

Rebecca – VP Education and Democracy

Area of work: Students' Content and Workload: Assessments – Weighting and timing review; Sustainability, GenAI	
Sabbatical Plan Goal	Details
<b>Goal 1:</b> Increase the clarity and consistency of assessment workloads for students with an assessments weighting review	Work so far: <ul style="list-style-type: none"> <li>I have asked to attend an upcoming Deputy Head of School Education (DHoSE) Network meeting to share thoughts from assessments and</li> </ul>
	Next steps: <ul style="list-style-type: none"> <li>I will ask the DHoSEs to consider the quantity of work to percentage weighting, and create some school level guidelines as they also respond to the wider recommendations for assessments</li> <li>Ask for the guidelines to be taken to Faculty Education and Student Experience Subcommittees to gauge consistency across the faculty (no change from November report)</li> </ul>
<b>Goal 2:</b> Reduce assessment clustering with fewer, better-timed assessment deadlines	Work so far: <ul style="list-style-type: none"> <li>This feedback was written into a report for the Advancing Assessments project board, which I presented to in the first meeting on 23/1/24. The report covered key recommendations for 2 models of assessment, 'no more than 2-3 assessments' and 'many small, one large', as well as recommendations around improving the clarity and use of mark schemes, not putting group work deadlines over Christmas and not over-assessing.</li> <li>The report also covered a potential suggestion for the structure of semester 1</li> <li>The report has been shared with many relevant staff members from the Advancing Assessments board, the Academic Year review group and beyond</li> </ul>
	Next steps: <ul style="list-style-type: none"> <li>I am currently working with the Associate Dean Education (ADE) of the Faculty of Arts and Humanities (FAH) to update and improve the mark schemes in Film (one of the case studies from the report) and more broadly in FAH</li> <li>The recommendations will be taken forward in several workstreams over the course of the 5 year project, and will be used to directly influence questions asked in school level assessment reviews</li> <li>I will remain on the project board and steering group for Advancing Assessments, and on the Academic Year review group</li> </ul>
<b>Goal 3:</b> Increasing the visibility of sustainability	Work so far: <ul style="list-style-type: none"> <li>I have specifically been focussed on ensuring sustainability is a thought-through concern in projects such as recommending adding the detail on sustainability concerns with Generative Artificial Intelligence (GenAI)</li> </ul>
	Next steps: <ul style="list-style-type: none"> <li>Stay involved with sustainability where it most closely links to education (no change from November)</li> </ul>
<b>Goal 4:</b> Engagement with GenAI	Work so far: <ul style="list-style-type: none"> <li>Feedback from reps informed the questions taken the the November Student Co-Design Panel, which I helped to facilitate. Feedback from both reps and the co-design panel went into the report to help recommend what students want to see.</li> </ul>

	<ul style="list-style-type: none"> <li>The GenAI working group took the report to Education and Student Experience Committee (ESEC) on 29/1/24</li> </ul>
	<p>Next steps:</p> <p>I will remain involved as part of the expert group for consultation and remain actively involved in developing the student guidance</p>
<p><b>Area of work: Student Voice and Success: Increasing Feedback Options and Representation; Transition Support (Alumni)</b></p>	
<p><b>Sabbatical Plan Goal</b></p>	<p><b>Details</b></p>
<p><b>Goal 1:</b>  <b>Increase the visibility of academic reps</b></p>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>Rep of the month has been going well and is seeing reasonable engagement on social media, alongside club and society of the month, rep of the month may go up on SUSUs digital screens to help share successes – however since rep of the month is more individual I will talk directly to any students nominated to seek their consent and agreement</li> <li>Updates on meeting and supporting reps regularly go in updates from VP EdDem across all levels, so staff and students are more aware of the fantastic work of reps</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>I still need to film with students for the ‘What can your reps do for you’ video series</li> <li>Work with iSolutions and the Blackboard team to get a statement about reps and a link to finding them onto blackboard module pages is ongoing with my continuing engagement with the Blackboard Ultra Migration project</li> </ul>
<p><b>Goal 2:</b>  <b>Support reps in asking for and sharing feedback</b></p>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>I have updated the standard feedback questions on the sharepoint site to include a question on inclusivity following feedback after the first SSLCs</li> <li>Senior rep forums with the Uni’s VP Education and Student Experience have been going well, and actions have been taken on board</li> <li>Over rep social lunches I have visited Boldrewood, Avenue, NOC and Highfield, and supported reps across most faculties – conversations from social lunches directly influenced feedback in the assessments report</li> <li>I have recently pulled together an FAQs document on co-chairing SSLCs for Presidents and reps who want a little more guidance</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>I am currently checking in with all presidents individually to see if there is anything I can do to support them or any questions they have</li> <li>I am maintaining rep social lunches, senior rep catch ups and the termly senior rep forums</li> </ul>
<p><b>Goal 3:</b>  <b>Increase options for academic reps to develop</b></p>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>Senior reps have the option to opt-in to some university meetings, and one of the first-year engineering reps has been working on the Blackboard Ultra Migration project</li> <li>Supporting rep engagement with student voice panels and opportunities</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>Started designing a development workshop session for reps from feedback from one of the presidents, to be delivered before the end of the year</li> </ul>
<p><b>Goal 4:</b></p>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>Recently back in contact with University comms and the Office of Development and Alumni Relations (ODAR) to talk to graduating students earlier about the changes to their accounts and the support they get after university.</li> </ul>

<b>Increased support for and connection with graduates/ alumni</b>	<p>Next steps:</p> <ul style="list-style-type: none"> <li>Continue working with these areas to get some specialised comms out before the end of the year</li> </ul>
<b>Area of work: Student Support: Transition Support (Suspensions and Re-entry)</b>	
<b>Sabbatical Plan Goal</b>	<b>Details</b>
<b>Goal 1: Increasing support for and connection with students suspending their degrees</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>Spoken directly to students that have or are considering suspending to help learn where they most difficult steps are and how to support them better – anonymised feedback provided to the university’s Transforming Processes project with focus on suspension and re-entry</li> </ul>
	<p>Next steps:</p> <ul style="list-style-type: none"> <li>Continue working with the student hub to add an ‘opt-in to be contacted by the Advice Centre’ (no change from November)</li> <li>Seek more feedback from students on what support they want while suspended</li> </ul>
<b>Goal 2: Increase support for students re-entering their degrees after suspending</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li></li> </ul>
	<p>Next steps:</p> <ul style="list-style-type: none"> <li>There has had no-change here from November due to focus being on other projects and this being an on-going university project. Where relevant I am being involved to review student guidance or offer more feedback. This project will be a stronger focus over the next few months.</li> </ul>
<b>Area of work: Other work</b>	
<b>Sabbatical Plan Goal</b>	<b>Details</b>
<b>Goal 1: Applying for Fellowship for the Higher Education Academy</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>I have started writing up my case studies and vignettes, including my recent assessments work</li> </ul>
	<p>Next steps:</p> <ul style="list-style-type: none"> <li>This has a deadline of June to write up and register</li> </ul>
<b>Goal 2: Work on SSLCs</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>The Head of Representation and myself have been working with members of the Academic Liaison and Project Enhancement (ALPE) team to create the new Student-Staff Liaison Committee (SSLC) sharepoint site, template agendas and minutes</li> <li>We have reviewed the Academic Representation Policy to remove some staff attendance at SSLCs and to better integrate PGR SSLCs, this will need to be approved at AQSS before it is fully in place</li> </ul>
	<p>Next steps:</p> <ul style="list-style-type: none"> <li>We have a co-design panel booked to ask students about SSLCs and the sharepoint site</li> <li>We are looking to develop staff guidance on co-chairing SSLCs and closing the feedback loop by updating students</li> </ul>

## Other

I'm also happy to answer any additional questions about my role in any of the following BAU (Business As Usual) attendance to University Project Boards and Meetings:

- *Attendance Monitoring/ MyEngagement – this group hasn't been running after term 1*
- Academic Calendar Steering Group
- Academic Integrity Network
- Academic Quality and Standards Subcommittee (AQSS)
- Annual Monitoring Scrutiny Group (AMSG)
- BlackBoard Ultra Migration Project
- Digital Education Advisory Group (DEAG)
- Doctoral College Committee (DCC)
- Doctoral College Professional Development Subcommittee
- Doctoral Supervisor Training and Resources Steering Group
- Education Partnerships Subcommittee (EPSC)
- Education Partnerships Annual Monitoring
- Education and Student Experience Committee (ESEC)
- Education and Student Experience Programme Board (ESEP)
- External Examiner Scrutiny Group (EESG)
- *GenAI Working Group – this group has ended since the report going to ESEC*
- Inclusive Education Working Group
- Learning Spaces Advisory Group
- NSS Intensive Task Force Group
- PGR Faculty Reviews – FEPS was last summer, FELS in April
- PGR QME Subcommittee
- Student Surveys Action Planning Group (SSAPG)
- Student Staff Liaison Committees (SSLCs) Project
- Student Voice Network
- University Research Ethics Committee (UREC)
- University Senate
- Widening Participation Student Advisory Board
- Year in Employment Board of Studies – I receive papers but limited capacity to attend
- Strategic Major Projects (SMPs):
  - Advancing Assessments
  - Awarding Gap
  - Hartley Library Transformation (HLT)
  - *Southampton Global Online Programmes (SGOP) – no updates on this one*