

# SU Standpoint Document from 2024-25

## **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. Standpoints from 2024-25 academic year also include agreed actions for The SU. Standpoints and actions are approved, amended, and overseen by SUMmit.

## **How are Standpoints created?**

Any student can propose a new Standpoint by submitting a Statement of Issue, guidance for this is on our [Standpoint webpages](#). SUMmit discuss and vote on Statement of Issue proposals, and then form and decide on Standpoint wording and actions before voting on whether the Standpoint and actions should be adopted by The SU.

## **What is 'SUMmit'?**

SUMmit is made up of a range of student leaders and elected representatives who vote to create Standpoints (SU stances and actions on any given issue) and hold the SU Officers to account. Read more on our [SUMmit webpage](#).



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All Standpoints are prefaced with The SU believes that...

Standpoint	Actions	Proposer	SUMmit approval	Date of expiry/ review
The University must continue to constantly seek student feedback on engagement monitoring and data collection.	<ul style="list-style-type: none"> <li>• The organisation of a Q&amp;A session with students and University leaders on Engagement Monitoring and the plans moving forwards.</li> <li>• The Education Officer to ask the University for clear definition of Attendance and Engagement, as to differentiate between the two.</li> <li>• Once next steps have been proposed, The SU to organise ongoing events for students to provide feedback.</li> <li>• The Education Officer to request a clear list from the University about what data will be collected and how this will be used.</li> </ul>	Amber Snary, Education Officer	19 November 2024	NA
The University should prioritise student welfare and academic equity with a standardised response to late submission of assessment.	<ul style="list-style-type: none"> <li>• Explore the intricacies of the submission penalty system across Departments regarding the length of coursework.</li> <li>• Come up with alternative ways of how else this could look and bring it back to SUMmit.</li> </ul>	Helen Slater, Open Place Member	02 December 2024	NA
The University shares responsibility with the SU for ensuring the inclusion, dignity, and safety of trans, non-binary and gender diverse students, addressing systemic barriers and promoting a culture of respect at all levels	<ul style="list-style-type: none"> <li>• Explore an alternative way to display pronouns other than library cards including considerations of language options.</li> <li>• Lobby the University to push for mandatory training for contracted and casual staff on interaction with all students.</li> <li>• Further explore the name changing process for all students in relation to transition, marriage, divorce etc.</li> <li>• Request that the University expand the list of pronouns on the library card including mixed pronouns.</li> <li>• Lobby the University to increase resources for DDAT for improving mixed databases that allow for better integration of data.</li> </ul>	Eesha Ganesh and Isobel Shone, Diversity and Support Exec members	02 December 2024	NA

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<p>The SU believes that there should be adequate sensory friendly workspaces available.</p>	<ul style="list-style-type: none"> <li>• Conduct an evaluation of current spaces to determine the stimuli in them</li> <li>• Prioritise lobbying for more spaces dedicated for study such that there is greater capacity for low-sensory areas</li> <li>• Investigate the possibility of using existing study spaces for low sensory hours</li> <li>• Ensure that room descriptions - including accessibility information - are regularly updated</li> </ul>	<p>Star Dootson, DAG Rep</p>	<p>22 April 2025</p>	<p>NA</p>
<p>The SU believes that lecture recordings should be mandatory for all taught content and must meet a consistent and accessible standard, ensuring they are clear, promptly available, and retained throughout the course duration.</p>	<ul style="list-style-type: none"> <li>• All lectures should be recorded</li> <li>• Make sure all taught content is clearly visible and audible on the recording.</li> <li>• Through a consultation with students, prepare a checklist of minimum requirements as to what makes an effective and useful recording.</li> <li>• Make sure lecturers know how to make an effective recording and that they are aware of any limitations (e.g., things not showing up on the recordings)</li> <li>• Speed up the release of recordings so students do not have to wait to catch up if they miss a lecture.</li> <li>• Not delete lecture recordings and make sure they are available to students for the duration of their course / degree.</li> </ul>	<p>Robbie Altham, Academic Exec</p>	<p>22 April 2025</p>	<p>NA</p>
<p>The SU believes that the University should amend its IMC and extension policies and processes and standardise these across departments in accordance with its EDI Commitments.</p>	<ul style="list-style-type: none"> <li>• Advocate for an increase to the deadline for IMC applications</li> <li>• Push for explicit acceptance/rejection emails with detailed reasoning when an IMC is rejected</li> <li>• Seek the option to receive extensions after a deadline has passed.</li> <li>• Represent the student views through the inclusive education steering group.</li> </ul>			

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	<ul style="list-style-type: none"> <li>Continue work on the standpoint on allowing students with IMCs the option to resit affected exams (even if they do not fail)</li> <li>Standardise processes across departments.</li> <li>SUMmit members must have the option of being consulted through the review process.</li> <li>Lobby for a reduction in evidence requirements and self-certification.</li> </ul>			
<p>The SU believes that the University careers services should implement an ethical careers policy to ensure that it is not complicit in platforming the companies most responsible for the climate crisis.</p>	<p>Assess existing relationships with fossil fuel companies:</p> <ul style="list-style-type: none"> <li>Conduct a full review of all recruitment-related agreements between the university and oil, gas and mining companies.</li> <li>Publish a report detailing these relationships that is made available to students and staff of the university.</li> </ul> <p>Lobby the University:</p> <ul style="list-style-type: none"> <li>To refuse all new relationships with oil, gas and mining companies in the CU200.</li> <li>To decline to renew any current relationships with these companies once the contractually obligated periods end.</li> <li>For every fossil fuel company removed from recruitment partnerships, the careers team should aim to establish at least two new relationships with companies in the renewable energy of sustainability sector Policy should be implemented on a trial basis, where it is under continuous scrutiny and review.</li> </ul> <p>Listen to students:</p> <ul style="list-style-type: none"> <li>Student feedback on the policy changes and specific company exclusions should be continuously collected and policy altered accordingly</li> </ul>			

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	<ul style="list-style-type: none"> <li>Differential impacts between student groups, e.g. students with low household income, should be particularly considered here.</li> </ul>			
<p>The SU believes that sport should be inclusive, equitable, and accessible for all students, regardless of gender identity, and that trans and gender-diverse athletes deserve respect, fair participation, and a safe environment. The SU is committed to challenging discrimination, advocating for evidence based policies, and upholding the dignity of all athletes</p>	<ul style="list-style-type: none"> <li>Mandate trans-inclusion training for all club committees</li> <li>Require clubs to explicitly embed Trans Inclusion into their practices</li> <li>Develop a 'Trans Inclusion Charter' for SU Sport</li> <li>Celebrate trans and gender-diverse athletes through SU Channels</li> <li>Treat transphobia as equally severe in discipline processes compared to existing anti-discrimination policies for issues such as misogyny, racism and xenophobia.</li> <li>Create a comprehensive document pertaining to the accessibility and eligibility criterion for participation in SU sports. This document will be publicly accessible to all students and will serve as an easy-to-understand gateway into university sports.</li> <li>Collaborate with other SUs to lobby National Governing Bodies (NGBs) to ensure decisions on trans inclusion are based on robust, sport-specific evidence produced by independent, trustworthy researchers — not influenced by political pressure or ideologically motivated groups.</li> <li>Consider community consultation after standpoint passage, strongly evaluating any possible risks to marginalised communities that such a process may entail prior to execution. Ensure the process does not put marginalised communities at any risk.</li> <li><a href="#">Detailed sub-actions are available for all of the above actions by clicking this link.</a></li> </ul>	<p>Eesha Ganesh, D&amp;S Exec, and Angus Gueterbock, Sports Exec</p>	<p>22 April 2025</p>	<p>NA</p>