



Standpoint Document

[Last updated: 24/04/2024]



What are Standpoints?

A SU ‘Standpoint’ is a formal position, or stance, that The SU adopts on a particular issue, topic, or aspect of University life. Standpoints should be used to guide all Students’ Union representatives on what the student opinion is on a range of issues.

However, Standpoints do not bind The SU to any specific action, but they do demonstrate The SU’s stances on a range of issues, and a stance can inform the actions of The SU.

Standpoints are approved, amended, and overseen by the Summit Committee.

How are Standpoints created?

Any student can propose a new Standpoint, guidance for this is on our [Standpoint webpages](#).

Summit committee discuss and vote on Standpoint proposals, they are the body that can formally approve proposals as SU Standpoints.



What is 'SUMmit'?

SUMmit is an SU Committee made up of a range of student leaders and elected representatives who vote to create Standpoints (SU stances on any given issue) and hold the SU Officers to account.

Read more on our [SUMmit webpage](#).

About this Document

The Standpoints are separated into categories, these categories will evolve and change as more Standpoints are added to the list. There is also a glossary of key terms at the end.

Each Standpoint can be prefaced with 'The SU believes'.

The SU believes....

| Education | | | | |
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| Standpoint | Proposer | Summit Approval | Date of expiry/review | Progress Updates |
| There should be adequate study space capacity on and off campus for all students who desire to use it. This space should cater to students' study needs, from device charging, opening times and the type of space desired (group space, private individual space, etc.). | Education Officer 2021-22 | November 2021 | None. | |
| Students who have IMCs accepted should be able to re-sit their exam uncapped without having to fail it. | Education Officer 2021-22 | February 2022 | None. | |
| The University must require that all lectures are recorded. | Academic Exec member 2021-22 | February 2022 | None. | |
| Sustainability should be embedded into the formal and informal curriculum. | Education Officer 2021-22 | March 2022 | None. | |
| Every department should offer a reading week to their students. | Senate Rep 2021-22 | March 2022 | None. | |

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| The University should have the capacity to facilitate 100% in-person teaching for non-distance learners. | Education Officer 2021-22 | March 2022 | None. | |
| The University should provide in-depth* and tailored* feedback on all types of assessment for all students from under-represented groups*. | Academic Exec member 2021-22 | May 2022 | None. | |
| The University, in collaboration with the Academic Representatives, should collect student feedback on unit modules, during and after the unit is taken, and transparently communicate to the current and future intakes the actions taken to improve them. | Academic Exec member 2021-22 | May 2022 | None. | |
| The University should provide in-depth* feedback on all types of assessment that the students undertake. | Academic Exec member 2021-22 | May 2022 | None. | |
| Exam questions should be aimed at testing the understanding of content rather than memorization, taking into account the needs of an individual unit. | SUmmit Chair 2022-23 | November 2022 | None. | |
| Exam questions should be aimed at testing the understanding of content rather than memorization. | SUmmit Member 2022-23 | February 2023 | None. | |

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| The SU believes that every student in the University, at all levels of study, should have access to personal tutors or equivalent. | SUmmit Member 2023-24 | November 2023 | None. | |
| The SU believes that student's Disability Action Plans should be acknowledged and delivered in full by teaching staff. | SUmmit Member 2023-24 | November 2023 | None. | |
| The SU believes that exam procedures should be continuously reviewed to reflect current provision. | Academic Exec Member 2023-24 | February 2024 | None. | |
| The SU believes that the University should provide model solutions, annotated examples, and official mark schemes for all past exam papers available. | Academic Exec Member 2023-24 | March 2024 | None | |

**See glossary for definitions of 'in-depth', 'tailored', and 'under-represented groups' in this context.*

Wellbeing & Inclusivity

| Standpoint | Proposer | Summit Approval | Date of expiry/review | |
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| The University must be physically accessible to all students. | Community Officer 2021-22 | November 2021 | None. | |
| All students should have timely access to effective and appropriate support for any difficulties or personal issues they may be facing. | Community Officer 2021-22 | November 2021 | None. | |
| All students have the right to feel safe on University premises and within the community. | SU President 2021-22 | November 2021 | None. | |

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| The University must acknowledge assessment/examination stress and anxiety as true impacting factors on students' performance. | Academic Exec member 2021-22 | February 2022 | None. | |
| Students affected by harassment and discrimination should receive support and the University must respond promptly to reported incidents. Following action must be with consent of the student, and transparently communicated. | Disability Action Group Rep, and SUMmit Chair 2021-22 | February 2022 | None. | |
| All university-managed buildings should have accessible and gender-neutral toilet facilities available which are clean and fit for use. | Disability Action Group Rep, and SUMmit Chair 2021-22 | February 2022 | None. | |
| Course attendance monitoring of optional sessions should only be used for wellbeing purposes. | Education Officer 2021-22 | March 2022. | None. | |
| The University should provide accessible education and provision to reduce harm from recreational drug use and have policies and procedures in line with a harm reduction approach. | Community Officer 2021-22 | May 2022 | None. | |
| Students must receive effective communication regarding accessibility and maintenance issues; notification methods should be constantly improved upon, and updates should be shared quickly in efficient methods accessible to students. | Disability Action Group Rep, and SUMmit Chair 2021-22 | May 2022 | None. | |

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| All our events with toilet provision should have gender neutral toilet facilities available for use. | Community Officer 2021-22 | May 2022 | None. | |
| A wide range of free environmentally friendly menstrual products should be supplied in publicly accessible university buildings. | SU Summit Members 2022-2023 | April 2023 | None. | |
| The SU believes that the University should provide more financial assistance to students in the form of bursaries and scholarships, in accordance with the Access and Participation Plan. | Disability Action Group Chair | February 2024 | None. | |
| The SU believes that the University should open more safe and quiet spaces on campus and in the city for use by students. | Disability Action Group Chair | March 2024 | None | |
| Campus Life | | | | |
| Standpoint | Proposer | Summit Approval | Date of expiry/review | |
| Students should have access to an affordable, accessible, safe and reliable transport service. | SU President 2021-22 | November 2021 | None. | |
| The University should provide a range of clean, accessible, safe and fit-for-use sports facilities. | Sport Officer 2021-22 | November 2021 | None. | |

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| The University’s provision of food and drink facilities should include healthy options and a range of options for students with dietary requirements. This also includes adequate provision of water fountains and microwaves. | Education Officer 2021-22 | November 2021 | None. | |
| Students engaged in ‘work’ at the University shall be paid at or above the UK living wage for hours worked. Where gifts or tickets are offered in lieu of pay, these must be of equal or greater monetary value at initial sale than the equivalent wage. | Media Exec member 2021-22 | March 2022 | None. | |
| The University should better support students on unpaid placements and encourage providers to financially compensate students fairly for their work. | Undergraduate Student 2021-22 | March 2022 | None. | |
| The SU believes that all students at every level of study should have Wednesday afternoons off to partake in sports. | SUmmit Member 2023-24 | November 2023 | None. | |
| Sustainability | | | | |
| Standpoint | Proposer | Summit Approval | Date of expiry/review | |

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| The University should reduce and remove single-use plastic on campus and look for alternatives wherever possible whilst ensuring access needs of students are met. | Activities Officer 2021-22 | November 2021 | None. | |
| The University should use a sustainable search engine as its default browser. | Activities Officer 2021-22 | November 2021 | None. | |
| The University should give regular updates as to their progress regarding the agreed Climate Action Framework principles. | Activities Officer 2021-22 | March 2022 | None. | |
| All University research and teaching laboratories must be LEAF accredited to at least "Bronze" level. | Sports Exec member 2021-22 | May 2022 | None. | |
| Housing & Accommodation | | | | |
| Standpoint | Proposer | Summit Approval | Date of expiry/review | |
| The University should provide enough affordable University-managed accommodation for all first year UG students. | Education Officer 2021-22 | November 2021 | None. | |
| First year postgraduate students (Home and International) must have a choice for an on/off campus university managed accommodation. | Postgraduate Officer 2021-22 | November 2021 | None. | |

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| The SU believes that all students, regardless of their year of study should have access to high quality, affordable accommodation at an accessible distance from campus. | SU Summit Member 2023-24 | November 2023 | None. | |
| The SU believes that the University should address maintenance issues in their accommodation efficiently, even when such issues occur during non-working hours and on weekends. | Disability Action Group Chair, 2023-24 | February 2024 | None. | |
| University Policy, Governance and Operation | | | | |
| Standpoint | Proposer | Summit Approval | Date of expiry/review | |
| The University must provide greater transparency around how tuition fees (for both Home and International students) are calculated and where they go. | Activities Officer 2021-22 | November 2021 | None. | |
| All paid staff at the University must be paid a minimum of the UK living wage – as determined by the Living Wage Foundation. | Media Exec member 2021-22 | March 2022 | None. | |
| The University should commit to not using NDAs in cases of sexual assault and harassment. | SU President 2021-22 & Community Officer 2021-22 | March 2022 | None. | |
| Items bought with doctoral students Training Support Fund (TSF) should not be regarded | Doctoral Exec member 2021-22 | March 2022 | None. | |

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| as University Funded Device mandated to be returned. | | | | |
| The University should be GDPR compliant and transparent in how personal data is stored, used, and erased. | Disability Action Group Rep, and SUMmit Chair 2021-22 | May 2022 | None. | |
| The SU believes in reasonable and justified tuition fees for international students on placement. | Academic Exec Member 2023-24 | March 2024 | None | |

Glossary of key terms

| Word or term | Definition | Page number |
|----------------------------|---|-------------|
| 'Under-represented groups' | <p>An 'under-represented group' is defined as per the Office for Students' access and participation glossary:</p> <ul style="list-style-type: none"> • Students from areas of low higher education participation, low household income or low socioeconomic status, • Some Black, Asian and minority ethnic (BAME) students, • Mature students, • Disabled students, • Care leavers, Student Carers, People estranged from their families, Refugees, People from Gypsy, Roma and Traveller communities, and Children from military families. | 3 |
| 'In-depth' | The term 'in-depth' feedback refers to comments specific to the taught content, as well as general advice, benchmarked against transparent marking criteria. Feedback should also be idiosyncratic to the largest possible extent. | 3 |

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| 'Tailored' | 'Tailored' feedback refers to comments that take into account the general background of the student and which focuses only on the issues that fall under the student's control. | 3 |
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