 23. To produce research on the impact that access (or lack of access) to high quality support has on students
 24. To lobby the government to make it a legal requirement for institutions to provide resource to support survivors


NUS Commitment to Reproductive Justice and Supporting NUS-USI 'Trust Us' Campaign

Conference Believes

1. The theory of reproductive justice promotes a comprehensive and inclusive approach to reproductive rights discourse that examines a multitude of barriers to reproductive capacity and autonomy including; access to welfare, healthcare, childcare and the impact of poverty, as well as access to contraception and abortion.
 2. The term reproductive justice originates from "SisterSong", an activist group comprised of women of colour in the United States.
 3. Currently, pregnant international students and any dependants will normally need to leave the UK and apply for new Tier 4 entry clearance in order to return to the UK and resume their studies. If they do give birth in the UK, and then leave, they are not allowed to return with their dependents.
 4. Migrant patients may also be asked to show their passports at maternity wards before giving birth.
 5. The continued criminalisation of abortion under sections 58 and 59 of the Offences Against the Person Act 1861, which currently applies to England, Wales and Northern Ireland, perpetuates stigma and places people who terminate their pregnancies outside the NHS at risk of prosecution.
 6. The Abortion Act 1967 was never extended to Northern Ireland. Abortion is legally accessible in NI only where:
 - a. there is a risk to the life of the pregnant person; or
 - b. there is a risk to the long-term mental or physical health of the pregnant person.
- Current abortion law in NI excludes cases of fatal foetal abnormality, or pregnancy as a result of rape or incest.

Conference Further Believes

1. Reproductive justice is the appropriate framework for NUS to use when campaigning on reproductive rights, as it addresses intersecting oppressions that limit reproductive capacity and autonomy.

- 
2. Tier 4 visa implications for international students who give birth in the UK promote a disregard for the human rights and family life of migrants, and current policy denies them reproductive justice.
 3. The inaccessibility of safe and legal abortion in Northern Ireland is a denial of reproductive justice. This puts pregnant international students in NI in a position where they can neither give birth in the UK nor access abortion in their university area.
 4. People who travel from Northern Ireland to England to access a termination are eligible to receive free abortion care on the NHS as of November 2017, but the cost and logistics of arranging transport, accommodation, time off work and childcare continue to present practical barriers to accessing abortion outside Northern Ireland.
 5. Obtaining an early medical abortion by purchasing abortion pills online is a method of abortion frequently relied upon by people who face additional barriers when travelling to access abortion. Taking this action is actively criminalised in Northern Ireland.
 6. Individuals who give birth or terminate a pregnancy should be supported and cared for in their local healthcare system, rather than disempowered and isolated by having to travel elsewhere to do so.

Conference Resolves

1. NUS should commit, across all reproductive rights work, to a reproductive justice approach.
2. NUS should lobby the government to reform current Tier 4 visa policy to allow international students, regardless of nationality, to be able to either give birth or access abortion services in the UK.
3. NUS should lobby the government to decriminalise abortion throughout the UK.
4. NUS should support the Abortion Support Network (ASN) and other organisations providing financial, emotional and logistical support to individuals who cannot access abortion services in their local area.
5. NUS should actively engage with, and support the NUS-USI 'Trust Us' campaign for the decriminalisation of abortion in Northern Ireland.


Mental Health Charter

Conference Believes

1. Higher Education in England is facing a 'mental health crisis'. Figures released by the Higher Education Statistics Agency (HESA) show that the number of students withdrawing from their studies due to mental illness increased from 380 in 2009-10, to 1,180 students in 2014-15 (Marsh 2017). 64% of the population of University students are between the age group of 16-24year olds and are vulnerable to Mental Health issues, as 75% of Mental Health problems are developed by the age of 25 (Education Policy Institute, 2018).
2. The number of suicide deaths among UK students has also risen by 56% from 2007 to 2016 (Rudgard 2018). In a twelve month period ending July 2017, the Office for National Statistics recorded 95 student suicides, with students now being at increased risk of suicide compared to young adults in the general population (ONS 2018).

Education Policy Institute (2018) Prevalence of mental health issues within the student aged population [online] available from <<https://epi.org.uk/publications-and-research/prevalence-of-mental-health-issues-within-the-student-aged-population/>> [06 November 2018]

Marsh (2017) Non-continuation summary: UK Performance Indicators 2016/17 [online] available from <<https://www.hesa.ac.uk/news/08-03-2018/non-continuation-summary>> [06 November 2018]



Office for National Statistics (2018) Estimated suicide among Higher education students, England and Wales [online] available from <<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/datasets/estimating-suicide-among-higher-education-students-england-and-wales>> [06 November 2018]

Rudgard (2018) Universities have a suicide problem as students taking own lives undertakes general population [online] available from <<https://www.telegraph.co.uk/news/2018/04/12/universities-have-suicide-problem-students-taking-lives-overtakes/>> [06 November 2018]

Conference Further Believes

1. UK universities are commonly under-resourced with respect to their mental health services and facilities and universities should prioritize to improve accessibility of mental wellbeing support.
2. Universities should provide funding for mental well-being services, that is proportionate to the student population of a University. UK universities have issues gathering data on students who seek mental health support externally.
3. Students to have an improved knowledge on what services are available for them with respect to Mental Wellbeing. UK universities post sign students to seek support from the NHS, and students often do not get the support due to the lack of NHS services.


Conference Resolves

1. NUS to campaign for Universities to have a proportionate number of dedicated Mental Health Staff available to students in relation to total student number OR Spend on Mental Health as a percentage of University Total Spend.
2. NUS to work with SU's to ensure all Universities have mental health services and dedicated trained staff.
3. NUS to work with universities in order to make sure that at universities it is clear and transparent, WHAT services are available on and off campus.

'She's Fine, It's Not A Hate Crime'

Conference Believes

1. Misogynistic behaviour as a hate crime is defined as "incidents against women that are motivated by the attitude of men towards women and includes behaviour targeted at women by men simply because they are women".
2. There is a national discussion with many MPs having supported the idea that misogyny needs to become a recognised feature to the hate crime bill to allow women access to reporting and supporting services.
3. In January 2019, the bid to make upskirting a criminal offence through 18 months of tireless campaigning which was a positive step forward in recognising misogyny as a hate crime. Violations like upskirting, spycam porn, deepfakes, and revenge porn are all crimes aided by new technology that attaches itself to everyday life meaning it is becoming increasingly difficult to detect and monitor.
4. In July 2018, misogyny as a hate crime became policy by Nottinghamshire police, which became the first force in the UK to record public harassment of women – such as groping, using explicit language, or taking unwanted photographs – as well as more serious offences such as assault as a misogyny hate crime.
5. Researchers from Nottingham and Nottingham Trent universities found harassment of women and girls in public spaces remained endemic, with nine out of 10 (93.7%) respondents saying they had either experienced or witnessed it.
6. In Nottingham and Nottingham Trent's survey around female campus experience, a main focus was sexual assault, which had been experienced by 24.7% of survey respondents, indecent exposure (25.9%), groping (46.2%), taking



unwanted photographs on mobiles (17.3%), upskirting (6.8%), online abuse (21.7%), being followed home (25.2%), whistling (62.9%), sexually explicit language (54.3%), threatening/aggressive/intimidating behaviour (51.8%), and unwanted sexual advances (48.9%). This shocked both institutions into lobbying the hate crime bid.

7. Within NUS' research, of those who experienced sexual misconduct, a fifth of women reported losing confidence in themselves; just under a fifth experienced mental health problems, 15.5% reported avoiding going to certain parts of campus, and 13.2% felt unable to fulfil work roles at their institution.

Conference Further Believes

1. Nottingham's pilot for misogyny as a hate crime had 'shocked' university researchers. They were overwhelmed by the sheer volume and nature of the incidents that were reported.
2. By being able to report on misogyny; locally we can focus on what issues are arising and focus Students' Union's sexual harassment campaigns so preventative work can take place on campuses.
3. There should be the ability to keep the definition of misogyny flexible to encompass a variety of behaviours and actions on the back of wolf whistling not being accounted for, as sexual harassment, in Nottingham.

Conference Resolves


1. Create discussions on the experiences of women on campus and help students' unions to inform on current sexual harassment legalisation.
2. Empower Students' Unions to train activists to focus on gender specific issues and provide them with campaigning tools.
3. Where applicable, encourage Students' Unions to create third party reporting centres within their advice centres to ensure that students have a safe and welcoming environment where they can discuss their report and receive extra support.

Culturally Competent Care for all students in our institutions

Conference Believes

1. The mental health crisis has been exacerbated by the the impacts of increasing debt, increasing living costs, social isolation, erosion or inadequate provision of long-standing inclusive sources of pastoral support, and competition-driven academic experiences combine. This experience is heightened for students that identify into liberation or minority groups.
2. Over the last decade, there has been a fivefold increase in the number of students who disclose a mental health condition to their institution. (<https://www.ippr.org/publications/not-by-degrees>).
3. Students from liberation backgrounds are more likely to be diagnosed with mental health problems, are most likely to experience a poor outcome from treatment and more likely to disengage with mainstream mental health services, leading to social exclusion and a deterioration in their mental health.
4. This impacts the way students engage with support services, their institutions, their course and the wider student experience.
5. Welfare and education are inextricably linked, as each have an impact on the other. Our educational establishments have a duty of care to all students and should be providing care that takes into account the social, cultural and linguistic needs of all students.

Conference Further Believes

- 
1. Wellbeing services are not the only department within the institution responsible for ensuring students receive culturally competent advice and care. The onus is shared between senior management, academic staff, support staff and all other student facing services to ensure that students feel welcome and supported throughout their time in further and higher education.
 2. The inclusion of the Prevent agenda within safeguarding frameworks alienates Muslim students from accessing services due to the fear of how disclosures may be construed.
 3. Universities must put in place provisions for placement students who may need to access counselling services whilst away from campus.
 4. NUS will create a comprehensive, coherent plan to improve the wellbeing of students that is built on student feedback, particularly those of liberation and minority students. Our campaigns and stances will be inclusive and caring, and developed with and for all members of students' unions.
 5. NUS will prioritise the voices of the liberation groups, by taking direct steps to tackle the lack of culturally competent support services in colleges, sixth forms, universities and placement providers.


Conference Resolves

1. To work with SUs to collate student experiences on the care they currently receive and provide them with tools to work with wellbeing services in developing a care strategy and staff training plan tailored to their own university.
2. To relaunch Students Not Suspects, and fight the Prevent agenda in education, counselling services and society as a whole.
3. To facilitate cross-learning opportunities between students, students' unions, institutions and sector specialists to share experiences and develop best practice.

Fight for Funds

Conference Believes

1. Nearly two thirds of students and graduates have experienced sexual violence at UK universities. Of these, only 2 % felt able to report the experience to their university (1) with some data reporting that students are twice more likely to be sexually assaulted than robbed (2).
2. The UK government has asked UK Universities to set up and lead a taskforce to develop a code of practice to help tackle sexual violence and harassment on campuses. In March 2016 Universities UK launched a taskforce to develop a cross-institutional approach on violence against women. (3)
3. A report released by NISVIS reported increased prevalence of sexual assaults within LGBT+ communities with 44% of lesbian women having experienced rape, physical violence or stalking. (4)
4. Creating the culture is a joint venture with Cardiff and Birmingham Universities. It targets three key areas of prevention, intervention and response.
5. The Statistics from the Online Disclosure System are an encouraging start, however there is significant evidence to assume that these reports are a small proportion of the larger picture (1). We want to celebrate that Cardiff and Birmingham University have started to become part of the solution. Students starting to report is a success, but we need to reduce the barriers that students face when they come forward.
6. We believe that it is imperative for all universities to create funding for "Creating the Culture" project
7. We call on all universities to strengthen safeguarding procedures to reduce levels of student on student violence and abuse.
8. The current complaints procedure doesn't follow a trauma informed approach. There needs to be a separate process in place for violence-based complaints with trained investigating officers who are appointed promptly



compared to the current process. There also needs to be more diverse solutions to experiences of relationship harm between members of our University communities.

Conference Further Believes

1. The 'Create the Culture' model is excellent and should be mirrored by other establishments, therefore raising the profile of this devastating issue.
2. Recent research shows that 47% of bisexual men, 46% bisexual women and 25% of gay men have experienced sexual violence at some point in their lifetime (5). Furthermore, 80% of the Trans Community will experience at least one incidence of abuse within a relationship (7).

Conference Resolves

1. To lobby all HE funding bodies to agree to enter monthly progress meetings with key staff from NUS and external bodies to monitor & continually develop this service in all universities with SMART objectives.
2. EO to lobby SUs to agree a timeframe of events with their universities. By July 2020 the SUs will have entered into an agreement for long term investment with their University and produce a 5-year plan on further implementation & funding to tackle this issue.
3. Part of the service should include an informal complaints system and an allocation of cases to investigating officers within 3 weeks. This would provide the space for restorative mediation.
4. To work with SUs to improve provisions for our students with protected characteristics, especially LGBT+ community who are presenting to campus services with sexual assault, harassment & domestic violence.
5. To continue open dialogue and active lobbying of the Government for them to adopt a similar approach in tackling sexual violence and abuse in the wider society.

References

4. Newey, Sarah, and Hannah Price. "Revolt Sexual Assault -." Revolt Sexual Assault, revoltsexualassault.com/. [Accessed: 01.10.2018].
5. "Campus Sexual Violence: Statistics | RAINN." RAINN | The Nation's Largest Anti-Sexual Violence Organization, www.rainn.org/statistics/campus-sexual-violence. [Accessed: 01.10.2018].
6. "Taskforce to Examine Violence against Women, Harassment and Hate Crime Affecting University Students: Progress Report No. 1." Universities UK, www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/harassment-taskforce-report-1.aspx. [Accessed: 01.10.2018].
7. "Violence Prevention." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 1 May 2018, www.cdc.gov/violenceprevention/sexualviolence/index.html. [Accessed: 01.10.2018].
8. Cardiff University, Student Counselling and Wellbeing Service, Creating the Culture project.
9. "HEFCW Annual Report and Accounts 2017-18." Annual Report, www.hefcw.ac.uk/publications/corporate_documents/annual_report.aspx. [Accessed: 20.09.2018].
10. "Domestic Violence." Stonewall, 1 Aug. 2018, www.stonewall.org.uk/help-advice/criminal-law/domestic-violence. [Accessed: 28.09.2018].

Rent Strikes

Conference Believes

1. NUS has committed to ending rent practices that make university harder to afford for students, including letting fees and council tax [https://s3-eu-west-1.amazonaws.com/nusdigital/document/documents/36493/2e19f96cbfc0861b028b3607f9d2efb7/Welfare_Zone_Live_Policy_201518.pdf]
2. Student housing prices are continuing to increase well above what ordinary students can afford [<https://www.nus.org.uk/en/news/student-housing-a-look-beyond-private-renting/>] [https://www.huffingtonpost.co.uk/ben-grech/the-student-housing-market_b_16682922.html]
3. Rip-off accommodation fees inflate housing costs for both students and residents
4. Due to the maintenance loan system, high accommodation costs leave a significantly higher debt burden on poorer students



Conference Further Believes

1. Unaffordable accommodation systematically lowers access to education for poorer students and negatively impacts student welfare
2. Rent strikes are an effective form of direct action against exploitative fees and practices, evidenced in campaigns at UCL and SOAS [<http://studentsunionucl.org/articles/union-and-cut-rent-secure-rent-reductions-for-2018-19>][<https://soasunion.org/news/article/6013/SOAS-Student-Rent-Strike-Wins-Compensation/>] among others

Conference Resolves

1. To mandate relevant Officers to provide a range of effective support to student groups undertaking rent strikes, including informational and material support
2. To work to build relationships between student and non-student housing campaigns,
3. To support the creation and growth of tenants' unions

Bursaries, pls & thanks

Conference Believes

1. Bursaries for students are offered for a variety of factors, such as academic, disability or extra-curricular; however, this motion shall focus on bursaries for students with low residual household income.
2. Bursaries have been shown to increase the likelihood of academic success at university.
3. For each additional £1,000 of bursary, the chances of achieving a 'good' degree increase by 3.7%.
4. Financial support spending is predicted to decrease from £408.7 million in 2017/18 to £382.7 million in 2018/19.
5. Of this £382.7 million, 78.6% (£300.9 million) shall be spent on bursaries, scholarships or similar hardship programmes.
6. However, the wider variety of thresholds and financial settlements can be confusing for students. Thresholds vary from £20,000 to £42,875.
7. Thresholds also vary within university years. For example, at Lancaster University, the threshold for students who started in 2018/19 is £30,000. However, those students who started in 2016/17 only have to reach a threshold of £42,620.
8. This leads to inequalities between students and means that some students do not receive financial support despite them having a greater need for it.

Conference Further Believes

1. The present bursary system appears to be working efficiently, in that the poorer and most able students appear to receive the largest proportion of the funding.
2. However, since the abolition of a national minimum bursary, too much variety has been allowed to form with some universities reducing their bursaries from below 10% of their tuition fees (pre-2012 rule).

Conference Resolves

1. To campaign for one bursary threshold to be applied across universities for all UK students.
2. To work with SUs to lobby their individual universities to review their financial settlements with a view to a uniform threshold based on the current academic year and not the academic year they started at university.
3. To highlight the importance of bursaries as a lifeline for students and ensure that they are a part of NUS-Government dialogue and SU-University discussions.



Rogue Landlords

Conference Believes

1. That 'rogue landlords' are a significant cause of the housing problems students face
2. That some landlords make vast amounts of money whilst students are paying to stay in poor quality accommodation which in some cases doesn't meet legal requirements
3. That local councils have both a moral and a legal obligation to take action to improve housing
4. That many Landlords charge some rent over the summer to "save" the house for the summer.
5. That despite this, many students live in terrible situations.
6. That summer retainers are not compulsory, they are put on by landlords, even though in many cases students wouldn't be able to live there in the first place due to repairs.
7. That many students do not know their tenancy rights.

Conference Further Believes

1. That rent retainers are unfair and disproportionately affect lower-income students and care leavers.
2. That cost of living is one of the main factors stopping students from lower-income backgrounds going to University.


Conference Resolves

1. That NUS should support Students' Unions to lobby local councils to introduce local landlord checkers which provide information to students about the status and reputation of potential landlords
2. That this support should include (but not be limited to) producing a toolkit, delivering a briefing and holding a training event for housing activists
3. To focus on upcoming local elections, producing a student manifesto for housing which local council candidates can commit to.
4. To lobby Westminster and the Ministry of Housing and Local Government, to abolish rent retainers.
5. To lobby NUS UK to provide information on students letting rights to all students across England.

Restrict the Rents

Conference Believes

1. Nearly two-thirds of university halls cost more than the minimum student loan.¹
2. Universities which rent rooms or halls from private student accommodation providers e.g. Unite Students and Urbanest are unable to lower student rents below the cost of renting from these providers without making a loss.
3. The 2018/19 Accommodation Costs Survey shows that 49.5% of student accommodation is owned by private providers rather than institutions.
4. The 2018/19 Accommodation Costs Survey recommends that "the Office for Students should require those it regulates to have an affordability policy relating to their own and partnered student accommodation, which should contain meaningful commitments to ensure affordability".
5. The Office for Students cannot directly regulate private student accommodation providers.
6. The NUS/Unipol Accommodation Costs Survey shows that rents have gone up – again.
7. Rents rose by 6% since last year.
8. Rent increases are consistently higher than rates of inflation for the same period
9. On average rent comprised 55% of the maximum available loan in 2012-13.
10. It then rose to 62% in 2015-16 and by 2018, accounted for 73% of the that amount.

- 
11. Just a small proportion of students are eligible for the maximum loan – which means that there will be many students spending a considerably higher proportion of their available funds on rent.
 12. Once upon a time HEFCE would give grants to Universities to build student accommodation.

Conference Further Believes

1. Housing is a human right.
2. No student should have their student experience curtailed by unaffordable accommodation.
3. The amount universities can spend on renting halls or rooms from private providers drives private providers to charge higher rents.
4. Serious measures must be taken to address unaffordable student housing.
5. There are a lot more people living in HMO's than just students (Migrant workers, young professionals, people in halfway homes) the average age of renting today is 35, we are in the middle of an economic crisis but somehow someone somewhere thought that this would be the perfect time to dictate where people should be living.
6. Students often contribute a great deal to their community – not just through boosting the local economy, but also through their charity and fundraising activities.
7. The HE sector has shown a comprehensive lack of responsibility to self-regulate over housing. Universities instead have chosen to use student housing as a way of adding to fee income. Student loan debt and government funding are now lining the pockets of universities and private investors (which provided 87% of new bed spaces in 2017-18).
8. Many students are sold university on campus accommodation on the basis of FOMO. This is manipulative and distorts the market.

Conference Resolves


1. To campaign for the Office for Students to follow the recommendation in Conference Believes 4.
2. To campaign for the Office for Students to cap, as a percentage of university expenditure, the amount universities can spend on renting halls or rooms from private providers, while still providing a minimum accommodation guarantee to students.
3. To call on OfS, DfE, CMA to act on student housing
4. To call for regulation that requires universities to produce an action plan annually demonstrating how it is actively engaging with the private market to ensure the market conditions are sustainable, affordable and high quality.
5. To call for legislation and regulation requiring universities to provide, or to actively intervene in the private market, to ensure a more affordable accommodation market with better value for money.
6. To call for a ban on universities making a profit from student accommodation
7. To call on OfS to ensure that Universities only offer a place to a student if they could guarantee that there was somewhere affordable to live.

(1)<https://thetab.com/uk/2018/08/01/nearly-two-thirds-of-uni-halls-cost-more-than-the-minimum-student-loan-75633>

The Student Rail Card

Conference Believes

1. There is no discounted rail travel for 16-25 (Students) or 26-30 rail card holder for fares under £12 before 10am Monday to Friday.

- 
2. Students living at Home, Mature students, Post-graduates, Students with families and Student carers are more likely to be affected by this problem.
 3. Part-time students from the same categories listed above can't have a rail card if they are studying 15hrs or less a week.
 4. Students in both FE and HE often have to take on part-time jobs and work many hours while studying purely to afford to get to class.
 5. Commuting often students struggle to engage in their student unions due to travel and timings of activities.
 6. Rail fares rose 3.6% in 2017 and have risen again by 3.1% in 2018.

Conference Further Believes

1. Any student regardless of age can access a 16-25 railcard; a scheme designed to assist in reducing rail costs. However, you cannot use this card before 10am, the time when the majority of students will need to use it.
2. The costs of buses and trains have once again risen, increasing the daily cost of commuting.
3. There is a lack of representation and support nationally for commuting students.
4. Rail travel is faster than bus especially at peaks times.
5. Students with responsibility for others benefit from cheaper travel and extra time.
6. High rail fares are a huge barrier to many students accessing their education
7. Improving rail travel access is good for student's education and the environment
8. Senior Rail card holders and Disabled card holders have fewer or no restrictions for discounted travel before 10am Monday to Friday.

Conference Resolves


1. For NUS to campaign to Department of Transport, Welsh Assembly Minister for Transport, Scotland Transport Minister, ATOC & Transport Focus for lower rail fares for students and for the lifting of peak restrictions when using a 16-25 railcard, 26-30 railcard.
2. To lobby for a card called The Student Rail card that can be used by both Higher and Further Education Students whether full or part time to receive discount before 10am.
3. NUS to campaign for all new rail franchises to include student discounts.
4. NUS to campaign to bring in same rules for travel before 10am as Senior Rail Cards, Disability Rail Cards.

Make Xenophobia a Hate Crime

Conference Believes

1. International students and other migrants face nationality-related harassment and violence (xenophobia), which includes but goes beyond race-based discrimination and harassment.
2. The Brexit referendum resulted in the largest spike in hate crime on record. Regardless of the outcome of Brexit in March 2019 there is likely to be a similar response.
3. The NUS has paused funding to the International Students' Officer for 2019/20. (1)
4. Currently, while race is a protected characteristic under the Equality Act 2010, nationality is not.
5. The Law Commission is currently reviewing hate crime laws, including "the existing range of protected characteristics, identifying gaps in the scope of the protection currently offered and making recommendations to promote a consistent approach."

Conference Further Believes

- 
1. Regardless of race, no person, student or not, should be the subject of xenophobia.
 2. Criticism, protest or boycott of a state or a person who is defending or condoning its behaviour should not be considered xenophobia.
 3. If the remit of the International Officer is transferred to a NUS Vice-President, National Conference can pass policy defending international students.
 4. While the ideal solution to xenophobia is to eliminate its roots, an interim solution to the problem is urgently required.
 5. Recognising xenophobia as a separate hate crime will send a message that it is unacceptable and give international students another avenue of legal recourse.

Conference Resolves

1. To work with student unions and partners in the education sector and government to lobby the Law Commission for xenophobia to be recognised as a separate category of hate crime.
2. To support student unions in supporting students who are victims of xenophobia.

(1) https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/46295/ef759eaa92b6a6d2c288dd3880303085/Letter_to_all_NUS_members_22_January_2019_-_Turnaround_update.pdf


Support For Autistic Students

Conference Believes

1. In the UK, there are around 700,000 people who are on the autism spectrum – more than 1 in 100. (ref 1)
2. Almost half of autistic students in higher education have not been diagnosed by the time they start university. (ref 2)
3. Autistic people are underrepresented in higher education, and are 25% less likely to complete their studies than non-disabled students. (ref 3)
4. One of the key challenges faced by autistic students is lack of access to appropriate support due to lack of diagnosis, compounded by negative experiences of self-advocacy. (ref 4)
5. Only around 44% of universities offer screening for specific learning difficulties (SpLDs) and/or autism, and most still rely on self-disclosure and evidence of previous diagnosis. (ref 5)
6. Although national guidelines state that diagnostic assessment should occur within 3 months of referral, availability through the NHS varies significantly by location and is generally prohibitively limited, meaning that the process can be prolonged, difficult, and a significant impediment to students accessing appropriate support while at university. (ref 6)
7. Other options, including referral outside the local area and private diagnosis, bring up additional complications to the process and can be expensive. (ref 7)

Conference Further Believes

1. Difficulty in accessing an initial screening prevents students from taking the first step towards diagnosis and self-advocacy.
2. Autism&Uni, a project focused on widening participation in higher education for autistic people, has produced best practice guidelines for universities and toolkits for autistic students.
3. Autistic students can thrive and excel in higher education if they are able to receive the appropriate support when they need it.

- 
4. It is the responsibility of all institutions to create a culture of inclusion and an environment in which all students are supported to achieve positive outcomes, including autistic students.
 5. Where shortfalls in public healthcare and/or other external factors prevent students from gaining clinical diagnosis, universities should try to mitigate the impact on their access to disability support.

Conference Resolves

1. To lobby universities and colleges to offer free, accessible screening for SpLDs and autism as part of their basic disability support provision.
2. To work with organisations such as the National Autistic Society to campaign for improvement of autism assessment provision nationwide, and an end to the 'postcode lottery'.
3. To support students' unions and other student campaigns to improve autism assessment provision in their local NHS regions.
4. To lobby universities to mitigate the effects of difficulty accessing a diagnostic assessment for autism, by e.g.
 - a. accepting private diagnoses as legitimate.
 - b. Covering the cost of private diagnosis for students in financial need where the NHS wait time is longer than 6 months.
 - c. Provisionally offering institution-based disability support and reasonable adjustments after an initial screening, to be reviewed after diagnostic assessment.
5. To encourage universities to adopt best practice guidelines and tools from projects such as Autism&Uni.

1. <https://www.autism.org.uk/about/what-is/myths-facts-stats.aspx>

2. <http://www.autism-uni.org/wp-content/uploads/2016/02/1373-Autism-Hurdles-and-Drivers-LBU.pdf>

3. Ibid., section 3.1

4. Ibid., section 3.10: "85% of study respondents stated they did not feel comfortable explaining their needs to other people at university, and ensuring that these needs were met. They felt they would be misunderstood and dismissed ... Having to fight for appropriate support is difficult and tiring, and the effort required is not well understood."

5. <http://www.autism-uni.org/wp-content/uploads/2015/10/D2.3-AutismUni-Mapping-Survey-Report.pdf>

6. <https://www.autism.org.uk/get-involved/media-centre/news/2018-07-18-autism-diagnosis-postcode-lottery-exposed.aspx>

7. <https://www.autism.org.uk/about/diagnosis/adults.aspx>: "You can be referred to a service outside your area, but as this costs more, your local NHS commissioning body might question why you need to go there, or whether you really need a diagnosis. Private diagnosis is always an option, if you can pay for one, but you may occasionally find that local service providers (for example, social services) will not accept private diagnoses and will insist upon you having an NHS diagnosis, too."

Trans Healthcare Funds

Conference Believes

1. That the UK trans health system is in crisis due to illegally long waiting lists at gender identity clinics, a lack of doctors and other specialists entering the service, a lack of funding, and demand which increases 20-30% each year. Additionally, services are often not accessible to non-binary people and disabled people.
2. That many trans people end up paying to access healthcare privately because NHS gender identity services are so bad. Moreover, a significant number of trans people are self-medicating using hormones bought online.
3. There is a long history of mutual aid schemes in unions and in other membership-based social movements.
4. Students' unions are often incredibly skittish around giving money to students for the purpose of accessing healthcare, with multiple trans students having been blocked by SU trustee boards in doing so.



Conference Further Believes

1. Seeing students' unions as unions should go beyond the work that trade unions do in the workplace. We should recognise the life-saving systems of mutual aid that have been instituted by many unions across history.
2. Students' unions should financially support trans students who want to access healthcare privately due to illegally long waiting lists.

Conference Resolves

1. Working with the NUS Trans Campaign, to investigate the feasibility and produce a briefing on students' unions setting up trans healthcare funds, to be funded through student fundraising.
2. To work with the NUS Trans NEC representatives in doing the above.

Part-Time Students need Special Support too!

Conference Believes

1. Maintenance loans for part-time students were introduced for courses commencing from 1st August 2018.
2. Full Time students who are eligible for state benefits have a proportion of their maintenance loan that is titled "Special Support Element". This proportion of their loan is omitted as income for means tested state benefits.
3. Part-time students who are eligible for state benefits do not get this "Special Support Element" and therefore receive less in state benefits (which they do not pay back) and see it replaced by their loan (which they pay back).

Conference Further Believes

1. We should encourage and support the widening participation agenda within higher and further education.
2. Part-time study is a legitimate method of study and those who undertake it should not be penalised for doing so, financially or otherwise.


Conference Resolves

1. To lobby the government to ensure that those who are part-time students and are entitled to state benefits get the same provisions offered to those in full time education.
2. lobby government to ensure there are no barriers to education and that they support those who are worst off and need our support the most.

My Money. My Choice.

Conference Believes

1. As a result of the current loan system, payments in England and Northern Ireland are paid at termly intervals throughout the academic year. These are roughly equal payments at the beginning of each term, as advised by the relevant University (www.gov.uk).
2. This conflicts with varying term lengths and costs throughout an academic year, resulting in an excess or shortfall of finances during one term or another for students. This can lead to students taking out further loans and getting in to further debt.
3. NUS research shows that many students find budgeting difficult and hardship funds see an increase in applications at the end of each term.
4. One in Four adults will have a mental health problem at some point in their life. One in two adults with debts has a mental health problem. One in four people with a mental health problem are also in debt. Therefore, debt can



cause and be caused by mental health problems (Royal College of Psychiatrists).

5. The stress of financial pressures can affect student wellbeing and have a domino effect on the student experience for the rest of the academic year which can influence degree outcomes (www.nasma.org.uk).

6. In Scotland the Student Loans Company pay loans in monthly instalments. Scottish students also get a double payment in their first month to help pay for start-up costs, such as a deposit (www.saas.gov.uk).

Conference Further Believes

1. Students come from a wide range of backgrounds and study under a variety of circumstances. The English and Northern Ireland student loan arrangements do not currently allow for students in different circumstances to use the loan that they're entitled to as they may need to.
2. More consistent payments could avoid periodic shortfalls in money and therefore debt. This may impact on students' nutrition, physical and mental health and their housing situations.
3. The option of student loan payments on a monthly basis would allow students to experience budgeting and spending in line with other forms of payment such as wages.
4. Greater flexibility in payment options would allow students to select payment schedules appropriate to their personal circumstances.
5. Larger, termly lump sum payments can cause increased debt for students who do not continue studying or take a break from education.

Conference Resolves

1. To consult with students regarding increased flexibility in the loan payment schedule. This may include monthly (over 12 months), monthly (term time only) and termly options for payment.
2. To begin and increase the lobbying of Student Finance England to implement viable options for the provision of more flexible loan payments for English and Northern Irish students. This will include the opportunity for students to alter their payment schedule with each annual reapplication.
3. If implementation of a new system is successful, to work with Student Finance England to provide students with guidance in selecting payment options.

Equal Access to Faith and Wellbeing Resources for Students From non-Abrahamic Faiths and Traditions

Conference Believes

1. That there is a lack of adequate tailored faith-based support from university chaplaincies and students' unions for students of non-Abrahamic faiths creating a distinct barrier to the proper resolution of all wellbeing-related issues that they face.
2. That most UK universities will usually have chaplains from Abrahamic faiths but chaplains from other faiths and traditions are significantly underrepresented relative to the number of students from these communities.
3. That existing multi-faith prayer spaces are not equally accessible to students from all faiths and traditions.
4. That very few UK universities have equal access to multi-faith prayer rooms for Hindu, Jain, Sikh and Buddhist students although dedicated prayer spaces are provided for students from Abrahamic faiths.



Conference Further Believes

1. That university campuses today should be an environment where all students, irrespective of their faith, beliefs or traditions, have equal access to tailored university-provided wellbeing support.
2. That all students should have this access notwithstanding the size of their faith community relative to the overall student population.
3. That faith-specific chaplains can provide better support to students from their faith as they better understand the cultural and religious context in which these students navigate their university lives.
4. That the equal provision of and access to multi-faith prayer rooms is crucial in enabling all students to connect to their religious practices as a means of maintaining good wellbeing.

Conference Resolves

1. That all affiliated unions should collaborate with representatives from non-Abrahamic faiths and traditions to gain an understanding of the basic principles underlying them.
2. That all affiliated unions must collaborate with student societies representing non-Abrahamic faiths and traditions to understand the needs of these students whilst at university.
3. That all affiliated unions should provide a space on campus that can be used as a multi-faith prayer room for students from non-Abrahamic faiths and traditions.
4. That all affiliated unions should liaise with their university chaplaincies to create a strategy for recruiting chaplains from non-Abrahamic faiths and traditions.

Protecting students at white t-shirt parties

Content Note: Explicit content

Conference Believes

Content Warning

1. In September 2016 at Exeter University Snowsports Club, students graffitied "The Holocaust was a good time" and "Don't speak to me if you're not white." on t shirts at a social event
2. In October 2018 at a Plymouth Conservative society social, swastikas and Hitler moustaches were drawn, as well as references to Enoch Powell and "f**k the NHS"
3. In November 2018, at the Lancaster Snowsports society white t shirt party, students drew offensive pictures and slogans on t shirts. This included "Jimmy Savile was misunderstood", "I like 12 year olds", "Gary Glitter innocent", "Sandyhook woz bantz", "Mandela touched kids", a swastika in a heart and a Hitler moustache.
4. In Autumn 2018, at Newcastle University, students drew graffiti of antisemitic statements, trivialising the Holocaust, on t shirts
5. In February 2019, pictures were taken at a Coventry University sports night of students with swastikas and "the Jews deserved it" written on t shirts

Conference Further Believes

1. SUs have a duty to protect minority students
2. SUs must effectively discipline students responsible for such acts
3. SUs opposition to hatred, including antisemitism, misogyny, islamophobia and homophobia, must be realised through decisive action



Conference Resolves

1. To publicly condemn such instances whenever they arise, and work with the relevant minority groups to ensure their safety and security on campus
2. To issue guidance to SUs on the necessary procedures to undertake if these incidents arise
3. To encourage SU officers to use the appropriate disciplinary proceedings, including escalating cases to the university where relevant
4. To encourage SUs to include such examples in their equality and diversity training for societies