



2021 Proposed Platform  
Amendments

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# Trade Unionism

## Solidarity with Industrial Action

### 2.1 1, 2, 3, fuck the ABCC

#### **Preamble**

The ABCC (Australian Building and Construction Commission) is detrimental to the efforts of unionists everywhere, and should be refuted in its entirety. Created by the biggest anti-union Prime Minister of our time, John Howard, the ABCC continues to create unsafe and anti-union conditions for young people entering the construction industry. For the safety and protection of our members, particularly TAFE construction students, the NUS needs to stand firmly stand against scab so-called 'commissions' such as the ABCC.

#### **Platform**

That the following be added to the 'Solidarity with Industrial Action' section of the Trade Unionism chapter - "The NUS stands firmly against anti-union commissions such as the ABCC that seek to dismantle trade unionism. Such bodies create unsafe working conditions, and their existence leads to unsafe trainee and internship conditions for TAFE trades students."

**Mover:** Zoe Ranganathan

**Secunder:** Sinead Winn

### 2.2 NUS stands in solidarity with workers on strike

#### **Preamble:**

In the current Trade Unionism policy, it is currently only mandated that NUS stands in solidarity with industrial action in the tertiary sector. NUS should stand with all workers engaged in genuine industrial action organised by legitimate trade unions, as key to the advancement of the interests of workers and therefore all sections of society.

#### **Add:**

Trade Unionism

Solidarity with Industrial Action, after 8. NUS supports industrial action undertaken by relevant unions that represent postsecondary education workers. Teaching conditions are learning conditions; our tutors and lecturers share the same fight.

"NUS supports genuine industrial action undertaken by all legitimate unions regardless of industry, including but not limited to: teachers, nurses, and public transport workers in the public sector; warehouse, ports and postal workers; retail and hospitality workers; mining and construction industry workers."

**Mover:** Holly Hayne, UTS

**Seconded:** Rory Gee, Latrobe

## Employment and Wage Rights

NUS recognises that the precarious conditions of young workers is in no way unrelated to low union density and therefore must proactively encourage union membership among students and graduates.

### 2.3 10. Condemning the practice of unpaid internships

**Preamble:**

Students across the country continue to be involved in unpaid internships in order to receive accreditation towards their tertiary education. In recognition of the full-scope of unpaid work for the benefit of the facilitator, the platform should be adjusted to include placements and unpaid WIL (Work Integrated Learning) opportunities. Due to differing geo-specific language and purpose of each unpaid work situation, the adjustment broadens its application and range.

**Amend:**

“The NUS condemns the increasingly common practice of unpaid internships, placements and Work Integrated Learning (WIL). These practices further entrench privilege and bar marginalised students from entering industries in which they are already underrepresented.”

**Mover:** Zoe Davidson

**Seconded:** Oscar Davison

NUS supports full employment as a means to restore dignity and economic security to Australian workers. Further NUS wants to see the Government develop a blueprint for full employment that creates good jobs and provides meaningful work.

### 2.4 14. Youth Job Guarantee

**Preamble:**

The implementation of a full employment agenda through varying layers of Government would see a return to job opportunities for all, secure employment, and good wages. In conjunction with the implementation of a federally funded Youth Jobs Guarantee, Australia has the means to solve the national crisis of insecure work youth and many students face. In turn, the NUS should also advocate for the implementation of a youth job guarantee.

**Action:**

That clause 14 of the Trade Unionism Chapter is amended from:

‘NUS supports full employment as a means to restore dignity and economic security to Australian workers. Further NUS wants to see the Government develop a blueprint for full employment that creates good jobs and provides meaningful work.’

To

‘NUS supports full employment as a means to restore dignity and economic security to Australian workers. Further, NUS wants to see the Government develop a blueprint for full employment that creates good jobs and provides meaningful work. NUS advocates for the implementation of a youth job guarantee as part of this.’

**Moved:** Emily Sagolj on behalf of Gareth Bailey

**Seconded:** Param Mahal

## 2.5 Defining Casual Work

### **Preamble**

Young people and students make up the majority of casual workers in Australia. Whilst some students would enjoy the flexibility of casual work to fit around study and other commitments, many students who should be considered part-time are being intentionally deprived of leave entitlements and job security by their employer under the guise of casual work. One major reason for this is the lack of clarity around what constitutes casual work, which almost invariably benefits the employer. Students should not have to be subject to the casualisation of the workforce and should have access to the entitlements associated with part-time work if desired.

### **Add**

Trade Unionism Chapter, Employment and Wage Rights subheading  
After Clause 14

‘NUS supports stricter legal standards requiring employers to confirm in writing whether work is casual or permanent, to ensure that students are aware of their rights and entitlements at work.’

**Mover:** Tom Kennedy (UNSW)

**Seconder:** Nick Palmer (UNSW)

## The Right to Strike

NUS wants tertiary providers to implement online modules about workplace rights.

## 2.6 17. Your Rights at Work is Union Business

### **Preamble**

More than ever, students, and especially international students, don't know their employment rights. This leads to rampant wage theft, exploitation, and an ongoing of dodgy business ripping young people off. It is our job as a national union to assist student unions in informing students about their rights, in order to keep them safe.

### **Platform**

Amend 17. To include "& encourages all student unions, in collaboration with the NUS, to implement a 'your rights at work' workshop for implementation during oweeks.

**Mover:** Zoe Ranganathan

**Secunder:** Georgie Beatty

## The Gig Economy

NUS strongly condemns corporations who use the casualised nature of the gig economy to exploit and endanger workers

## 2.7 19. Solidarity with Gig Economy Unionists

### **Preamble**

While the NUS acknowledges that the gig economy is inherently exploitative, for a lot of students, its flexibility means that it is the most viable source of income for them. For this reason, the NUS should actively support the unionisation of these industries.

### **Platform**

Addition to '19' - *"and supports the unionisation of the gig economy industry in order for safety and pay standards to be raised for all workers."*

**Mover:** Zoe Ranganathan

**Secunder:** Georgie Beatty

## Police and Trades Halls

## 2.8 22. All unions should be welcome in trades hall councils

### **Preamble**

While the NUS should not ignore the Police's historical role in the disruption of the worker movement, these actions should not reflect on the police unions themselves. It should be the right of all workers regardless of employment, field, or background to unionise and be accepted within all trades halls councils.

This action is independent to the acknowledgement of the Police's historical role in the disruption of worker power and the crimes committed by police to Queer Communities and First Nation Peoples. Actions such as Policy 55. And 60. condemning officers causing deaths of individuals while in custody and officers involved in police brutality are still strongly endorsed. However, such actions and endorsements should not preclude police unions from trades halls simply on their affiliation to the Police.

It is the right of workers to unionise, an action that should not be repudiated by the National Union of Students.

**Action**

Removal of clause 22 of the Trade Unionism Chapter:

'22. NUS calls for the removal of all police unions from all trades halls councils.'

**Moved:** Jonathan De La Pena (Deakin University)

**Seconded:** Emily Sagolj

## Climate Justice

NUS calls for all coal to be phased out.

### 2.9 23. A Just Transition.

**Preamble**

Climate change is a threat to jobs as much as our planet and must be taken seriously by our governments and universities. As such, we must phase out fossil fuels but also invest in renewable energy that is clean, infinite and beneficial to our planet. We must, as trade unionists, support the future of work and the safety of our workers. We can have both climate justice and union jobs.

**Platform**

That the following be added to Trade Unionism provision 23 read as "NUS calls for all coal to be phased out and strongly supports a national transition into 100% renewable energy".

**Mover:** Sophie Nguyen

**Seconder:** Emily Boyce

### 2.10A

Amend: In the first point replace "unions and professional associations" with "organisations"

Amend: In the second point amend it so it reads: "NUS supports the efforts to oppose anti-vax right wing politics"

**Mover:** Emily Sagolj

**Seconder:** Param Mahal



## 2.10 NUS stands against far-right, fake unions

### **Preamble:**

NUS should take a clear stand against far right groups seeking to organise fake “unions” to further their anti-social and reactionary agenda, including opposition to vaccinations and other health measures. It should also oppose efforts by right wing groups to make political and organisational headway in the trade union movement.

### **Add:**

Trade Unionism  
“The Far Right and Unions

NUS opposes the “unions” and professional associations being organised by the far right as a reactionary alternative to the existing trade union movement. NUS supports efforts to oppose the advance of right wing politics in the trade union movement.

NUS affirms that the right wing agenda of opposition to health measures is in opposition to core union values of solidarity and “an injury to one is an injury to all”.

**Moved:** Kelly Cvetkova

**Seconded:** Natalie Acreman

## 2.11 NUS opposes wage restraint

### **Preamble:**

In the context of rising inflation in the global economy, wages in Australia are stagnating or even declining while the profit share of national income is increasing. This is causing a decline in living standards for many workers which must be opposed by NUS. NUS must back wage increases and actively call for them. It must back industrial action by trade unionists to lift wages.

### **Add:**

Trade Unionism  
“Wage restraint

NUS recognises that wages are stagnating or declining in the face of rising inflation, while the profit share of national income is increasing

NUS opposes wage restraint and calls for the immediate lifting of wage freezes, for example in the NSW state public sector

NUS supports industrial action by trade unionists in any industry to fight for above-inflation wage increases and to break wage freezes imposed by either companies or federal or state governments.”

**Mover:** Shirley Killen, MU

**Seconded:** Natalie Acreman, RMIT



# Student Unionism

## The National Union of Students

### 2.12 **Right of Entry**

Preamble:

The NUS, like any union, should have right of entry on sites. This ensures that the union is better able to represent its members, and not be prevented from doing essential work on sites. Particularly following COVID-19, we need to be visible to our members more than ever, and acknowledging right of entry is necessary so that we can carry out union work.

Add:

That the following should be added to 'The National Union of Students' - "The NUS acknowledges that right of entry from NUS Office Bearers onto member campuses is a valid and necessary aspect of representing students on its campuses."

Mover: Zoe Ranganathan

Seconder: Georgie Beatty

### 2.13 **NUS needs activist groups in every state**

Preamble:

NUS has previously had active and engaged education action networks or similar around the country. These bodies have been responsible for carrying out the campaigns agreed upon by NUS and were vital for successful and active campaigns. These networks should be re-established.

Add to section The National Union of Students

3. NUS works best when it is engaging students in campaigns. To that end NUS and its office bearers and state branches will facilitate activist networks around the country that can be democratic organising spaces for the many campaigns NUS will run each year. These organising networks should have facebook groups that will also be linked onto the NUS website to help students get engaged.

Moved: Kelly Cvetkova, Monash

Seconded: Yasmine Johnson, USyd

## For an Activist Student Body

NUS reinforces that its role is to organise students to campaign against attacks on education and in broader struggles for social justice, and encourages campus unions to do the same

**2.14 6. For an Activist Student Body**

Preamble

this motion should mention environmental activism and decolonisation as key sites of student struggle

Amend

the 6<sup>th</sup> policy in the student unionism chapter is changed to add “anti-colonialism and climate justice” after “Social Justice”

Mover: Chris Hall

Seconder: Bridge Truell

NUS fundamentally believes in grassroots organising and direct action. The achievements of many reformers warrants praise but ultimately all meaningful change comes from collective action and grassroots organising, not a single, lobbying only strategy.

**2.15 9. Grassroot organising and direct action.**

**Preamble:**

Although recognised that the NUS must be a vocal, action-driven group of students, the NUS should be mindful that constructing productive working relationships are formed on the basis of mutual agreement and collaboration. While acknowledging that simply lobbying for change is unprogressive, and timely, however, it should nevertheless be disregarded as an important and valuable form of activism and striving for change.

**Amend:**

After ‘grassroots organising’, amend ‘not a single, lobbying only strategy’ to “*with an integrated approach using direct action and lobbying.*”

**Mover:** Zoe Davidson

**Seconder:** Natalie Tew

## Independence of Student Unionism and Activism

The NUS recognises the independence and autonomy of all democratically elected student representative bodies in Australia

**2.16 10. Independence of Student Unionism and Activism**

**Preamble:**

This independence of student unionism and activism section of the Student Unionism chapter has a bunch of clauses which essentially repeat themselves. This amendment just cleans up this section of the chapter.

**Action:**

That clause 10 of the Student Unionism Chapter be amended from:  
'The NUS recognises the independence and autonomy of all democratically elected student representative bodies in Australia'

To

'The NUS recognises and will work to protect independent, democratically elected student unionism in Australia from interference from university administrations or government legislation.'

And that clauses 11 and 12 of the Student Unionism Chapter be deleted:

'11.The NUS will work to protect independent, democratically elected student unionism

student activism in Australia from interference from university administrations or government legislation'

'12.The NUS opposes university interference in student union democracy.'

**Moved:** Emily Sagolj (Deakin University)

**Seconded:** Param Mahal

## 2.17 Independence of Student Unionism and Activism

### **Preamble**

In the context of a federal election, the NUS must act in the interest of students, and not function as the youth wing of the Labor Party. NUS members must be willing to be critical of the policy of any political party when it does not line up with the goals set out in the document. If the Labor Party does not advocate for a free, fully-funded higher education sector, the NUS should criticise their policy agenda as insufficient.

### **Add**

A new clause after policy 12 that "The NUS opposes higher education policy from any political party that does not confirm with the vision of free and fully-funded education as set out in the document"

**Mover:** Chris Hall

**Secunder:** Bridge Truell

The NUS opposes any government or university barriers to student activism in Australia, provided such action does not conflict with public health or similar rulings.

## 2.18A

Original: Amend to remove “provided such action does not conflict with public health or similar rulings”

Amendment: Replace the aforementioned section with “taking into consideration the balance of public health orders and weight of the issue”

**Mover:** Emily Sagolj

**Second:** Param Mahal

## 2.18 **14. Independence of Student Unionism and Activism**

### **Preamble**

When activism has been safe, public health orders have historically still been used to clamp down on activism.

### **Amend**

The 14<sup>th</sup> policy in the student unionism section is changed to delete “provided such action does not conflict with public health or similar rulings”

**Mover:** Chris Hall

**Second:** Bridge Truell

## Funding

The NUS believes in fair and independent funding of student unions and demands the return to a model of universal student unionism (USU).

Failing that, the NUS demands a legislated minimum of the Student Services and Amenities Fee (SSAF) be allocated to all democratically elected student unions. This minimum should be no lower than 50% of all SSAF funding received by providers and cannot be broken up to pay for activities unrelated to the work of democratically elected student unions.

## 2.19 **15. Funding**

### **Preamble**

SSAF should be conceived of as student union dues - student unions should have democratic control of all of this money. Universities currently use revenue from SSAF to provide some useful student services, these services should continue. However, the university should either fund these services themselves, or have to apply for grants from the respective student union. Funding that is independent of the university is essential for activist student unions.

**Amend:**

Clause 15, paragraph 2 should read “Failing that, the NUS demands legislation mandating that all of the Student Services and Amenities Fee (SSAF) be allocated to all democratically elected student unions.”

Mover: Chris Hall  
Seconded: Bridge Truell

## Other

The NUS encourages student unions to extend their services to and engage with residential colleges. Although many colleges are extraordinarily privileged, internal governance is often undemocratic or fails students altogether, providing scope for student unions to act as a more robust representative body.

### 2.20 **16. Remove Other, clause 16.**

Preamble

Colleges are bastions of reaction on campus. Sites of sexual assault, abuse and the training up of the next generation of ruling class individuals. NUS should be for the abolition of colleges as they currently exist and for the creation of student housing that is accessible for all, free of the traditions and history of the current colleges.

Remove:

16. The NUS encourages student unions to extend their services to and engage with residential colleges. Although many colleges are extraordinarily privileged, internal governance is often undemocratic or fails students altogether, providing scope for student unions to act as a more robust representative body.

Replace:

16. NUS supports student unions engaging and representing individuals from colleges but recognises them as sites where sexism and ruling class culture is reproduced. Traditional and elite colleges should be replaced with accessible student housing.

Moved: Natalie Acreman, RMIT  
Seconded: Amelia Christie, RMIT

NUS acknowledges that each student union, as the campus representative body for students, should be present and involved at all university decision-making committees, to ensure the best communication and representation of student issues and priorities. University committees should

never be held in secrecy or hidden from students, and NUS is committed to calling-out examples of this as universities acting in bad faith

## 2.21 **17. Student Representation**

Preamble:

To increase the scope and reflect the pure duty of student unions, student representative bodies should advocate for student rights and requirements at all levels of management.

Furthermore, the body of this policy statement has differing themes, thus should be included separately.

Amend:

Add “and levels” after ‘university decision-making committees’.

Remove “University committees should never be held in secrecy or hidden from students, and NUS is committed to calling-out examples of this as universities acting in bad faith.”

Mover: Zoe Davidson

Secunder: Oscar Davison

## 2.22 **Committee transparency**

Preamble:

To better reflect the differing subject of (17), discussion of the transparency of university committees should be classified as a new point.

Furthermore, to maintain privacy and confidentiality of student details, it should also be considered to adjust the choice of language in this policy and its scope to university committees and student representative boards.

Amend:

Add “The NUS believes that university committees and student representative boards should never be held in secrecy or hidden from students, unless directly related to protecting their privacy. NUS is committed to calling-out examples of this intransparent and disingenuous behaviour of student unions and universities acting in bad faith.”

Mover: Zoe Davidson

Secunder: Oscar Davison

## 2.23 **Clubs/Societies/Union Community Outreach**

**Preamble:**

2 years of lockdown, student anxiety and uncertainty has left many unions, clubs and societies across Australia to lose its engagement and momentum through those tough times which has left them with little wiggle room to return



to norm and are struggling more than ever to feel supported. It is clear that the NUS have to promote and make it a cultural norm for student unions across Australia to have their clubs and societies feel like they are a part of a broader community. Where Students who are represented by those groups can feel a sense of belonging and have a reason to really enjoy and engage with university life. Not only that, through those efforts, the NUS encourages collective support among the student unions to take action against issues such as staff cuts, attacks on student unionism, and insufficient support during covid.

**Action:**

Add a clause to the Student Unionism chapter, under sub-chapter 'other':  
'18. The NUS encourages student unions to foster a welcoming environment with clubs and societies, as well as fellow student unions. Whether it be for social events or fighting for important issues, the NUS encourages student unions to be supportive and welcoming of each other.'

**Moved:** Emily Sagolj on behalf of Max McGahan (Deakin University)

**Seconded:** Param Mahal

## Education

### Higher Education Quality and Funding

NUS fundamentally believes that education, and the pursuit of post-secondary education, is a right that should be accessible, affordable, and of good quality

#### 2.24 1. Equity in Education

**Preamble:**

By including equity as a foundational right to the pursuit of post-secondary education, stress is placed on the necessity of post-secondary education being equitable. As is understood, the pursuit of making post-secondary education equitable is integral to the social fabric of society and should be the forefront aim of NUS. As it necessarily follows, post-secondary education as equitable as possible will translate into the workforce and allow for more range in voices in esteemed positions.

**Platform:**

add the term 'equitable' as one of the terms characterising NUS's fundamental values.

'1. NUS fundamentally believes that education, and the pursuit of post-secondary education, is a right that should be equitable, accessible, affordable and of good quality

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Seconder:** Georgie Beatty

NUS believes in the return of fully funded free post-secondary education. By fully funded, we must ensure the education is funded properly in the following ways;

Public funding that not only meets the OECD average of public investment, but is increased to to subsidise fees for all students and allow for free education

Funding to ensure all campuses, whether regional or non-G08, are able to provide quality education, learning facilities, and services and staff

Adequate funding to ensure quality teaching and learning standards, including the retention of courses from a variety of disciplines

Funding to ensure staff are permanent, trained, and supported

Funding to ensure on-campus education is retained, and facilities are fit for purpose

**2.25 2(a). Amend**

**Amend**

Clause 2(a) to remove the word 'subsidise'. Subsidise and free are different, and we must be specific about our intentions to support 'free education'

**Mover:** Chris Hall

**Seconder:** Bridge Truell

The NUS will campaign ensure that any costs and fees associated with engaging in tertiary education are clear and transparent, including all ancillary costs associated.

**2.26 5. Higher Education Quality and Funding**

**Preamble**

There is a typo

**Add**

“to” after “The NUS will campaign” and before “ensure”

**Mover:** Chris Hall

**Seconder:** Bridge Truell

## Restructures and Course Cuts

NUS stands against large scale university restructures (such as course cuts, trimesters, and blended learning) that negatively impact student learning experience and success. NUS will assist campus unions in fighting these when needed.

### 2.27 **6. Amend Policy Chapter RESTRUCTURE AND COURSE CUTS**

#### **Amend**

Policy 6. To Include “faculty restructuring” as an example.

**Mover:** Chris Hall

**Seconder:** Bridge Truell

### 2.28 **Why so Western?**

#### **Preamble:**

Course cuts have disproportionately impacted Arts and Humanities subjects and are further disproportionately made to Arts and Humanities subjects not centred around the West. The overt targetisation of courses that facilitate well-rounded and diverse knowledge significantly hinders students’ ability to broaden perspectives beyond modern Western neoliberal schools of thought, limiting the access to a quality, well-rounded education. In turn, this paves the way for a one-dimensional learning experience and advances the neoliberal and corporatisation of universities. It thereby needs to be recognised on the NUS policy platform that cuts have been disproportionately made to courses that teach non-eurocentric subjects. Hence this provision seeks to acknowledge the ongoing disproportionate cuts made particularly to subjects not revolved around the West and further stress the urgency for NUS to campaign against this.

#### **Action:**

Additional provision under ‘Restructures and Course Cuts’ stating: ‘8. NUS opposes ongoing course cuts and recognises the disproportionate number of course cuts made to arts and Humanities subjects unrelated to the West. It will actively campaign against universities hindering access to a well-rounded quality education that encourages diverse history, perspectives and experience not eurocentric.’

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Seconder:** Sophie Nguyen

### 2.29 **University Management Aren’t Our Friends**

#### **Preamble**

Management are not our friends, nor should we desire them to be. They are the architects of the corporate university, in charge of extracting profit from the labour of university staff. Our strategy must not look to them, but to the collective efforts of students and staff. Protests and strikes are what get the goods- not lunches with the vice-chancellors. Nor can we simply have the best of both worlds and both lobby and protest; we cannot afford to sow illusions in management, because their inevitable disregard for us only demoralises and demobilises campaigns.

**Action**

That a clause be added to the Education Chapter under the sub heading “Restructures and Course Cuts:

“NUS understands that university management have their own class interests in cuts which make the corporate university more profitable. Therefore, NUS opposes any attempt to consult or ally with university management, and commits to a strategy of building mass, protest-based campaigns.”

**Moved:** Yasmine Johnson

**Seconded:** Jack Mansell

**2.31A**

Action: Amend to change ‘insignificant’ to ‘insufficient’.

Mover: Zoe Ranganathan

Seconder: Georgie Beatty

## Staff Conditions

NUS recognises that staff working conditions are student learning conditions and the advocacy for improved quality of education starts with supporting staff against attacks on wages and working conditions.

**2.30 9. Amend Policy Chapter STAFF CONDITIONS**

**Amend**

Policy 9. Amend to include “attacks on employment security”.

**Mover:** Chris Hall

**Seconder:** Bridge Truell

## Academic Integrity and Teaching Quality

NUS recognises academic misconduct often occurs due to academic, social, and financial pressure, and believes that punitive measures applied to conduct breaches are an insufficient disincentive and policy approaches should focus on preventative intervention.

2.31 **13. Amend Policy Chapter ACADEMIC INTEGRITY**

**Amend**

Policy 13. Amend document. Change 'insignificant' to 'inappropriate'.

**Mover:** Chris Hall

**Seconder:** Bridge Truell

NUS recognises academic misconduct often occurs due to academic, social, and financial pressure, and believes that punitive measures applied to conduct breaches are an insufficient disincentive and policy approaches should focus on preventative intervention.

2.32 **13. Maybe, um, don't track students?**

**Preamble:**

In the effort to stop contract cheating, universities have taken to implementing software such as CADMUS and Proctorio. These softwares need to be recognised by the NUS as anti-student, and will target students of colour unfairly, as well as prevent those without the means to purchase adequate computer hardware, webcams and software from completing their assessments

**Platform:**

Add to point 13. "The NUS stands against tracking software for assessments such as CADMUS and Proctorio, and recognises that such software is an invasion of student privacy and unfairly targets students of colour, those in unsafe living situations, and those without the means to purchase new computer hardware."

**Moved:** Zoe Ranganathan

**Seconded:** Sophie Nguyen

NUS endorses equitable teaching and learning and endorses institutions taking the following approaches to learning and assessment:

Special consideration – providing leniency in granting of extension, digitising the process, ensuring short turnaround responses

Late assessment policy – applying a consistent sliding scale deduction policy that strikes a balance between the upholding of academic integrity and reasonable leniency

Assessment weightings – ensuring there are several forms of assessment in each unit and weighting exams no higher than 60% of the final grade

Ensuring assessments are accessible – that resources to access assessments are functional and equitable, when taken physically and online, and that no exam is scheduled during weekends e) Adequate SWOTVAC periods – ensuring students have adequate preparation time for assessments to prioritise academic and personal wellbeing

Resource accessibility – materials required for learning are provided affordable and accessible, particularly ebooks and digital learning aids

### 2.33 14a. Improving Special Consideration

#### **Preamble**

Special Consideration is a daunting process for students to undertake, especially where the rules around what constitutes extenuating circumstances are unclear. The problems with a lack of clarity as to what conditions are covered are further amplified by gaps in the types of evidence that are accepted for a certain condition (e.g. a GP certificate for mental illness vs a psychologist's letter). Some universities have also instituted "Fit to Sit" rules, which force students to choose between sitting an exam while unwell or risking having their Spec Cons denied and getting zero.

#### **Amend**

Education, Academic Integrity and Teaching Quality

Clause 14a

"Special consideration – providing leniency in granting of extension, clarifying evidentiary requirements, expanding types of evidence accepted, digitising the process, ensuring short turnaround responses, and removing fit to sit rules"

**Mover:** Tom Kennedy (UNSW)

**Seconder:** Nick Palmer (UNSW)

NUS endorses equitable teaching and learning and endorses institutions taking the following approaches to learning and assessment:

Special consideration – providing leniency in granting of extension, digitising the process, ensuring short turnaround responses

Late assessment policy – applying a consistent sliding scale deduction policy that strikes a balance between the upholding of academic integrity and reasonable leniency

Assessment weightings – ensuring there are several forms of assessment in each unit and weighting exams no higher than 60% of the final grade

Ensuring assessments are accessible – that resources to access assessments are functional and equitable, when taken physically and online, and that no exam is scheduled during weekends e) Adequate SWOTVAC periods – ensuring students have adequate preparation time for assessments to prioritise academic and personal wellbeing

Resource accessibility – materials required for learning are provided affordable and accessible, particularly ebooks and digital learning aids

**2.34 14a. Addition to the National Union of Student Policy Platform ‘Academic Integrity and teaching Quality’ Section 14a:**

**Preamble:**

It necessarily follows that once a request for an extension is made for a specific date, students should know the outcome of the request before the proposed extended deadline. As such, this addition to Provision Section 14a seeks to encourage universities to aim to respond effectively to students by explicitly outlining responsibility to respond to students before the proposed extension deadline passes.

**Action:**

The ‘Academic Integrity and Teaching Quality’ Provision 14a amended to include:

‘Where students are seeking an extension, universities should aim to respond to students before the students proposed extended deadline passes.’

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Secunder:** Georgie Beatty

NUS endorses equitable teaching and learning and endorses institutions taking the following approaches to learning and assessment:

Special consideration – providing leniency in granting of extension, digitising the process, ensuring short turnaround responses

Late assessment policy – applying a consistent sliding scale deduction policy that strikes a balance between the upholding of academic integrity

and reasonable leniency

Assessment weightings – ensuring there are several forms of assessment in each unit and weighting exams no higher than 60% of the final grade

Ensuring assessments are accessible – that resources to access assessments are functional and equitable, when taken physically and online, and that no exam is scheduled during weekends e) Adequate SWOTVAC periods – ensuring students have adequate preparation time for assessments to prioritise academic and personal wellbeing

Resource accessibility – materials required for learning are provided affordable and accessible, particularly ebooks and digital learning aids

**2.35 14b. Standardised Late Submission Penalties**

Much like non-standard submission times, non-standard submission penalties cause confusion amongst students, and inequities between difficult courses and faculties. Where some subjects only have a 2%/day late penalty whereas others have 20%/day, certain students are disproportionately disadvantaged.

**Amend**

Education, Academic Integrity and Teaching Quality

Clause 14 b

“Late assessment policy – applying a university-wide standard deduction policy that strikes a balance between the upholding of academic integrity and reasonable leniency”

**Mover:** Tom Kennedy (UNSW)

**Seconder:** Nick Palmer (UNSW)

NUS calls for more flexibility in online learning arrangements for students who cannot access online classes/assessments due to barriers including but not limited to technological, geographical or personal factors.

**2.36 18. Amend Policy Chapter ACADEMIC INTEGRITY**

**Amend**

Policy 18. Amend to include “language barriers” as a barrier.

**Mover:** Chris Hall

**Seconder:** Bridge Truell

**2.37 Additional Provision 19 to the National Union of Student Policy Platform ‘Academic Integrity and teaching Quality.’**



**Preamble:**

As Provision 18. calls for flexibility in online learning arrangements for students who cannot access online classes/assessments due to barriers, it follows that a provision for flexibility for students who cannot readily access campus in-person due to barriers such as family, work or health obligation be made. The addition of this provision ought to be stressed as travelling to university or the requirement of attending university in person proves to be an extensive strain on people who have difficulties and additional obligations.

**Action:**

The 'Academic Integrity and Teaching Quality' include an additional Provision 19:

NUS calls for more flexibility in learning arrangements for students who must travel to university or have difficulties regularly attending classes due to barriers including but not limited to family, health or work obligations.

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Second:** Sophie Nguyen

**2.38 In-Person Teaching****Preamble**

While supporting the accessibility of online learning for many students, the issue of giving students the genuine choice to study in-person is important at this current juncture. Many universities have chosen not to return to campus despite lockdown restrictions being lifted. While schools, work, clubs and outdoor concerts have been running, students have felt disengaged by online classes and struggled to interact with their peers and tutors in either a social or academic capacity. Even in the periods between previous lockdowns, universities chose to only run smaller units in person or only offer select classes in person. All these choices have adverse impacts for students academically and socially. They also fail to give students what they signed up for and paid for, but students have no choice but to take these classes anyways for their academic progression. It is also unclear if these changes are being taken for pure COVID compliance reasons or also have financial benefits for universities. Students deserve more clarity.

**Add**

Education Chapter, Teaching Quality

After Clause 18

"The NUS supports a return to in-person classes wherever possible, in line with COVID-19 restrictions. Further, it calls on universities to be transparent about when and why classes will be delivered remotely where in-person lectures are a viable option for students."

**Mover:** Grace Hu (USYD)

**Second:** Matt Carter (USYD)

**2.39 Additional Safeguards against universities deliberately failing students to the National Union of Student Policy Platform ‘Academic Integrity and teaching Quality.’**

**Preamble:**

Mechanisms need to be introduced to ensure adequate safeguards against failing students and to further prevent universities from deliberately failing students. It is evident that passing thresholds are not sensible or practical when there is a considerable disproportionate amount of students not passing. As such, an additional Provision 20 needs to be made to protect students in the case courses opt to deliberately fail students or from universities making unrealistic thresholds, prompting an investigation by TEQSA into such cases. It also follows that in the case that students do fail, an additional Provision 21 for transparency on reasons for failure must be made available readily to students to have obligatory appeal procedures.

**Action:**

Additional Provisions to Platform ‘Academic Integrity and Teaching Quality.’  
20. NUS condemns courses with a disproportionate number of students not passing and encourages investigation into courses that have consistently disproportionately failed students.

21. NUS calls for obligatory appeal procedures for grades. NUS opposes lengthy appeal request processes and deadlines made for appeal requests.

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Secunder:** Georgie Beatty

**2.40 Online proctoring**

**Preamble:**

Online proctoring or real-time exam monitoring is not something that ensures fairness in examination. Rather, they cause mental health strains for students and unfairness. In addition to this, they pose a cybersecurity threat for students’ IT devices. Online proctoring tools were quickly adopted by universities at the onset of the COVID-19 pandemic and only added to the raft of negative mental health impacts we have observed over the course of the pandemic.

**Action:**

Add a clause under the ‘Academic Integrity and Teaching Quality’ heading of the Education platform: “NUS condemns the usage of online proctoring services to monitor students externally during examination. NUS recognises the potential harms and risk factors associated with the enforcement of online proctoring on students during examination, namely increased distress during examination periods and cybersecurity risks due to proctoring software.”

**Moved:** Emily Sagolj (Deakin University) on behalf of Jake Maraldo

**Seconded:** Param Mahal

## Other

NUS recognises the significant barriers faced by low SES students in accessing higher education, and will actively campaign against any university or government measure that limits the ability for these students to access education.

### 2.41 **45. Facilitating the Transition from Secondary to Tertiary Education**

#### **Preamble:**

There is an extensive disadvantage for low SES students coming into tertiary education. This platform seeks to provide mechanisms that enhance equity amongst low SES by replacing Provision 45. This platform seeks to reiterate provision 45 and further seek additional mechanisms that enhance equity for students coming into tertiary education from low SES and marginalised backgrounds. This is particularly in regards to the culture shock that students commonly experience going into tertiary education and a significant lack of preparation compared to their peers. As such, this platform further seeks to increase safeguards, particularly in their first year and further promote the availability of facilities that reduce the gap between peers.

#### **Platform:**

additional Platform 'Facilitating the transition from secondary education to tertiary levels' replacing Provision 45 by expanding with Provision-

NUS recognises the significant barriers faced by low SES students in accessing higher education and will thereby:

- 2.i actively campaign against any university or government measure that limits the ability for these students to access education
- 2.ii call for an increase of safeguards and lower hurdle thresholds for students from regional, rural, and low SES backgrounds, First Nations students, and marginalised students
- 2.iii encourage access to facilities that enhance equity and that disadvantaged students or students from regional, rural, and low SES backgrounds, First Nations students, international students, and students with a disability would otherwise not have access to such as mentoring programs and career course advice.

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Secunder:** Georgie Beatty

### 2.42 **Additional Provision 50 to the National Union of Student Policy Platform** **'Other.'**

#### **Preamble:**

TEQSA needs to be meeting regularly to ensure that it is upholding its responsibility of keeping tertiary education providers accountable. By meeting regularly, it further ensures efficiency, transparency and allows for arising issues to be promptly addressed. It follows that they should meet a minimum of once a month to properly address the magnitude of their responsibility of holding universities accountable.

**Action:**

Additional Provision 50 to Policy Platform 'Other' stating:  
NUS calls for TEQSA to meet regularly (with a minimum of once a month) to uphold its responsibility in keeping universities accountable.

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Secunder:** Georgie Beatty

**2.43 Additional Provision to 'Other' - Compulsory materials coverage**

**Preamble:**

It shouldn't be a surprise to anyone that most students are living above their means. A lot of students are required to take out loans in order to cover the cost of textbooks, lab coats and other compulsory materials. If these materials are compulsory, students should be able to access them for free, or at the very least, have them be covered by HECS. Without this coverage, poorer students go without, and suffer academically as they are not able to access the tools for them to learn.

**Platform:**

The NUS supports the coverage of compulsory course materials such as textbooks, lab coats and excursion costs under HECS. The NUS acknowledges that as these materials are essential for academic success, all students, regardless of financial background, should be able to access them.

**Moved:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Secunder:** Georgie Beatty

**2.44A**

Add to end: the NUS acknowledges the wide range of reasons that students may want to attend university

**Mover:** Emily Sagolj

**Secunder:** Param Mahal

**2.44 Purpose of Higher Education**

**Preamble**

Successive education policy has been used to present tertiary education as valuable only insofar as it contributed to industry and employment. The Morrison government's 'Job Ready Graduates' insisted that one of the purposes of universities was "the engagement with industry and the local community to enable graduates to thrive in the workforce". Education should

be seen as valuable regardless of its implications for a workforce, universities' purpose should be centred on learning for learning's sake.

**Add a new section in Education and add the clause:**

“NUS supports learning for learning's sake, and rejects the notion that universities should be degree-factories which focus on preparing graduates for the workforce.”

**Mover:** Chris Hall

**Seconder:** Bridge Truell

**2.45 Purpose of Higher Education**

**Preamble**

Successive education policy has been used to present tertiary education as valuable only insofar as it contributed to industry and employment. The Morrison government's 'Job Ready Graduates' insisted that one of the purposes of universities was “the engagement with industry and the local community to enable graduates to thrive in the workforce”. Education should be seen as valuable regardless of its implications for a workforce, universities' purpose should be centred on learning for learning's sake.

**Add**

a new section in Education and add the clause:

“NUS supports learning for learning's sake, and rejects the notion that universities should be degree-factories which focus on preparing graduates for the workforce.”

**Mover:** Chris Hall

**Seconder:** Bridge Truell

**2.46 NUS should not support or campaign for the ALP**

**Preamble:**

The primary purpose of the NUS is twofold: to advocate for social justice issues and defend student interests. Any campaign that encourages students to vote Labor in federal elections would be an abdication of both of these roles.

Historically, Labor has demonstrated its commitment to protecting the profitability of higher education at the expense of student interests. It was the Hawke government that introduced the Higher Education Contribution Scheme, a regressive measure that began shifting the financial burden of tertiary education from government to students. It was the Gillard government that cut \$2.3 billion from universities in 2013. And it is Labor today that refuses to stand resolutely against the attacks on students and staff from the Liberals.

Therefore, Labor's current education policies make its project incompatible with that of NUS. Campaigning for Labor is no strategy for winning left-wing

reforms, because it puts Labor under no pressure to change its policies. Instead, NUS should commit its resources to campaigns that mobilise students and workers against any political party that opposes left-wing policies like free education. To be effective in campaigning for student interests, NUS should not subordinate its resources to the election of a Labor government.

**Add:**

Education

“NUS, Higher Education and Federal Politics

NUS condemns the Australian Labor Party for its historic attacks on higher education and for its refusal to campaign against attacks on student and staff interests from the Morrison Liberal government.

NUS and its elected office-bearers do not run campaigns that encourage students to vote for the Labor Party in federal elections.”

**Moved:** Yasmine Johnson, Usyd

**Seconded:** Alicia Griffiths, Latrobe

**2.47A**

Action: Amend to line 4 to ‘NUS calls to waive HECS debt for those who choose to study teaching due to the teaching shortage. The NUS acknowledges that there is a disparity in the wages of teachers in public or private schooling and supports a set bracket of pay.’

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

**2.47AA**

Amend line 3 to replace “private schools” with “rich private schools”

**Mover:** Emily Sagolj

**Seconder:** Param Mahal

**2.47 NUS supports fully-funded and staffed public schooling**

**Preamble:**

Population growth and a high attrition rate for public sector teachers is producing forecasted critical staffing shortages in working class suburbs in the next decade. NSW is set to experience a teacher shortage of 11,000 in the next 10 years. NUS should stand for wage increases for primary and secondary education staff to reverse this outcome and ensure equity of quality education access for all.

**Add:**

Education

“Public primary and secondary schooling

NUS believes in quality public schooling  
NUS opposes the defunding of public schools relative to population growth and calls for massive investment into the public school system  
NUS opposes federal and state funding to private schools  
NUS supports the lifting of public school staff wages to reverse the shortages experienced in numerous states.”

**Moved:** Cherish Kuehlmann UNSW

**Seconded:** Natalie Acreman RMIT

#### 2.48 **Nationalise Secondary Education!**

**Preamble:**

It is evident that access to tertiary education transcends students into the workplace is not based on equity. The root cause of this inequity is the privatisation of education in secondary schooling. Private schools breed the inequity that translates into tertiary education and results in most influential positions (such as Politics, Law and Medicine) being more readily available for schools from private schools and results in influential fields convoluted and lacking students from low SES and marginalised backgrounds. Pushing to nationalise education systems, particularly secondary education, will encourage governments to increase funds into public schools, improving the quality of education and upskilling given to students from low SES and marginalised backgrounds. In turn, this will result in long term solutions to issues inherent to our social fabrics by resulting in real diversity in influential positions.

**Action:**

Addition of the above titled section, with the following point: “NUS recognises that the root cause of inequity and preservation of the neoliberal status quo in tertiary education is the result of secondary school’s privatised education and hereby encourages efforts to defund private schools and nationalise secondary level of education. This is to ensure equity amongst students thereby as they pursue tertiary education and diversity in courses that would transcend into the workplace.”

**Mover:** Zoe Ranganathan (on behalf of Olla Al-Saabary)

**Secunder:** Georgie Beatty

#### 2.49 **Continued Accessibility Post-Covid**

**Preamble:**

Lots of universities became truly accessible for the first time due to covid-19 lockdowns. Many students who traditionally struggled to perform well under normal in-person invigilated exams could experience the flexibility of take-home final assessments for the first time, which have proved to be much less stressful than in-person invigilated exams and online invigilated exams.

This has been particularly beneficial for students with accessibility issues who have struggled to acquire special consideration in the past or students with caring commitments. This does not erase the fact that many students struggled with studying online over the past 2 years. However, the flexibility of assessments has been a highlight from the pandemic. Further, it has validated one of the key arguments voiced by many students for years, being that testing someone's ability to regurgitate information in 2 hours is not the best way to measure understanding of content.

Undeniably, many universities have opted for online invigilated exams and some universities seem keen to go back to the standard in-person invigilated exams when they can. As a result, the NUS should be fighting against universities creeping back into their old ways of stressful examinations, and should be commending universities that continue flexible final assessment styles.

**Action:**

Add the following clause to the Education Chapter:

'The NUS advocates for the continuation of flexible final assessments instead of having invigilated exams as the standard form of final assessment'

**Moved:** Emily Sagolj (Deakin University)

**Seconded:** Param Mahal

**2.50A**

Amend to remove the term "mandatory"

**Mover:** Emily Sagolj

**Secunder:** Param Mahal

**2.50 Mandatory minimums for on campus contact hours**

**Preamble:**

Coming out of the COVID-19 pandemic universities are looking at ways to cut costs, save money and reduce the student experience. One way that they are doing this is by cutting the contact hours of students. Lectures have been moved online and are often recordings from pre-covid times, are not suited for an online platform and are often shortened leaving a void of hours that students would've spent in the classroom now being unfilled. At RMIT for instance, the average students contact hours have been cut from 20 hours FTE to 12 hours FTE in the span of covid, yet time allocated for each course has not changed.

Blended learning can work, large lecture theatres full of students in a period of global pandemic do not make sense. However, low – quality, one – way online interactions cannot be used to fill the void of what should be high – quality, two – way discourse between students and academics. Being expected to understand an hour – long lecture online is not the quality educational standards that we signed up to as students when enrolling in university. But is a reducing of academic standards, rigour, and integrity to a point of students regurgitating information from the pre-recorded voice message.



A mandatory minimum contact hours policy is the only way to ensure that colleges and schools within universities are not getting away with passing off low – quality interactions with students as high – quality ones. Ensuring that strong, high quality student experience in the classroom is at the forefront of Australian university institutions agendas.

Students realise the value behind proper academic engagement, and we must not let the universities steal it from us. Our education and our future are too valuable to waste.

**Action:**

That a clause be added to the Education Chapter: ‘That the NUS commits to supporting the implementation of mandatory minimum high quality contact hours for on-campus degrees to ensure that all contact hours lost in the transition to online learning due to covid are reallocated within future blended frameworks to ensure students are getting adequate amounts of face-to-face time with their relevant academic staff if they so choose.

**Moved:** Adam Steiner (RMIT University)

**Seconded:** Sheldon Gait (RMIT University)

**2.51A**

Remove the word "music".

**Mover:** Chris Hall

**Secunder:** Cassidy Pemberton

**2.51 Program Stipends for Performance Students**

**Preamble**

Music performance students are required to present large ensemble programs as part of their performance assessments. These concerts have week-long or fortnight-long rehearsal schedules that prevent students from working, teaching, and earning a living during the program - all unpaid. Conservatoriums make a profit from ticket sales to students’ concerts. These sales are to cover the costs of front of house staff, stage managers, and cleaners. Average revenue per concert far exceeds these foundational costs which should be covered by course fees. Instead of driving working students into a fortnight of poverty, universities and conservatoriums should support students in making their art, rather than exploiting student’s talent for increased revenue. These ticket sales should be used to cover students’ food costs during rehearsal days, to assist with rent, or to just add financial security in the face of lost work through a stipend to each musician performing.

**Add**

Education, Other

After Clause 50

“The NUS supports a stipend for music performance students during ensemble programs at universities and affiliated conservatoriums to compensate for the lost ability to work or teach.”

**Mover:** Matt Carter (USYD)

**Secunder:** Grace Hu (USYD)

# Vocational Education

## Other

### 2.52 9. Trade Unions 🍷 NUS Vocational Representation

#### **Preamble:**

The NUS has a lot more room to grow in terms of representing vocational education students. The best way to improve the relationship between vocational students and the union movement is through existing unions that they may already be connected to.

#### **Platform:**

Add an 'other' section that reads: "The NUS recognises that young trade union members, particularly in areas of coverage by AMWU, UWU, ETU and CFMMEU are often also members that the NUS represents. In recognition of this, the NUS recognises the important partnerships that should be forged between these unions and the NUS and understands that these relationships would be beneficial to the pursuit of increased membership of both unions."

**Moved:** Zoe Ranganathan

**Seconded:** Sophie Nguyen

# Welfare

## Social Security

NUS supports the creation of an income support stream for part time students.

### 2.53 2. Part-Time Students Matter!

**Preamble:**

Part-time students are notoriously left behind by the government and their own tertiary institutions. They can't receive Youth Allowance or AusStudy, and they can't even receive public transport concession fairs. This unfairly targets single parents, students with disabilities, and low SES students who are often unable to study fulltime. Thus, the NUS should demand the creation of equal support for part-time and full-time students.

**Action:**

That clause 2 of the Welfare Chapter be amended from:

'NUS supports the creation of an income support stream for part-time students'

To

'NUS demands the equal support of part-time and full-time students from the government and their tertiary institutions'

**Moved:** Emily Sagolj (Deakin University)

**Seconded:** Param Mahal

NUS supports the reintroduction of a single parent payment.

### 2.54 7. Single Parent Payment Reintroduction

**Preamble**

On 19 October 2021, single parent payment was reintroduced, so this policy is no longer needed.

**Remove**

Welfare

Social Security, 7

Remove the policy: *NUS supports the reintroduction of single parent payment.*

**Mover:** Julie Dickson

**Secunder:** Georgie McDaid

### 2.55 #ChangetheAge

**Preamble:**

The NUS has lead a strong campaign to lower the age of independence for Centrelink throughout 2021, with over 10,000 signatories to a petition presented to Parliament. The omission of this policy to the platform is a clear oversight and needs to be rectified.

**Platform:**

Addition of the following in the 'Social Security' section: "The NUS supports the lowering of the Age of Independence of Centrelink and recognises this change as a significant way for young people to gain financial independence and security, while avoiding engagement in potentially unsafe relationships with their parents and/or guardians."

**Moved:** Zoe Ranganathan

**Seconded:** Georgie Beatty

**2.56A**

Amend to replace 'increased to \$1100 a fortnight, permanently' with 'significantly increased'

**Mover:** Emily Sagolj

**Secunder:** Param Mahal

**2.56 Covid shows we can have good welfare**

**Preamble**

During the beginning stages of the Covid pandemic the government massively increased welfare payments. Many people were losing their jobs and to avoid an economic crisis the government lessened requirements to access welfare and made payments rise to above the poverty level. This meant that for a period there was a reduction in the number of people in Australia living in poverty. We should argue that the welfare payments should be permanently at the rate they were in the first half of 2020.

**Add to section on social security:**

11. NUS will campaign for welfare to be increased to \$1100 a fortnight, permanently
12. People should not be subjected to degrading requirements such as job searches and work for the dole in order to receive payments

Amend following clause numbers accordingly

**Moved:** Holly Hayne

**Seconded:** Natalie Acreman

## Employment

**2.57 Jobs for all of the boys (students)**

**Preamble:**

Student unemployment is rife. The unemployment rate is around 15% for young people, while most students are living beyond their means and taking on immense amounts of debt just to get through their degree. University campuses should be

places where students are able to access a safe, accessible and secure job, in order to ensure that they are able to stay at uni, are able to put food on the table and a roof over their heads

**Platform:**

Add the following point to 'Employment': *"The NUS strongly recommends all universities move to a model of student-first employment offers, where applications for on-campus jobs (retail, hospitality, admin or otherwise) are offered to students of that university first."*

**Moved:** Zoe Ranganathan

**Seconded:** Georgie Beatty

## University Services

NUS does not endorse the use of illicit drugs by students but understands that it is occurring within the student body, and that its use should be as safe and informed as possible, with this approached with a harm minimisation ideology.

### 2.58 4. Harm Minimisation on Campuses addition to the policy platform

**Preamble:**

A harm minimisation ideology surrounding drugs, while use is not encouraged or endorsed by the university or education provider, needs to be implemented to ensure that those who do use illicit substances are safe on campus and surrounds i.e., trained staff (doctors, councillors etc) and safe spaces.

**Platform:**

The National Union of Students (NUS) will seek to add this as a sub-clause which will follow on from clause 4 under University Services.

"The NUS will support all student organisations who seek to implement harm minimisation policies and strategies on each of their respective campuses"

**Moved:** Jemima Tilly

**Seconded:** Georgie McDaid

### 2.59 You can't study on an empty stomach

**Preamble:**

Student food insecurity is rampant on Australian university campuses. Up to 40% of students have to go without food at some time, leading to students not being able to function at their peak in class due to low energy and subsequent illnesses.

Universities and student unions have a responsibility to make sure that students aren't going hungry.

**Platform:**

Add point 1.6. to read: "*Free and/or low-cost meal and grocery services*"

**Moved:** Zoe Ranganathan

**Seconded:** Georgie Beatty

**2.60 We need more than MH First Aid!**

**Preamble:**

While mental health first aid is a vital skill necessary for student leaders, so too is First Aid, Vicarious Trauma and First Responder training.

**Platform:**

Add 'First Aid, Vicarious Trauma and First Responder' training to point '7' under 'University Services'.

**Moved:** Zoe Ranganathan

**Seconded:** Georgie Beatty

## Housing

**2.61 Subsidised Accommodation on Campus**

**Preamble**

2020 and 2021 saw a massive increase in housing insecurity across the student population, particularly amongst international students. At the same time, university colleges reduced their resident numbers significantly, as many domestic students returned to their parents' homes. As many colleges remain unfilled going into 2022, and many students are still at risk of housing insecurity, now is the perfect time for NUS to push universities to provide direct housing support to students who need it.

**Add**

Welfare, Housing Section

After Clause 3

"NUS advocates for universities to provide direct housing support to students facing housing insecurity, in the form of medium-term subsidised accommodation as well as short-term crisis accommodation."

**Mover:** Tom Kennedy (UNSW)

**Seconder:** Nick Palmer (UNSW)

## Health

NUS supports an increase in free psychology sessions available on Medicare.

## 2.62 5. (More!) Free Psychology

### **Preamble**

From 9 October 2020, the Australian Government made 10 additional Medicare subsidised psychological therapy sessions available each year. This measure will be available until 30 June 2022. This policy could be reworded slightly by adding in 'continuation' so it's more accurate.

### **Amend**

Welfare  
Health, 5

*Reword to: NUS supports an increase in the free psychology sessions available on Medicare, to a demand based system where those in need are able to access additional sessions.*

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

## 2.63 Accessible Sexual Assault and Harassment Support Services

### **Preamble**

People from culturally and linguistically diverse backgrounds face many barriers when trying to access support services. This including, but not limited to, language barriers, cultural barriers, or a general lack of services that can be tailored to their needs. As such, it is important that all sexual assault and harassment services provided by universities can overcome these barriers and meet the needs of culturally and linguistically diverse students.

### **Add**

Welfare, Health Section  
After Clause 6

'NUS recognises the importance ensuring all student support services are easily accessible, and tailored to, the needs of students from culturally and linguistically diverse backgrounds'.

**Mover:** Tom Kennedy (UNSW)

**Seconder:** Nick Palmer (UNSW)

NUS recognises the cruciality of ensuring universities are safe communities and supports accessible resources that enable the up-skilling of students for such communities to be maintained. Resources include, but are not limited to, mental health first aid, bystander training and cultural training.

## 2.64 7. Amend

### **Preamble**

The Australian government has recently introduced a new core training program titled F-12 Resilience, Rights, and Respectful Relationships for teachers in primary and



secondary schools to develop students' social, emotional, and positive relationship skills to be delivered in Health and Physical Education classes. Therefore, this policy should be slightly reworded.

**Reword**

Welfare

Health, 15

Reword to: *NUS supports the continuation of the Resilience, Rights, and Respectful Relationships program implemented in primary schools and high schools on social issues such as domestic violence, and believes that on campus services should be equipped to respond to this issue within the student body.*

**Mover:** Julie Dickson

**Seconder:** Georgie McDaid

**2.65 Free Sanitation Products**

**Preamble**

Too often, menstrual products are inaccessible or excessively expensive on campus. This means students are substantially burdened if they are caught off guard while starting or on their periods. Free sanitation products within tertiary institutions is essential to ensuring financial, social and hygiene equity on campus for people who menstruate.

**Add**

Welfare, Health

After Clause 17

“NUS supports free and accessible sanitation products in bathrooms on university campuses.”

**Mover:** Grace Hu (USYD)

**Seconder:** Matt Carter (USYD)

**2.66 “Love, game intuition, play the (concession) cards with spades to start”**

**Preamble:**

As said best by Lady Gaga, students should have concession cards from the start of their tertiary education. Healthcare is expensive, and the cost of accessing doctors and specialists prevents most students from accessing vital healthcare, which the NUS should recognise as a human right.

**Platform:**

Add the following as a new point to ‘Healthcare’: “The NUS supports the introduction of a student concession card, available to both part and full-time students, so that students are able to access vital healthcare and other benefits borne to those with concession cards.”

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

## 2.67 Drug Policy is Healthcare Policy

### **Preamble:**

Whether we like it or not, young people smoke and do drugs. While by no means should young people be incentivised to take up risky activities, we know that a harm minimisation approach is the safest and most well informed approach to taking care of young people that do choose to partake. As such, a subsection under healthcare outlining the union's stance on drugs is necessary in order to fight for better healthcare for students. People that use, or are dependent on drugs should not be shamed or judicially penalised for doing so. Drug dependence is a healthcare issue, not an issue for the courts.

### **Platform:**

Insert the subsection "Drugs and Nicotine Use" under "Healthcare". This section will read as the following:

*While the National Union does not condone or incentivise the use of drugs or nicotine by any of its members, it is a fact that a large number of students will choose to use these substances. As such, the NUS recognises the importance of advocating for a harm minimisation approach; safe measures for the use of these substances, in line with healthcare advice and best practice.*

- 1. The National Union is firmly pro-pill testing and supports all efforts by student unions to allow pill testing on campuses, at union-led events such as O-week parties*
- 2. The National Union supports student unions who have pill-testing kits available on campus, free of charge and believes that such kits should be available in a similar manner to condoms at residential halls and in student unions*
- 3. The National Union stands firmly against the removal of smoking areas on campus in recognition that this act will not prevent students from smoking but lead to unsafe, unlit areas in which students who smoke will be shamed and marginalised for doing so*
- 4. The National Union encourages all student unions and universities to run healthcare-based drug and alcohol information sessions during Oweeks, with compulsory attendance for res hall students in particular, in order to inform students of the dangers of drug and alcohol use and how to look out for their mates and themselves if they choose to use.*
- 5. The National Union stands firmly against the use of security and police at union, university and college events in order to monitor the use of drugs. The presence of cops on university campuses is inherently anti-union, and creates an unsafe space particularly for BIPOC students and women and gender diverse students.*

**Moved:** Zoe Ranganathan

**Seconded:** Georgie Beatty

## 2.68 Vaccine mandates

**Preamble:**

COVID-19 vaccination has proven globally to provide protection for those who are fully vaccinated regarding contracting the virus, potentially passing it on and experiencing serious symptoms. Vaccine mandates help to ensure that campuses are safer places to be from a COVID-19 perspective and helps to make our wider communities safer by reducing the spread of COVID-19 to vulnerable populations.

**Action:**

Add a clause under the 'Health' heading of the Welfare platform: "NUS supports universities and state governments implementing COVID-19 vaccination mandates in order for students to safely attend campuses."

**Moved:** Jake Maraldo

**Seconded:** Emily Sagolj

**2.69 17. Jab up for a return to campus****Preamble:**

In order for a COVID-safe return to campus, the NUS should support the rollout and mandate of vaccines - especially in order to protect those who are immunocompromised. Universities are taking an ad-hoc approach to mandating vaccines already, and so the NUS needs to have a health-informed decision on this.

**Platform:**

Add a clause under the 'Health' heading of the Welfare platform: "The NUS supports vaccine mandates for entry onto campuses nation-wide, in line with health advice. The NUS acknowledges this as the only way to get back to essential union activity such as protesting on campus, and implores universities to implement systems that do not involve additional security on campus in order to check vaccine status of staff and students."

**Mover:** Zoe Ranganathan

**Secunder:** Georgie Beatty

## Public Transport Concessions

Supports decreasing the cost of public transport across the country.

**2.70 1. Free Public Transport Amendment to Policy Platform****Preamble**

Public transport is the way most students get to, around, and from campus and fare prices can be a massive drain on the budget of students. These expensive fares are also enforced heavily on students and in particular international students, which we must not accept. Public transport makes our campuses and communities safer by providing safe, fast and comfortable mobility. By making public transport free we increase social integration and enable more students to access university. Public transport is also integral in reducing our greenhouse gas emissions, as well as air and noise pollution caused by cars. As we come back to our campuses, free public transport makes it easier for students to return to campus.

**Amend**

That 'Public Transport Concessions' Clause 1 is amended to read as follows:

"NUS believes public transport should be free"

**Mover:** Emily Boyce

**Seconder:** Sophie Nguyen

**2.71 NUS supports a health before profits approach to covid.****Preamble:**

Through the COVID-19 pandemic, support for public health measures has been high. Bosses, including those in the university sector, have been pushing for an end to many health measures, as these measures have cut into their profits, and disadvantaged them relative to international competitors not hampered by public health constraints. For the university bosses, the travel restrictions which kept COVID at bay in Australia gave a boost to their rivals in the UK and Canada, where government inaction on COVID allowed universities to continue enrolling international students. These uni bosses had no genuine concern for the wellbeing of students stuck abroad (they continued to charge international students high fees for online content, for instance). They pursued a rollback of public health measures in order to restore their competitive position in the market.

The combination of supporting business' "right" to define what is essential and force workers to work, and the failure to provide a reasonable rate of welfare ie to pay people enough to genuinely lock down, contributed to a disastrous spread of the Delta variant across the country.

The public support for COVID health and safety has been a thorn in the side of business, for many months a rollback of public health measures was politically untenable. However, the NSW Liberal Government's response to the 2021 outbreak resulted in a drastic shift in the health situation, with a "live with the virus" reality forced onto NSW and other states as the state government refused to implement a proper lockdown on businesses, and were slow to implement other measures like mask mandates. The national reopening plan represented a similar effort from the federal LNP to force us to live with the virus, and was disgracefully signed on to by all the State Premiers. The Andrews government in Victoria held the elimination line for longer, but eventually caved in to business.

The Omicron variant raises the same questions of profit vs health. Healthcare measures relating to borders and quarantine facilities are objected to by business, including the university sector, on the basis of their finances coming before life, health, and the rights of workers to safe conditions. In the face of this new variant, and future potential variants, NUS must be prepared to back health over profit, and reject the interests of corporations being put before workers and students. This will mean demanding proper quarantine centres, adequate ventilation in public and business indoor spaces, and maintaining measures such as indoor mask mandates.

**Add:**  
Welfare

#### **“COVID-19 and future epidemics**

- NUS supports an approach of prioritising health over profits in the COVID-19 pandemic and future epidemics
- NUS opposes attempts by university managers to prioritise their finances and competitive standing over public health
- NUS rejects the political turn toward letting COVID-19 and future epidemics run through the community as being detrimental to public health and causing preventable loss of life
- NUS affirms that a range of public health measures including but certainly not limited to vaccination are crucial for containing the spread of COVID-19
- NUS demands investment into purpose-built quarantine facilities for containing the spread of new variants of COVID-19 and the spread of any future epidemics
- NUS demands auditing of public indoor spaces and essential workplaces for adequate ventilation
- NUS supports a continuing indoor mask mandate for public transport, indoor retail and other workplaces while COVID-19 is present in the community
- NUS supports the right to special leave entitlements for workers for testing and isolating for COVID-19 and future epidemics
- NUS supports continuing government funding for COVID-19 testing, and rejects any moves towards making individuals pay for their own tests
- NUS supports further public awareness campaigns in support of vaccination.”

**Moved:** Declan Kerr QUT

**Seconded:** Freya North Hickey Curtin

#### **2.72 NUS stands for health before profits on campus**

##### **Preamble:**

The COVID-19 pandemic has raised issues of workers’ rights, and what conditions students should expect on university campuses. University managements have through 2020 and 2021 been lobbying for removal of public health measures including those limiting international travel, as they desperately attempt to remain competitive with rival universities in Canada and the UK.

This has created a pressure on staff and students to return to unsafe workplaces and classrooms. NUS must stand for the right of students and staff to campuses where they are not at risk of disease. This means NUS must demand proper PPE, minimum standards for air quality/ventilation, and improvements in staff and student conditions. Student and staff health must come before university managements’ bottom line.

**Add:**  
Welfare

**“COVID-19 and the university campus**

1. NUS stands for the right of workers to have workplaces, and students to have classrooms, which meet basic health and safety standards, and which do not put them at risk of transmissible disease.
2. NUS calls for audits of all indoor spaces on all campuses to ensure that minimum standards of air quality and ventilation are met. This means CO2 levels of less than 600 ppm, as recommended by OzSAGE.
3. NUS demands the results of these audits must be provided to the relevant NTEU branches, and campus student unions.
4. NUS calls for any classroom or accommodation space which fails to meet this standard be immediately upgraded to ensure student and worker safety. This could include, but is not limited to, HEPA filtration, PPE provision for staff and students, portable CO2 readers for staff, and infrastructure upgrades to allow more windows to open.
5. NUS will oppose a return of students or staff to any indoor space which has inadequate ventilation.
6. NUS demands the free provision of masks and rapid antigen testing kits on campus to students and staff.
7. NUS supports increased staffing resources to facilitate campus COVID-safety, including more cleaning staff, and increases in staffing/pay to ensure that additional work due to health requirements does not result in overwork and underpayment.”

**Moved:** Holly Hayne UTS

**Seconded:** Anneke Demanuele National Executive

# Women

## Feminism

The NUS is a body that operates on the foundation of feminist ideals.

### 2.73A

Change the first sentence to read "These ideals are the economic, social, and political liberation of women"

**Mover:** Cassidy Pemberton

**Seconded:** Lucy Rohl

### 2.73 1. Addition to National Union of Students Policy Platform: 'Feminism'

#### Provision 1

##### Preamble:

Simply stating that the NUS is a body that operates on a foundation of feminist ideals is dismissive of the significant influence of privilege involved in the structures of modern feminism. Without acknowledging this, the NUS risks adhering to a feminist mantra that does not reflect our union's members or values and excludes many tertiary students across the country.

##### Platform:

That the following be added to 'Feminism', Provision 1:

'These ideals are the advancement of women's economic, social and political equality with cis men. The NUS acknowledges that feminist ideals were developed by cis, white women and this continues to influence feminist notions today. The NUS acknowledges these ideals may be practised differently according to cultural and religious norms, and feminism should be centred around discussions of how women subjectively can be liberated from patriarchal norms.'

**Mover:** Sinead Winn

**Seconded:** Isabella Harding

The NUS recognises that women face gendered discrimination on a daily basis, and condemns sexism and the patriarchal structures that facilitate this.

### 2.74A

Amend to read "The NUS also recognises transmisogynistic discrimination and issues some transgender and non-binary people may face on the basis of sex, or by subverting patriarchal transmysoginistic expectations."

**Mover:** Cassidy Pemberton

**Seconded:** Lucy Rohl

### 2.74 2. Non-binary and trans people in autonomous womens' spaces

#### Preamble

Spaces with a focus on womens' experiences and womens' rights should naturally include trans women due to being autonomous womens' spaces. However, the policy is less clear on when and why to include trans and gender diverse people within these spaces, especially when considering that not every non-binary person has a connection with womanhood.

**Platform:**

That 'Feminism' clause 2. adds the following clause as read below:

The NUS also recognises the misogynistic discrimination and issues some transgender and non-binary people may face on the basis of either sex or through being perceived as female.

**Moved:** Jye Langley

**Seconded:** Emily Boyce (National Queer/LGBTI Officer)

The NUS recognises that women face gendered discrimination on a daily basis, and condemns sexism and the patriarchal structures that facilitate this.

**2.75A**

After women add "and gender minorities"

**Mover:** Cassidy Pemberton

**Seconder:** Lucy Rohl

**2.75 2. Amendment to National Union of Students Policy Platform: 'Feminism'**

**Provision 2**

**Preamble:**

The use only of the term 'women' excludes fem-aligned people who may not identify as women, but still experience gendered discrimination, from this policy, and it is imperative to correct this before outlining policies that aim to combat said gender discrimination.

**Platform:**

That 'Feminism', Provision 2, be amended to read:

'The NUS recognises that women and femme-presenting people face gendered discrimination on a daily basis, and condemns sexism and the patriarchal structures that facilitate this.

**Mover:** Sinead Winn

**Seconder:** Isabella Harding

The NUS recognises that feminism should be intersectional, and in doing so recognises the complex interactions between other identities and gender that



result in discrimination. This includes ethnicity, class, sexuality, religion, disability and gender expression.

## 2.76 3. Addition to National Union of Students Policy Platform: 'Feminism'

### Provision 3

#### Preamble:

In addition to the additions made to Provision 1, adding clarifying language to avoid the Union subscribing to and practising feminism that may be exclusionary to marginalised groups. Further to this, we recognise that these conversations can often create unsafe spaces for these groups to discuss their conceptualisations of feminism and commit to providing a safe space for these discussions to occur.

#### Platform:

That the following be added to 'Feminism', Provision 3:

'The NUS also rejects a construction of feminism as a single idea, as this can be exclusive of minority groups, but upholds that it should be a space for discussion about the ideals of feminism as stated in provision 1.'

**Mover:** Sinead Winn

**Seconder:** Isabella Harding

## Student Unions

The NUS will work collaboratively with member unions to ensure that all unions have structures in place to prevent gendered biases and discrimination.

### 2.77A

Replace 'adopt sufficient punitive measures for gender-based discrimination' with "adopt mechanisms to address gender-based discrimination" and add 'education', after "appropriate mediation", so it reads:

... the NUS will encourage member unions and universities to adopt mechanisms to address gender-based discrimination for gender-based discrimination such as appropriation mediation, education, apologies, dismissal or removal of university placement.

**Mover:** Cassidy Pemberton

**Seconder:** Lucy Rohl

## 2.77 4. Amendment to National Union of Students Policy Platform: 'Student Unions' Provision 4

### Preamble:

We believe that the previous policy provision held by the Union is general in nature and does not provide the necessary support and guidelines for a successful support system for women's advocates at our member unions. Women's advocates on campuses across the country have been continuously shunned in their efforts to

combat gendered discrimination on campus, and we believe it is the responsibility of the National Union of Students to provide a guide for what we believe to be acceptable structures aiming to prevent gendered discrimination on our member unions.

**Platform:**

That 'Student Unions' Provision 4 be amended to read:

'The NUS will work collaboratively with member unions to ensure that all unions have structures in place to prevent gendered biases and discrimination, such as a reasonably compensated Women's Officer, a Women's Department, and a reporting system for instances of gender-based discrimination on campus. Likewise, the NUS will encourage member unions and universities to adopt sufficient punitive measures for gender-based discrimination such as appropriate mediation, apologies, dismissal or removal of university placement.'

**Mover:** Sinead Winn

**Seconder:** Isabella Harding

The NUS will encourage - and work with member unions to effectively implement - affirmative action, if deemed necessary to ensure women have equal representation and involvement in all unions and/or representative bodies.

**2.78 5. Addition to National Union of Students Policy Platform: 'Student Unions' Provision 5**

**Preamble:**

As with provision four, we believe that the previous platform held by the Union is general in nature and does not provide the necessary support and guidelines for successful affirmative action at our member unions. Providing further specificity will help member unions to achieve greater levels of gender equity amongst their representatives and create a solid foundation for fighting gendered discrimination on a campus level.

**Platform:**

That the following be added to 'Student Unions' Provision 5:

'To do this, State Branch Presidents and Education Vice Presidents will liaise with member unions to assess and respond to issues of representation within their councils and compensated positions. This process will be consultative and should escalation be required, be referred further to the NUS Women's Officer and further to the Executive should the member union resist actions taken.'

**Mover:** Sinead Winn

**Seconder:** Isabella Harding

The NUS encourages and will support the creation, where possible, of autonomous safe spaces that can be accessed by both woman-identifying and non-binary people.

## 2.79 **6. Amendment to National Union of Students Policy Platform: ‘Student Unions’ Provision 6**

**Preamble:** As mentioned in regard to previous provisions, we believe that the previous platform held by the Union is general in nature and does not provide the necessary support and guidelines for successful safe spaces on campus at our member unions. Providing further specificity will help member unions to create spaces that are both inclusive and informative, and clarifying that consultation is a part of this process ensures that the voices of female and fem-aligned students are placed front and centre in the creation of these spaces.

A lot of universities have either no women’s rooms or women’s rooms that are unfit for purpose, this is particularly an issue for small and regional campuses. These spaces are supposed to be available to provide a welcoming space for women to feel safe to study, socialise and vocalise their issues with their women’s collective, women’s representative and their peers.

The failure to provide these rooms and failure to provide good quality spaces results in the reduction of autonomy, safety and comfort of women at the respective university. Thus, it is important that the NUS supports the need for all universities to have these autonomous spaces available for their students, regardless of campus size and location.

**Platform:** That ‘Student Unions’ Provision 4 be amended to read:  
‘The NUS affirms the need for Universities to provide accessible, adequate, and private spaces for women’s rooms on campus. The NUS encourages and will support the creation, where possible, of autonomous safe spaces through mandating the formation and funding of women’s departments by universities. The people that can access the department must be decided upon through consultations between those in the NUS, university and TAFE students, and member unions.’

**Mover:** Sinead Winn

**Seconder:** Emily Sagolj (Deakin University)

## 2.80A

Amendment 1 to Motion 2.80 - Disclosure Training

Platform: Remove ‘, particularly women’s representatives,’ from the text to be added.

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

## 2.80AA

Platform: Reword Action to read 'The NUS will encourage the training of student leaders, particularly autonomous and welfare representatives, to handle disclosures of sexual harm'.

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

## 2.80 Disclosure Training

### **Preamble:**

Women's officers/representatives in particular often have to deal with disclosures of things such as sexual harm. This can be quite overwhelming for anyone who has not had to face this before or who is hearing this from students that they may not know particularly well. Student leaders without this training are left unsure of what to do, may discourage future disclosures, and can end up worse off due to being unable to support themselves appropriately too. In turn, the NUS should call for student unions/universities to educate their student leaders on how to handle disclosures.

### **Action:**

Add the following clause to the Student Unions sub-chapter of the Women's Chapter: 'The NUS will encourage the training of student leaders, particularly women's representatives, to handle disclosures of sexual harm'

**Moved:** Emily Sagolj

**Seconded:** Georgie Brimer

## Healthcare

The NUS is a pro-choice organisation and believes that all people with a uterus should have equal access to reproductive healthcare, which includes access to free contraception, safe and legal access to abortions.

## 2.81 7. Addition to National Union of Students Policy Platform: 'Healthcare'

### **Provision 7**

#### **Preamble:**

We believe that whilst all people should have equal access to reproductive healthcare, including free contraception and safe and legal access to abortions, we also need to acknowledge that the burden (mental, physical, and financial) of acquiring contraception is largely borne by people with uteruses. We further believe it is important that as the Union for tertiary students, it is our duty to encourage education and open conversation surrounding the reproductive burden to help challenge these societal norms.

**Platform:**

That the following be added to 'Healthcare' Provision 7:

'The NUS further acknowledges that the contraceptive burden is largely placed upon AFAB (assigned female at birth) people, and encourages action from member unions to educate AMAB (assigned male at birth) people on safe contraceptive practices to combat this.'

**Mover:** Sinead Winn

**Seconder:** Isabella Harding

The NUS condemns any State Government that is opposed to the decriminalisation of abortion, and will support pro-choice campaigns.

**2.82 8. Amendment to National Union of Students Policy Platform: 'Healthcare'**

**Provision 8**

**Preamble:**

In the past year, the last state to move toward full decriminalisation of abortion (South Australia) has passed legislation that partially decriminalises the process of abortion. In light of this, we believe that this language is outdated and further, could be optimised to more eloquently communicate our stance.

**Platform:**

That 'Healthcare' Provision 8 be amended to read:

'The NUS condemns any opposition to the decriminalisation of abortion and will support pro-choice campaigns.'

**Mover:** Sinead Winn

**Seconder:** Isabella Harding

The NUS condemns the discrimination faced by people from marginalised genders when accessing medical care. The NUS recognises the critical importance of access to healthcare for women, trans and non-binary people and opposes all cuts to necessary health services, including mental health services.

**2.83 9. Addition to National Union of Students Policy Platform: 'Healthcare'**

**Provision 9**

**Preamble:**

We have seen the free and accessible healthcare on university campuses across the country be attacked and forced out of operation over the past two years by tertiary institutions claiming they do not have the funds to support this service. This is coming at a time when people of marginalised genders need free and accessible healthcare more than ever. To ensure that the fight for free and accessible healthcare is upheld by the Union, we are moving to add clarifying language to the platform surrounding actions to be taken as a result of these attacks on our healthcare.

**Platform:**

That the following be added to 'Healthcare' Provision 9:

'The NUS will campaign for free medical services for university students that are on university campuses, or provided or advocated for use by universities for university students.'

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

## Women's future in work

The NUS recognises that a large contributor to the existence of the gender pay gap is that women-dominated fields such as childcare, teaching and nursing are paid on average substantially less than male-dominated workforces

### 2.84A

Replace 'where women recognise that in many fields' with "where women recognise that in feminised fields"

**Mover:** Cassidy Pemberton

**Secunder:** Lucy Rohl

### 2.84 11. Addition to National Union of Students Policy Platform: 'Women's future in work' Provision 11

**Preamble:**

Simply implying that women choose to be employed in sectors such as childcare, nursing and teaching does not address the root of this problem, which is exploitation by bosses of women (and workers of other marginalised genders) in these industries for their own gain, as they are aware that the potential suffering of patients, children, or pupils will discourage women and people of marginalised genders from seeking adequate compensation for their work. As a Union of tertiary students, it is our responsibility to acknowledge and call out this behaviour and this cycle in an effort to break it before it begins.

**Platform:**

That the following be added to 'Women's future in work' Provision 11:

'The NUS further acknowledges that this is the result of bosses taking advantage of the 'care factor', where women recognise that in many fields (such as nursing,

teaching or childcare) the patient, student, or child will suffer as a result of a wage strike. We stand in solidarity with our comrades in trade unions and commit to breaking this cycle by acknowledging these biases where they start - in the classroom or lecture theatre.'

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

The NUS will campaign against the gender pay gap, to raise awareness about the issue

## 2.85A

remove "in comparison to their male counterparts"

**Mover:** Cassidy Pemberton

**Secunder:** Lucy Rohl

## 2.85 12. Addition to National Union of Students' policy "Women's Future in Work" provision 12.

### **Preamble:**

Firstly, this addition aims to recognise the disproportionate burden on people of marginalised backgrounds, of which many university students originate. Without recognising this difference, the National Union of Students risks ignoring key aspects of the fight for equal pay. Therefore, the National Union of Students risks not addressing the issue properly at all. Secondly, the addition seeks to provide a means of addressing the issue of equal pay. Without this provision, the National Union of Students has no accepted method of campaigning against the gender pay gap. This neglects the power of collective action and may not effectively resolve the issue.

### **Platform:**

That the following be added to "Women's Future in Work," provision 12:

"The NUS recognises the gender pay gap affects women of marginalised backgrounds more acutely and condemns this. The NUS acknowledges that the gender pay gap affects all-female and fem-aligned tertiary students and thus will protest in solidarity with trade unions demanding fair pay and organising against pay discrepancies for student workers and in the tertiary sector. It is further the responsibility of the NUS to ensure female and fem-aligned student representatives are being fairly compensated in comparison to their male counterparts."

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

The NUS recognises that a gendered-price gap exists with the Australian market, where female-targeted products retail at higher prices, and this has an adverse effect on the cost of living for female and/or gender diverse students

**2.86 13. Addition to National Union of Students’ policy “Women’s Future in Work” provision 13.**

**Preamble:**

This addition seeks to recognise the burden that people from marginalised backgrounds and regional areas have in accessing sanitary products. Without recognising this nuance, the National Union of Students does not demonstrate opposition to all aspects of the issue. Thus, if action is taken against this discrepancy, this does not lead to the issue being resolved as some university students may be still affected .

**Platform:**

That the following be added to “Women’s Future in Work,” provision 13:

“The NUS further acknowledges that this disproportionately affects working-class people and people of marginalised backgrounds, who find it even more difficult to access sanitary products at a fair price. Further, whilst the ‘tampon tax’ no longer exists, proprietors of sanitary products find it acceptable to price gauge these items as ‘luxury’, especially after they have been transported to remote areas. The NUS acknowledges and fundamentally opposes these barriers to equal opportunity.”

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

The NUS recognises that a gendered-price gap exists with the Australian market, where female-targeted products retail at higher prices, and this has an adverse effect on the cost of living for female and/or gender diverse students

**2.87A**

Amend to:

13.The NUS recognises that a gendered-price gap exists with the Australian market, where products targeted at women retail at higher prices, and this has an adverse effect on the cost of living for students who are women or gender-diverse.

**Mover:** Zoe Ranganathan

**Secunder:** Georgie Beatty

**2.87AA**

Platform: That the amendment be reworded to read ‘13.The NUS recognises that a gendered-price gap exists with the Australian market, where products targeted at non-cis men or gender diverse people retail at higher prices, and this has an adverse



effect on the cost of living for students who are non-cis men or are gender-diverse.’

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

## 2.87 13. Women’s future in work

### **Preamble:**

Within the trans community, the word ‘female’ is often seen as a term that refers only to those who were assigned female at birth, and is quite clinical, excluding trans women. By replacing it ‘female’ with ‘women’, it would be further inclusive of all women without alienating some of them. The use of ‘women’ is present in nearly all other policies, so it also feels weird that there’s a change of language here.

### **Amend to:**

13. The NUS recognises that a gendered-price gap exists with the Australian market, where products targeted at women retail at higher prices, and this has an adverse effect on the cost of living for students who are women or gender-diverse.

**Mover:** Natalie Tew

**Seconder:** Zoe Davidson

The NUS recognises that the Federal Government’s attempts to increase the representation of women in STEM by decreasing course fees is a futile attempt:

- a. The NUS recognises that the lack of representation of women in STEM originates from the stigmatisation of women’s involvement in science-based interests from as early as primary school
- b. The NUS will campaign to ensure greater awareness around the issue and ensure women are supported in their interest in STEM from a young age

## 2.88A

Change the beginning of the last sentence of the platform so it reads: “Furthermore, the NUS will support member unions in providing legal resources such as on-campus lawyers, information about gender discrimination.”

**Mover:** Cassidy Pemberton

**Seconder:** Lucy Rohl

**2.88 14. Addition to National Union of Students' policy "Women's Future in Work" provision 14.**

**Preamble:**

This addition seeks to increase women's representation in STEM industries by making the field more attractive for women. This will be through raising awareness of gender discrimination and providing legal recourse/information about potential actions taken in response to gender discrimination. This aims to provide a safer working environment for women by deterring gender discrimination.

**Platform:**

That the following be added to "Women's Future in Work," provision 14:

"The NUS will ensure students are supported in their STEM careers and internships and they are not silenced about gender discrimination within the industry. This will be done through campaigning, such as a social media series providing information about workers' rights, gender discrimination in the workplace and legal resources such as legal aid services. Furthermore, the NUS will mandate that all member unions have legal resources available such as on-campus lawyers, information about gender discrimination."

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

The NUS recognises the crucial importance of the current superannuation system for women's economic future, and will campaign against any attacks to dismantle the superannuation system

**2.89A**

Add to the end "The NUS will also fight for free tertiary education as a feminist issue"

**Mover:** Cassidy Pemberton

**Secunder:** Lucy Rohl

**2.89AA**

Amend to remove the last 2 sentences.

**Mover:** Emily Sagolj

**Secunder:** Param Mahal

**2.89 15. Addition to National Union of Students' policy "Women's Future in Work," becoming provision 15:**

**Preamble:**

This addition to the policy seeks to reaffirm the National Union of Students' dedication to free education and the promotion of women's equality through opposing the Job-Ready Graduates Package. Without an explicit acknowledgment of this rejection, the National Union of Students does not provide sufficient ridicule of a

policy that is against our values as the representative body for all students' interests. Likewise, this addition seeks to give momentum to the movement against fee increases though agreeing on the minimum amount of campaigns member unions will conduct. Without these accepted campaigns, the National Union of Students risks ignoring the power of collective action amongst its member unions, which may lead to the issue of fee increases not being resolved.

**Platform:**

That the following be added to "Women's Future in Work," constituting provision 15: "The NUS will campaign against the increases of HECS-HELP fees under the Job-Ready Graduates package, as it creates a greater discrepancy between the HECS debt by women and men by increasing fees for women-dominated university programs and courses. The NUS will run at least 2 campaigns against the fee increases and call upon other unions and university organisations' support. The NUS will release a social media campaign highlighting the effect of the package upon members of marginalised groups such as women and First Nations people."

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

The NUS recognises the crucial importance of the current superannuation system for women's economic future, and will campaign against any attacks to dismantle the superannuation system

**2.90 15. Addition to National Union of Students' policy "Women's Future in Work" provision 15:**

**Preamble:**

This addition seeks to specify agreed campaign forms for member unions. Without recognising this, the member unions' commitment ignores the importance of collective action which would make a campaign more effective. This would better protect the interests of university students to have a superannuation system.

**Platform:**

That the following be added to "Women's Future in Work" provision 15: "...through measures such as protest, media outreach and supporting other unions."

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

The NUS believes in free childcare as an effective support structure for students with children, and supports the creation and adequate maintenance of free childcare and parenting rooms on all university campuses

**2.91 16. Addition to National Union of Students' policy "Women's Future in Work" provision 16.**

**Preamble:**

This provision aims to add specificity to this provision by recognising the level of impact a lack of free childcare has on university students and the commitments to action on this issue. Without recognising the inadequacy of child care's extensive impact on university students, the National Union of Students may not provide the sufficient resources to combat this significant impediment to study. Likewise, the National Union of Students' must commit to trade union solidarity is an effective form of campaign. Without this addition, the National Union of Students risks not effectively addressing the issue which harms this group of current and potential university students' ability to study.

**Platform:**

That the following be added to "Women's Future in Work" provision 16:  
"Lack of adequate access to childcare is a primary reason that women who, for whatever reason may have not had access to tertiary education at a young age, do not feel able to return to a university campus. This issue is systemic and affects not only women who are current or future tertiary students, but women throughout their working lives. The NUS is committed to the fight for free childcare and commits to standing in solidarity with any campaign from a trade union or reputable NGO (non-government organisation) on this issue. The NUS further commits to campaigning for free childcare as a tertiary education issue through collaboration with our comrades in the NTEU and our member unions, facilitated by our State Branch Presidents, Education Vice-Presidents and campus organisers."

**Mover:** Sinead Winn

**Secunder:** Isabella Harding

## Sexual Assault and Harassment Prevention

NUS recognises the widespread epidemic of sexual violence on Australian university campuses, and stands in solidarity with all survivors

**2.92 1. Sexual assault and harassment prevention**

**Preamble:**

The international student community is also disproportionately affected by sexual violence, and it's important to acknowledge this in this statement.

**Add** 'international' after 'transgender' and before 'and.'

**Mover:** Natalie Tew

**Secunder:** Zoe Davidson

NUS believes it is the responsibility of post-secondary institutions to ensure that sexual violence is not perpetrated within the campus community. The NUS will advocate for the development of effective primary prevention education for sexual assault and harassment by Universities. This should include:

- a. Publishing clear guidelines, in multiple languages, about reporting, complaint, investigation, and adjudication processes.
- b. Developing appropriate educational resources, alongside students, to define the culture and expectations at individual universities, and assist students in developing positive relationships.
- c. A process that is reflective of the diverse experiences of survivors and takes into account sexuality, gender, ethnic and cultural background, socio-economic background and accessibility.
- d. Survivors and students should be consulted prior to release of public prevention advertisements regarding location and contents of the publications.

**2.93 4. Amendment to National Union of Students' policy "Sexual Assault and Harassment Prevention" provision 4:**

**Preamble:**

This amendment aims for member unions to make a commitment to campaigning against SASH at university. This seeks to provide a method for universities instituting and maintaining these measures that protect university students from SASH incidents. Without this, the National Union of Students' risks neglecting a collective commitment from all member unions that is essential to advocating for these safety measures to be put in place. No collective action on this issue means a disparity in how students are protected across the separate universities which is ineffective at preventing SASH incidents. In addition to this, this amendment seeks to remove the burden on survivors to regulate the response to SASH. This seeks to be respectful of survivor trauma and allow survivors to opt into consultation when they are students. Mandating survivor participation could go against the survivors' interests. As the NUS' values people's autonomy, survivors should be given the discretion to participate in consultations.

**Platform:**

That "Sexual Assault and Harassment Prevention" provision 4 be amended to read:

"NUS believes it is the responsibility of post-secondary institutions to ensure that sexual violence is not perpetrated within the campus community. The NUS will

advocate for the development of effective primary prevention education for sexual assault and harassment by Universities. The NUS will encourage member unions to protest for these measures. This should include:

- a. Publishing clear guidelines, in multiple languages, about reporting, complaint, investigation, and adjudication processes.
- b. Developing appropriate educational resources, alongside students, to define the culture and expectations at individual universities, and assist students in developing positive relationships.
- c. Developing a process that is reflective of the diverse experiences of survivors and takes into account sexuality, gender, ethnic and cultural background, socio-economic background and accessibility.
- d. Survivors and students should be consulted prior to the release of public prevention advertisements regarding the location and contents of the publications.”

**Mover:** Sinead Winn

**Seconder:** Isabella Harding

The NUS supports a survivor-centric response to sexual assault and harassment. This includes:

- a. the establishment of an independent investigative process, with appropriately trained staff.
- b. accessible trauma informed therapeutic services.
- c. the development of alternative justice and resolution processes in regard to sexual assault and harassment, with appropriately trained and supported staff across all Australian universities.
- d. recognising that patriarchy, compulsory heteronormativity and toxic masculinity are key contributing factors to the epidemic of sexual assault and harassment in Australian universities. Furthermore, universities should not promote “Men’s Rights Activist” theory or propaganda in any way.

## 2.94 **8. Sexual Assault and Harassment Prevention**

### **Preamble**

The current clause is a juxtaposition of acknowledging the consequences men face under the patriarchy and also appearing to dismiss effects to advocate for change against issues such as toxic masculinity. The clauses are split up for clarification of

objectives. The second clause is modified in order to clarify the true intent of the clause. The absence of a definition for 'Men Rights Activist theory' in such a widely shared document can be misleading and create a harmful interpretation. For example this clause could be easily misinterpreted that 'awareness on toxic masculinity creates higher rates of suicide in men,' should not be allowed within universities. It is important to acknowledge the men's right liberation movement works under and within feminist efforts. This movement is separate from 'Men's Right Activism' theory which believes feminism is an attempt to oppress men by stealing their rights. Men's Liberation theory and its activism works to benefit the dismantling of the patriarchy. The removal of mindsets such as toxic masculinity within men is paramount to ending rape culture. Men's Liberation Theory is the most successful framework for this transformation within men. It is important universities still work to end compulsory heteronormativity and toxic masculinity. Therefore the clarification of meaning is paramount to ensure universities can continue to facilitate discussion on the patriarchy's harm to anyone who lives and operates under it.

**Platform:**

Amendment to Clause 8.d

Separate the second sentence to a new clause.

Create new clause after 'universities' and before "Furthermore"

This clause will be reworded to

E. Universities should not promote "Men's Right Activist" theory or propaganda in anyway. Men's Rights Activism under this context is defined as misogynistic ideology that is anti feminist and believes that men are oppressed in the current system. This harmful ideology is not to be confused with theory and activism that operates within feminist ideology to end the harmful effects of the patriarchy within men such as toxic masculinity.

**Mover:** Natalie Tew

**Seconder:** Zoe Davidson

The NUS supports a survivor-centric response to sexual assault and harassment. This includes:

- a. the establishment of an independent investigative process, with appropriately trained staff.
- b. accessible trauma informed therapeutic services.
- c. the development of alternative justice and resolution processes in regard to sexual assault and harassment, with appropriately trained and supported staff across all Australian universities.

- d. recognising that patriarchy, compulsory heteronormativity and toxic masculinity are key contributing factors to the epidemic of sexual assault and harassment in Australian universities. Furthermore, universities should not promote “Men’s Rights Activist” theory or propaganda in any way.

#### **2.95A**

Platform: Reword ‘complaint options being clear, outcomes of complaints being transparent and outcomes reported in a timely manner’ to read complaint options being clear, outcomes of complaints being transparent and outcomes reported in a timely manner, resulting in justice for the survivor before the completion of their degree.’

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

#### **2.95 8. Survivor-centric responses to SASH**

##### **Preamble:**

A lot of universities still take a terrible ‘perpetrator focus’ when it comes to complaints of SASH. Although working towards some form of sanction against the perpetrator is important, it’s crucial to remember that the survivor coming forward needs a lot of support and that this support is needed to encourage disclosures into the future. The Women’s chapter does cover a lot of this in clause 8, however a big issue that’s still present is the transparency of complaint outcomes. Students are sometimes left in the dark and forced to chase up complaints, they’re not told their full range of options, or they’re just left with a vague response regarding the outcome of their complaint. In turn, the NUS should also support that survivor-centric responses to SASH include that complaint options are clear, outcomes of complaints are transparent, and outcomes are reported in a timely manner to survivors.

##### **Action:**

Add the following sub-clause to clause 8 (Sexual Assault and Harassment Prevention) of the Women’s Chapter:

‘complaint options being clear, outcomes of complaints being transparent and outcomes reported in a timely manner’

To be read as:

‘The NUS supports a survivor-centric response to sexual assault and harassment.

This includes:

the establishment of an independent investigative process, with appropriately trained staff.

accessible trauma informed therapeutic services.

complaint options being clear, outcomes of complaints being transparent, and outcomes reported in a timely manner.



the development of alternative justice and resolution processes in regard to sexual assault and harassment, with appropriately trained and supported staff across all Australian universities.

recognising that patriarchy, compulsory heteronormativity and toxic masculinity are key contributing factors to the epidemic of sexual assault and harassment in Australian universities. Furthermore, universities should not promote “Men’s Rights Activist” theory or propaganda in any way.

**Moved:** Emily Sagolj (Deakin University)

**Seconded:** Georgette Mouawad (Women’s Officer)

# LGBTI/Queer

## General

The National Union of Students (NUS) opposes all forms of oppression against lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) people.

### 2.96 1. Amendment to the National Union of Students Policy Platform:

#### **LGBTI/Queer Provision 1**

##### **Preamble:**

The lack of a plus at the end of LGBTQIA implies that LGBTQIA encompass all elements of the Queer community however this is not accurate and is not an accurate representation of the full queer community. Amending the platform to include the plus seeks to create a more inclusive queer platform.

##### **Platform:**

That 'LGBTI/Queer' Provision 1, be amended to read:

'The National Union of Students (NUS) opposes all forms of oppression against lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) people.'

**Moved:** Emily Boyce (National Queer/ LGBTI Officer)

**Seconded:** Jye Langley

## Student Unions

NUS believes queer collectives should be oriented primarily towards activism that improves the lives of Queer/LGBTQIA students.

### 2.97 3. Queer Collectives do more than just activism

##### **Preamble:**

Undeniably, activism in the queer community is crucial for enacting further change and improving the lives of queer students into the future. However, it's not the role of the NUS to dictate what the focus of queer collectives should be primarily oriented towards. Queer collectives can do a wide range of things as well as activism, but pressuring them into being solely activist bodies erases the fact that queer collectives are primarily there to provide community to queer students on campus.

##### **Action:**

That clause 3 of the LGBTQI/Queer Chapter be removed:

'NUS believes queer collectives should be oriented primarily towards activism that improves the lives of Queer/LGBTQIA students.'

**Moved:** Emily Sagolj (Deakin University)

**Seconded:** Georgie Brimer (Deakin University)

## 2.98 **Queer Collectives are Peak Queer**

### **Preamble:**

Many universities across Australia have created bodies that supposedly represent students but student members of the body are not elected they are simply appointed. Australia has a long and strong history of queer student activism stemming from queer collectives, these bodies should be the peak bodies of campus queer student representation in conjunction with their student unions.

### **Platform:**

That 'LGBTI/Queer' be amended to add the following platform under 'Student Unions' 'Democratically elected queer collectives in conjunction with their student unions are the peak representative of queer student representation on campus'

**Moved:** Jye Langley

**Seconded:** Emily Boyce (National Queer/ LGBTI Officer)

## Student Services

NUS acknowledges that Queer/LGBTQIA-identifying students face different, unique issues when attending university and staff must be equipped with the tools and training to support Queer/LGBTQIA students. NUS supports the provision of councillors trained in supporting Queer/LGBTQIA-identifying students within universities.

## 2.99 **10. Queer sexual and mental health services**

### **Preamble**

Queer students experience higher risks when it comes to mental health, and can feel uncomfortable in a range of support settings, particularly sexual health. University support services need to take these areas into account in particular when equipping staff with training on being more LGBTQIA+ inclusive.

### **Platform:**

That 'LGBTI/Queer' 'Student Services' Clause 10., is amended to read as follows:

"NUS acknowledges that Queer/LGBTQIA-identifying students face different, unique issues when attending university and staff must be equipped with the tools and training to support Queer/LGBTQIA students. In particular, mental health services and sexual health services must be trained, knowledgeable and respectful to support these students and account for the increased negative mental health outcomes facing queer students. NUS supports the provision of councillors trained in supporting Queer/LGBTQIA-identifying students within universities."

**Moved:** Jye Langley

**Seconded:** Emily Boyce (National Queer/LGBTI Officer)

#### 2.100 **No Cops at Campus Events - addition to Policy Platform**

**Preamble:**

The police force in Australia is an institution of oppression and violence, police have an extensive history of violence targeted at queer people and should not be invited to events on campus. Even with “Gay and Lesbian Liaison Officers” the police is a queerphobic organisation that still today routinely denies support to queer people seeking assistance.

**Platform:**

That ‘LGBTI/Queer’ be amended to add the following platform under ‘Student Services’ after Clause 11.

‘NUS opposes the presence of police officers at any celebration of ‘Pride’, ‘Wear it Purple Day or any other events related to queer students’

**Moved:** Jye Langley

**Seconded:** Emily Boyce (National Queer/ LGBTI Officer)

## Trans and Gender Diverse Identities

NUS condemns transphobia in all forms, and acknowledges that trans identities are diverse across the community. NUS recognises the following:

- a. Transgender people are marginalised by forced gender roles and gendered assumptions by the patriarchy, and that they should be welcome in womens’ autonomous spaces and events if they feel like they would benefit from these. NUS believes that to refuse access to transgender people from these spaces is transphobia.
- b. Some trans people, especially trans feminine people and people read as women, experience an amplified level of marginalisation as a result of the intersection of misogyny and transphobia, and NUS commits to supporting and including transgender people.

- c. Not all transgender people pursue medical transitions, and that whether or not a particular person wishes to pursue a medical transition is a private matter for them.
- d. Not all trans people are out, and that not all trans people want to be out in specific circumstances, including educational institutions. NUS respects the decisions of trans people who wish to choose where and to whom they are out to, and supports trans people who remain in the closet.

**2.101 37. Non-binary and trans people in autonomous womens' spaces**

**Preamble**

Spaces with a focus on womens' experiences and womens' rights should naturally include trans women due to being autonomous womens' spaces. However, the policy is less clear on when and why to include trans and gender diverse people within these spaces, especially when considering that not every non-binary person has a connection with womanhood.

**Platform:**

That 'LGBTI/Queer' section 'Trans and Gender Diverse' Clause 37. Is amended to read as follows:

Transgender and non-binary people are marginalised by forced gender roles and gendered assumptions by the patriarchy, and that they should be welcome in womens' autonomous spaces and events if they feel like they would benefit from these. NUS believes that to refuse access to transgender people, particularly transgender women, from these spaces is transphobia.

**Moved:** Jye Langley

**Seconded:** Emily Boyce (National Queer/LGBTI Officer)

NUS condemns transphobia in all forms, and acknowledges that trans identities are diverse across the community. NUS recognises the following:

- 2.a Transgender people are marginalised by forced gender roles and gendered assumptions by the patriarchy, and that they should be welcome in womens' autonomous spaces and events if they feel like they would benefit from these. NUS believes that to refuse access to transgender people from these spaces is transphobia.

2.b Some trans people, especially trans feminine people and people read as women, experience an amplified level of marginalisation as a result of the intersection of misogyny and transphobia, and NUS commits to supporting and including transgender people.

2.c Not all transgender people pursue medical transitions, and that whether or not a particular person wishes to pursue a medical transition is a private matter for them.

2.d Not all trans people are out, and that not all trans people want to be out in specific circumstances, including educational institutions. NUS respects the decisions of trans people who wish to choose where and to whom they are out to, and supports trans people who remain in the closet.

## **2.102 37. Respecting discomfort at pronoun disclosure amendment to Policy**

### **Platform**

#### **Preamble**

While efforts, especially through encouraging allies, to normalise stating ones' pronouns are essential for making it safe for transgender and gender diverse people to express their pronouns, and to challenge the assumptions that you can tell someone's pronouns by looking at them. While in theory everyone should be encouraged to share their pronouns as not doing so could be seen as not being supportive of trans people, it is important to also make try to make it is safe as possible for people who are in the closet or questioning their gender to be able to avoid sharing their pronouns if they are uncomfortable doing so. While it is important to encourage everyone to share their pronouns, it is also important to be aware of the needs of those for whom being expected to publicly share their pronouns means making a difficult decision under pressure.

#### **Platform:**

That 'LGBTI/Queer' 'Trans and Gender Diverse Identities' Chapter 37, adds:

"e) Supporting those who are questioning and those in the closet includes respecting people who have legitimate reasons for not being comfortable disclosing their pronouns, despite any perceived status as not trans or gender diverse. This means when possible, aiming for the middle ground between normalising allies presenting pronouns and not forcing anyone to make a choice between potentially outing oneself or not telling the whole truth."

**Moved:** Jye Langley

**Seconded:** Emily Boyce (National Queer/LGBTI Officer)

# First Nations

## Standing Against Racism

NUS stands in opposition to racism against Indigenous peoples and all other forms of oppression and discrimination, including continued colonisation

### 2.103 4. Standing up to oppression and discrimination

**Preamble:**

In light of cultural and social advocacy for minority groups, specifically the BLM (Black Lives Matter) movement, the policy should also recognise systemic violence.

**Amend to:**

Add “and systemic violence.” after ‘continued colonisation’.

**Mover:** Zoe Davidson

**Seconder:** Oscar Davison

## Education and Indigenous Knowledges

NUS understands that Indigenous students face severe discrimination at all levels of life including university and supporting an increase in Indigenous support and presence at university can improve this experience for students and staff.

### 2.104 7. Supporting students who face severe discrimination

**Preamble:**

This point is clunky and does not have a strong policy. QUTGuild advises that this incredibly important policy uses solution-focused and action-focused steps.

**Amend to:**

“NUS agrees that Indigenous students face severe discrimination at all levels of life, especially in tertiary institutions and transitioning into the workforce. The NUS strives to increase Indigenous support and presence of Indigenous People by advocating for visibility of rights and the understanding and acknowledgement of systemic violence faced. They see these actions and steps to improving experiences for students and staff and proactive steps in eliminating oppression and discrimination.”

**Mover:** Zoe Davidson

**Seconder:** Oscar Davison

NUS notes that cultural competency training of the Aboriginal and Torres Strait communities is an important tool for valuing culture in higher education.



**2.105 11. Cultural Competency Training**

**Preamble:**

Wording is confusing whether that is related to education of purely Aboriginal and Torres Strait islander people or educating the entire community, Indigenous inclusive.

**Amend to:**

After 'training', replace 'of the' to "For the understanding and empowerment of".

**Mover:** Zoe Davidson

**Seconder:** Oscar Davison

## Police and Indigenous Deaths in Custody

·That NUS Support Campaigns organised by the Aboriginal and Torres Strait Islander communities to combat these attacks on our people.

**2.106 53. Support Campaigns for Police and Indigenous Deaths in Custody**

**Preamble:**

The wording of 'our' is incorrect and unclear, as well as the general subject of the attacks and their purpose.

**Amend to:**

"The NUS supports campaigns organised by the Aboriginal and Torres Strait Islander communities which facilitate empowerment and acknowledgement of land which fundamentally attacks the rights of the community."

**Mover:** Zoe Davidson

**Seconder:** Oscar Davison

That NUS condemn the police officer involved in the shootings and deaths in custody

**2.107 55. Condemning Police Officers**

**Preamble:**

Typo

**Amend to:**

Replace 'officer' with "officers"

**Mover:** Zoe Davidson

**Seconder:** Oscar Davison

# Disability

## Combatting Ableism and Discrimination

### 2.108A

Action: Amend to add 2nd action point: 'NUS demands that universities and unions publicise that their support services and collectives are available to all types of disabilities, including invisible. The NUS encourages spreading campaigns of this nature in order for students to be better able to self-identify'.

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

### 2.109A

Action: Amend to add 'with acknowledgement that a GP referral is adequate proof of requiring special consideration'.

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

### 2.108 Invisible Disabilities

**Preamble:**

Invisible disabilities are disabilities that are not immediately apparent to others, but still impact the daily lives of the students with them. Unfortunately, due to the invisible nature of these conditions, students possessing them often have to deal with the additional struggle of being accused of faking or imagining their disabilities. As a result, they often have a difficult time accessing healthcare, special consideration and learning access plans within their tertiary institutions. In order to assist students experiencing these accusations, more needs to be done to educate fellow students and tertiary education providers about invisible disabilities and disabilities in general.

**Action:**

Add the following clause to the Combatting Ableism and Discrimination sub-chapter of the Disability Chapter:

'The NUS acknowledges that invisible disabilities exist and that there needs to be more education about the presence of invisible disabilities and about how students can be appropriately supported.'

**Moved:** Emily Sagolj (Deakin University)

**Seconded:** Kit Sanders (Disabilities Officer)

## Campus Services, Teaching, and Accessible Teaching Spaces

NUS believes that the accessibility requirements of all students should be met:

- 2.a That receiving required support, adjustment or considerations should not be onerous on the affected persons
- 2.b Without enduring long and arduous processes to receive accommodations
- 2.c Without being required to register private medical information in a widely accessible university database
- 2.d Promptly and respectfully by educators
- 2.e Without displaying and perpetuating a stigma surrounding disabilities

### 2.109 16. Diagnosis is a Barrier for Disabled Students

#### **Preamble:**

Receiving a diagnoses of a chronic illness or disability can take years and cost hundreds to thousands of dollars. These are not resources that many students have access to, especially those living with a disability. Therefore it is an unfair - and un-necessary - hurdle to require a student to provide proof of a diagnosis in order to access reasonable adjustments.

#### **Action:**

Add the following sub clause to section 16 of the 'Campus Services, Teaching, and Accessible teaching Spaces' section of the NUS Disability platform:

“Without requiring proof of a diagnosis”

**Moved:** Kit Sanders (Disabilities Officer)

**Seconded:** Emily Sagolj (Deakin University)

### 2.110 Intersectionality in Disability

#### **Preamble:**

Accessing appropriate healthcare and adjustments can be hard for disabled students. It can be even harder for women, queer people, and culturally diverse people who's suffering has historically been taken less seriously. Disability, sexism, racism, homophobia, transphobia, and bigotry intersect greatly when it comes to being denied healthcare and services.

#### **Action:**

Add the following clause to the 'Combatting Ableism and Discrimination' section of the NUS Disability Platform:

“The NUS acknowledges that access to healthcare and special adjustments in education is difficult for disabled students. This institutional hardship is often exacerbated for students who are women, gender diverse, queer, culturally diverse, or linguistically diverse. The NUS aims to provide resources and support where possible to student activists and organisations to assist with the education, support, and seeking of treatment and ongoing care of disabled students with intersecting under-represented identities.”

**Moved:** Kit Sanders (Disabilities Officer)

**Seconded:** Arabella Wauchope (Welfare Officer)

### 2.111 Consultation Enables Accessible Activism

**Preamble:**

Creating accessible spaces is extremely difficult without consultation from a diversity of disabled voices. Therefore the only way to ensure accessibility in activist spaces is to include disabled voices in processes of planning activism.

**Action:**

Add the following clause to the Accessible Activism Chapter of the NUS Disability Platform:

“The NUS commits, to the best of its ability, to include disabled students in the planning and actioning of activism to ensure accessibility in activist spaces. Additionally, the NUS aims to provide student activists and organisations with the resources and guidance to create accessible activism in a similar manner.”

**Moved:** Kit Sanders (Disabilities Officer)

**Seconded:** Noah Beckmann

# International

## Secure employment

NUS recognises the value in students engaging in employment relevant to their course of study and supports increasing the limit on hours of work for international students from 40 to 50 hours per fortnight to ensure international students have greater access to industry specific paid internships available to domestic students.

### 2.112 11. International Chapter Amendment

**Action:**

That clause 11 of the International Chapter is amended from:

'NUS recognises the value in students engaging in employment relevant to their course of study and supports increasing the limit on hours of work for international students from 40 to 50 hours per fortnight to ensure international students have greater access to industry-specific paid internships available to domestic students.'

To

'The NUS recognises the value in students engaging in employment relevant to their course of study and supports increasing the limit on hours of work for international students to a minimum of 48 hours per fortnight to ensure international students have greater access to work and industry-specific paid internships available to domestic students.'

**Moved:** Akshay Jose (RMIT University)

**Seconded:** Param Mahal

International students and VISA holders deserve the same right as any Australian to work free from workplace exploitation including underpayment, the withholding of workplace conditions and entitlements and workplace bullying.

### 2.113 12. Visa Holders' Employment Rights

**Preamble**

International students have basic medical needs as any other resident of Australia. Basic medical coverage should not be an add-on component to existing medical policies.

**Action**

That clause 12 of the International Chapter be amended from:

'International students and VISA holders deserve the same right as any Australian to work free from workplace exploitation including underpayment, the withholding of workplace conditions and entitlements and workplace bullying.'

To

'International students and VISA holders deserve the same right as any Australian to work free from workplace exploitation including:

- Underpayment
- Access to graduate job opportunities
- Withholding of workplace conditions and entitlements
- Workplace bullying'

**Moved:** Nidzam Shah Hussain (Swinburne University)

**Seconded:** Param Mahal

## Health and wellbeing

NUS supports increased healthcare coverage under mandatory OSHC insurance, including but not limited to comprehensive access to mental health care and support.

### 2.114 16. Better OSHC Coverage

#### **Preamble:**

International students have basic medical needs as any other resident of Australia. Basic medical coverage should not be an add-on component to existing medical policies.

#### **Action**

That clause 16 of the International Chapter be amended from:

'NUS supports increased healthcare coverage under mandatory OSHC insurance, including but not limited to comprehensive access to mental health care and support.'

To

'NUS supports increased healthcare coverage under mandatory OSHC insurance, including but not limited to the following:

- Dental
- Optical
- Comprehensive Mental Health care and support'

**Moved:** Nidzam Shah Hussain (Swinburne University)

**Seconded:** Param Mahal

### 2.115 Tuition Fee Freeze

#### **Preamble**

In the name of economic recovery post-COVID, universities have started to levy huge increases to international student's tuition fees. Most universities already generate enough revenue and have cut major costs over the past 2 years.

**Action**

That a clause be added to the International Chapter: “The NUS supports a fee freeze or reduction for international students who are already paying 2 to 3 times more in tuition fees compared to domestic students, have experienced socio-economic hardship during the COVID-19 pandemic and drop in education quality.”

**Moved:** Nidzam Shah Hussain (Swinburne University)

**Seconded:** Param Mahal

**2.116 Reform Temporary Graduate Visa****Preamble**

International students have lost 2 years of quality education during the pandemic through lockdowns and border closures. This has resulted in loss of gainful employment and sharpening their skills. The current temporary visa extension of up to 3 years only applies to students studying Master by Coursework but neglects international undergraduate students.

**Action**

That a clause be added to the International Chapter: “The NUS supports reform to the temporary graduate visa (485), to increase the temporary residency term from 2 to 3 years for graduates regardless of study level.”

**Moved:** Nidzam Shah Hussain (Swinburne University)

**Seconded:** Param Mahal

**2.117 HDR Stipend for International Students****Preamble**

Universities attract quality research talent including from the international student pool; however, they prioritise distribution of stipends to domestic students and are not obligated to pay international students a living wage. Some universities offer fully paid PhD scholarships yet expect full time work commitments from international students with little to no pay. This forces international students to find part-time or casual work to support their cost of living.

**Action**

That a clause be added to the International Chapter: “The NUS recognises that wage theft occurs in the HDR departments of universities. Universities must commit to paying a fair and living wage to international students that are committed to HDR and PhD projects.”

**Moved:** Nidzam Shah Hussain (Swinburne University)

**Seconded:** Param Mahal

# Ethnocultural

## Opposition to Racism and Colonialism

NUS recognises that the Australian government is a racist institution and the key source of racism directed against First Nations people, migrants, refugees and Muslims, amongst others.

### 2.118 5. Make the Ethnocultural Chapter Great Again Part 2

#### **Preamble:**

These two clauses cover a lot of the same issues, hence why they should be condensed and less specific.

#### **Action:**

That clause 5 of the Ethnocultural Chapter is amended from:

‘NUS recognises that the Australian government is a racist institution and the key source of racism directed against First Nations people, migrants, refugees and Muslims, amongst others.’

To

‘The NUS recognises that there are ongoing elements of racism from the Australian Government directed against First Nations people, migrants, refugees, and Muslims, amongst others and opposes the racist policies of Australian federal and state governments.’

And

Delete clause 6 of the Ethnocultural Chapter:

‘NUS opposes the racist policies of Australian federal and state governments, regardless of which party carries them out. NUS recognises and opposes the historical and on-going racist policies of both the Liberal and Labor parties.’

**Moved:** Akshay Jose (RMIT University)

**Seconded:** Param Mahal

## Refugees and Migrants

### 2.119 Refugees and Migrants

#### **Preamble:**

Refugees and migrants who hold temporary protection visa may attend University in Australia. However they receive no government support and often experience tremendous struggles throughout their degree. Scholarships are seen as the most viable options to attend university and this is limited. NUS should affirm its position not only in general national support for refugees and migrants but also in its position to support refugees in their universities career.

#### **Platform:**

21. NUS acknowledges the obstacles that refugees face in attending university and completing their degree.



22. NUS supports student unions and universities providing assistance and support to refugee students in the duration and completion of their degree.

23. NUS supports universities providing assistance and support to refugees in the goal of creating a pathway for refugees to become university students.

**Mover:** Natalie Tew

**Seconded:** Zoe Davidson

#### 2.120 **Don't deport to danger**

**Add:**

Ethnocultural

"Refugees and Migrants

22. NUS demands the urgent cessation of deportations of asylum seekers, both scheduled and underway.

23. NUS stands for the abolition of temporary protection visas and supports the granting of permanent protection to all TPV holders to remove the threat of future deportation.

24. NUS demands amnesty for asylum seekers currently deemed "unlawful non-citizens".

25. NUS seeks collaboration with activist organisations like the Tamil Refugee Council in the fight to stop deportations and establish refugee rights."

**Amend:**

Ethnocultural

Refugees and Migrants, 18 (Remove: NUS opposes the mandatory detention of refugees and supports the immediate closure of all immigration detention centres.)

"NUS opposes the mandatory detention of refugees, supports the immediate release of asylum seekers from detention and transit accommodation centres, and supports the closure of all immigration detention centres."

**Moved:** Yasmine Johnson USYD

**Seconded:** Kaia Cox UOW

## Opposition to War and Militarism

#### 2.121 **No to war**

**Add 51.**

51. NUS opposes all escalation of imperialist tensions between Australia and the US, and China. NUS maintains that war between the rival imperialist powers Australia and China is at odds with the interests of the working class, unions and ordinary people in either country, and recognises the urgency of building political opposition to war.

**Moved:** Freya North Hickey Curtin

**Seconded:** Holly Hayne UTS

## Solidarity with Palestine

4. NUS stands against all modern forms of colonialism and the dispossession of Indigenous people around the world.

51. NUS stands against all modern forms of colonialism and the dispossession of Indigenous people around the world.

### **2.122 51. Make the Ethnocultural Chapter Great Again Part 1**

#### **Preamble:**

Clause 51 of the Ethnocultural Chapter is identical to clause 4 of the Ethnocultural Chapter.

#### **Action:**

Remove Clause 51 of the Ethnocultural Chapter

**Moved:** Akshay Jose (RMIT University)

**Seconded:** Param Mahal

- NUS stands against all modern forms of colonialism and the dispossession of Indigenous people around the world.
- NUS opposes the historic and on-going genocide, apartheid, land-theft and oppression of the Palestinian people by the state of Israel.
- NUS supports the struggle for freedom, justice and self-determination of the Palestinian people.
- NUS recognises that support for Palestine is not anti-Semitic. NUS acknowledges that any effective fightback against anti-Semitism requires understanding that Zionism and Judaism are not the same. Jewish people cannot be automatically identified with the Israeli state.

### **2.123A Withdrawn**

#### **2.123 Solidarity with dispossessed people around the world**

##### **Preamble:**

The NUS should stand against all modern forms of colonialism and dispossession of indigenous people around the world and should be adamantly against any historical and on-going genocide and oppression of people. There are so many countries

experiencing these issues, in turn the NUS should not be singling out specific nations, nor should we be specifying each modern form of oppression occurring because we risk looking exclusionary every year if we only have certain conflicts mentioned and others not. Instead we should be taking a broad stance against these atrocities to ensure that we position ourselves as adamantly against all types of dispossession.

**Action:**

Remove clause 54 and amend clauses 51, 52 and 53 in the Ethnocultural Chapter from:

'51. NUS stands against all modern forms of colonialism and the dispossession Indigenous people around the world.

52. NUS opposes the historic and on-going genocide, apartheid, land-theft and oppression of the Palestinian people by the state of Israel.

53. NUS supports the struggle for freedom, justice and self-determination of the Palestinian people.

54. NUS recognises that support for Palestine is not anti-Semitic. NUS acknowledges that any effective fightback against anti-Semitism requires understanding that Zionism and Judaism are not the same. Jewish people cannot be automatically identified with the Israeli state.'

To

'51. The NUS stands against all modern forms of colonialism and the dispossession Indigenous people around the world.

52. The NUS opposes any historic and on-going genocide, apartheid, land-theft and oppression of people by any state.

53. The NUS supports the struggle for freedom, justice and self-determination of people around the world.'

And, change the title of sub-chapter Solidarity with Palestine to 'Solidarity with dispossessed people around the world'.

**Moved:** Emily Sagolj (Deakun University)

**Seconded:** Akshay Jose (RMIT University)

## Armenian Genocide Recognition

- NUS recognises that the twenty fourth (24) April marks the anniversary of the commemoration of the genocide of the Armenians by the then Ottoman Government between 1915-1922
- NUS condemns the genocide of the Armenians and all other acts of genocide committed during our century as the ultimate act of racial, religious, and cultural intolerance

- NUS recognises the importance of remembering and learning from such dark chapters in human history to ensure that such crimes against humanity are not allowed to be repeated
- NUS condemns and prevents all attempts to use the passage of time to deny or distort the historical truth of the genocide of the Armenians and other acts of genocide committed

## **2.124A Withdrawn**

### **2.124 Genocide Recognition**

#### **Preamble:**

The NUS should stand against all historic and modern forms of genocide around the world. Whilst it is important to recognise the individual genocides that have occurred, the NUS should not have to focus on any individual examples in their stance, but instead have a broad stance against all genocide to ensure that we position ourselves as adamantly against it.

#### **Action:**

Remove clause 55 to 59 of the Ethnocultural Chapter from:

'55. NUS recognises that the twenty fourth (24) April marks the anniversary of the commemoration of the genocide of the Armenians by the then Ottoman Government between 1915-1922.

56. NUS condemns the genocide of the Armenians and all other acts of genocide committed during our century as the ultimate act of racial, religious, and cultural intolerance.

57. NUS recognises the importance of remembering and learning from such dark chapters in human history to ensure that such crimes against humanity are not allowed to be repeated.

58. NUS condemns and prevents all attempts to use the passage of time to deny or distort the historical truth of the genocide of the Armenians and other acts of genocide committed.

59. NUS calls on the Commonwealth Government to officially condemn the genocide of the Armenians and any attempt to deny such crimes against humanity.

And replace with:

'The NUS condemns historical and modern genocides of any people from any state around the world.

The NUS recognises the importance of remembering and learning from such dark chapters in human history to ensure that such crimes against humanity are not allowed to be repeated.

The NUS condemns and prevents all attempts to use the passage of time to deny or distort the historical truth of any acts of genocide committed.

The NUS calls on the Commonwealth Government to officially condemn any historical and future genocide and any attempt to deny such crimes as crimes against humanity.'

**Moved:** Emily Sagolj (Deakin University)

**Seconded:** Akshay Jose (RMIT University)

# Small and Regional

## Support for Students

### 2.125A

Action: Amendment to add ‘NUS understands that youth allowance independence restrictions extremely limit regional students moving to metropolitan areas’.  
Amendment to add point 3. ‘By providing a list of internal and external scholarships including other support for regional and rural students’.

**Mover:** Zoe Ranganathan

**Seconder:** Georgie Beatty

### 2.125 Support for Students Additional Policy

**Preamble:**

Students from rural and regional backgrounds sometimes do not have the same access to the same quality of education throughout high school and are immediately disadvantaged upon entering higher education—which leads to drop outs, lower grades, and mental health impacts.

**Add to policy:**

The NUS advocates for universities to provide support to rural and regional students in regards to their studies in terms of assisting all incoming students to their campus, both in-person and online.

This should be done:

1. By promoting school excursions to metropolitan campuses
2. By providing a list of information to all students on what they are expected to know prior to the commencement of their degree

**Mover:** Madison Ainsworth

**Seconder:** Chris Hall

### 2.126 Living standards of regional students

**Preamble:**

Regional students are often the ones that inhabit inadequate metropolitan student accommodation and housing services which are simply not up to a high enough standard for anybody, especially for the prices that are often charged to students living there. It makes the transition from regional to metropolitan living harder, increases financial insecurity, and ultimately makes bridging the gap for regional students to tertiary education even harder.

**Action:**

Add a clause under the ‘Support for Students’ heading of the Small and Regional platform: “NUS recognises the often inadequate and overpriced metropolitan student accommodation and housing services that regional students who choose to study in metropolitan areas typically inhabit and commits to advocating for the improvement of student accommodation and housing services, with particular focus on services provided by universities for students.”

**Moved:** Jake Maraldo  
**Seconded:** Emily Sagolj

## Climate Change

NUS recognises that regional universities are under a greater threat from the effects of Climate Change due to the increase in catastrophic bushfire ratings.

### 2.127 12. Climate Change and the Regions

**Preamble:**

Communities and universities in rural and regional Australia face major risks from Climate Change in comparison to their metropolitan counterparts. Regional communities have already encountered the majority of damage caused by natural disasters exacerbated by Climate Change. Regional people need a fair transition to net-zero that would save our planet whilst supporting vulnerable workers in transitioning industries. Regional universities act as major hubs for their communities and will play an integral role in local transitions to net-zero, additionally, students and university staff represent a large base of climate activists. Despite increasing community demands, a lack of federal climate action has left regional communities stranded, continuing to put regional lives at risk. Now more than ever it's imperative to provide support to climate activists, particularly those in regional Australia.

**Amend**

Small and Regional  
Climate Change, 12

Reword to: NUS acknowledges that regional universities face a disproportionate threat from the effects of Climate Change, due to the impact of worsened flooding, drought, and bushfires and recognises that these impacts will intensify preexisting regional inequalities if Climate Change continues unabated.

**Mover:** Jye Langlely  
**Seconder:** Georgie McDaid

NUS recognises that regional universities are under a greater threat from the effects of Climate Change due to the increase in catastrophic bushfire ratings.

### 2.128A

Replace the proposed amendment in its entirety with "The NUS recognises that rural and regional students may face more significant mental health impacts as a result of impending and worsening climate change".

**Mover:** Emily Sagolj

**Seconder:** Param Mahal

**2.128 Climate Change Additional Policy**

**Preamble:**

In reference to 12, climate change has a significant mental toll on rural and regional students

**Add to policy:**

The NUS recognises that rural and regional students undergo a significant mental impact as a result of Climate Change related incidences, such as bushfires, as a result of stress, fear, and anxiety.

**Mover:** Madison Ainsworth

**Seconder:** Chris Hall



# Additional Chapters

This section will only be considered if proposed **Rule Change 1.2** is passed by the National Conference.

## **2.129 Motion to add the following Environment Section to the NUS National Platform Preamble**

Society is facing a series of severe climate and ecological crises. The most recent report of the Intergovernmental Panel on Climate Change warns that “if we do not halt our emissions soon, our future climate could well become some kind of hell on Earth”. Scientists recognise the need for immediate reductions in carbon emissions in order to prevent more than 1.5 degrees of warming.

Despite the need for rapid and decisive action, the rich and powerful are committed to entrenching and expanding fossil fuels. Both the Labor and Liberal parties support ongoing coal mining and a ‘gas-led recovery’. Promises by politicians of ‘net zero by 2050’ are merely a license to keep polluting based on accounting tricks and woefully inadequate carbon capture and storage technologies.

Students can play a significant role in fighting for the environment. In recent years, millions of school and university students have taken to the streets in global climate strikes to demand radical action. Historically, our student unions have a proud history of fighting on the frontlines of environmental struggles. NUS must do more than passively encourage attendance at climate demonstrations. Climate activism is an important opportunity to rebuild our strength through collective action and NUS should be leading the charge for climate justice. Adopting an Environment Policy is an appropriate response to perhaps the most urgent crises of our age and will act as a guide for climate questions and activism going into the future. In the words of Greta Thunberg, “we have to act as if our house is on fire, because it is”.

### **Add:**

#### Climate Change

1. NUS recognises the urgency of the climate emergency and the need for action

2. NUS recognises that burning fossil fuels and greenhouse gas emitting processes by corporations are responsible for climate change
3. NUS understands that the rich and powerful are responsible for environmental destruction and escape the worst effects of climate change due to their power and privilege
4. NUS additionally opposes other forms of environmental destruction, including logging, strip mining and plastic proliferation, that further degrade the natural environment

#### No Fossil Fuels

5. NUS opposes all new coal, oil and gas projects and calls for an immediate end to investments in the fossil fuel industry
6. NUS supports 100% renewable energy sources in Australia by 2030, including a just transition for fossil fuel workers
7. NUS opposes political parties that commit to continuing fossil fuel production and export.

#### Zero Emissions

8. NUS demands that the Australian government commit to real zero, not 'net zero' emissions by 2030
9. NUS opposes the use of carbon capture and storage as a substitute for eliminating fossil fuel-based energy production

#### Climate Justice on the Campuses

10. NUS calls on universities to immediately and fully divest from fossil fuels and cut research ties and partnerships with environmentally destructive companies
11. NUS opposes attempts at greenwashing and demands genuine environmental commitments from universities

#### Resistance

12. NUS recognises the need for collective and disruptive activism in response to the climate crisis
13. NUS resolves to act in solidarity with climate strikers and other protests led by other climate action groups
14. NUS condemns the repression of climate activists, increased police powers and anti-protest laws that threaten the right to protest such as the Queensland Government's 2019 'Dangerous Attachment Devices' laws

## Land Rights over Mining Rights

15. NUS supports traditional ownership of the land over the rights of corporations to environmental destruction
16. NUS condemns and opposes the continued desecration of Indigenous land at the hands of governments and fossil fuel companies
17. NUS supports all struggles for Indigenous land rights

## War and Militarism

18. NUS recognises that war is catastrophically destructive to both human life and the environment
19. NUS recognises that military production is highly dependent on fossil fuels and environmentally destructive processes
20. NUS believes that the effects of climate change cannot be reversed while billions are invested in global military spending

## Nuclear Energy

21. NUS opposes ending the moratorium on nuclear energy and the incorporation of nuclear energy into Australia's future energy mix
22. NUS recognises the extreme risks that uranium mining and radioactive waste pose to public health
23. NUS recognises that nuclear energy increases the risk of nuclear weapons development
24. NUS opposes the acquisition of nuclear weapons by the Australian government

## Funding Climate Action

25. NUS opposes measures on climate change, such as a carbon tax, that place the cost of address climate change on ordinary people
26. NUS supports extraordinary taxes on corporations and the rich to fund the immediate and extraordinary measures needed to address climate change
27. NUS supports redirection of funds away from investments into the police, the military, border security and detention centres toward climate action instead

**Moved: Jack Mansell, UOW**

**Seconded: Kelly Cvetkova, Monash**

# Addition for Womens

## Healthcare

### 2.130 Abortion rights need to be defended

#### Preamble

Across the globe there's a right wing push against abortion rights and the right to choose. In the US multiple states are reversing access to abortions. Globally, only 36% of women are afforded the right to abortion on request. Even then those rights are restricted when women have to get doctors to sign off on their abortions, and when abortion is not free it is not truly accessible.

**Add** to section on 'Healthcare'

10. NUS stands with those globally who are fighting for their right to access safe, free abortion on demand.

11. NUS supports extending the right to abortions beyond 12 weeks.

Amend clause numbers accordingly.

**Moved:** Natalie Acreman

**Seconded:** Veronica Palk

## NUS Practice and Policy

### 2.131 Narrowing the Focus of Events Hosted and Co-hosted on NUS Social Media

#### Accounts

#### Preamble

The National Union of Students (NUS) is a national body comprising many member organisations. As such, it should where possible, limit the hosting and co-hosting of events to those national significance or campaigns developed by the NUS. This is to differentiate the NUS and its events from the events of member student unions, the quality of whose events are often not of the standard of the NUS as a national body.

#### Add

NUS Practice and Policy chapter

After Clause 14

"Social Media

15. The NUS will limit itself to using its social media pages to host and co-host events of national significance or campaigns developed by the NUS."

**Mover:** Nick Palmer (UNSW)

**Seconder:** Tom Kennedy (UNSW)