

Area of work: Mental Health	
Sabbatical Plan Goal	Details
Students can use Microsoft Teams to access counselling sessions provided by the University	Work so far: <ul style="list-style-type: none"> <li>- I have spoken to the Wellbeing services about having this as an option to which they were keen to discuss.</li> </ul>
	Next steps: <ol style="list-style-type: none"> <li>1. Get in touch with the Head of Wellbeing and organise a meeting.</li> <li>2. Discuss existing 'text-service' counselling sessions.</li> <li>3. Identify how we can embed this style of counselling.</li> <li>4. Offer it to students.</li> </ol>
Students can discuss academic concerns with other students in their department and/or faculty.	Work so far: <ul style="list-style-type: none"> <li>- The Centre of Higher Excellence Practice (CHEP) has a work stream dedicated to peer-to-peer learning and embedding buddy schemes across faculties.</li> <li>- I have met with VP Welfare and Community who runs the existing Buddy System.</li> </ul>
	Next steps: <ol style="list-style-type: none"> <li>1. Identify a school or department to trial an academic buddy system, with the support of CHEP.</li> </ol>
Area of work: Skills Workshops	
Sabbatical Plan Goal	Details
Work with the Graduate Ambassador Scheme to offer life skills workshops from student feedback.	Work so far: <ul style="list-style-type: none"> <li>- I have met with the Alumni Team who have offered the support of recent graduates to deliver life skills workshops.</li> </ul>
	Next steps: <ol style="list-style-type: none"> <li>1. Identify a time suitable for the workshops to run.</li> <li>2. Meet with the Alumni team to set up the workshops.</li> </ol>
Attend Academic Integrity Network meetings to provide student feedback and encourage a support over punishment system for academic misconduct.	Work so far: <ul style="list-style-type: none"> <li>- I have attended three Academic Integrity Network meetings so far and have submitted a report outlining SUSU's priorities for this year.</li> <li>- I have met with various University of Southampton staff to discuss Blackboard, mandatory training sessions and how we can combat academic misconduct.</li> <li>- SUSU have delivered an 'AI Pop-up' event to raise awareness of contract cheating.</li> </ul>
	Next steps: <ol style="list-style-type: none"> <li>1. Continue to attend Academic Integrity Network meetings and provide student feedback and representation for the remainder of the year.</li> </ol>
Digital Skills workshops to improve student and staff digital skills.	Work so far: <ul style="list-style-type: none"> <li>- I have met with the VP of Education at the University to discuss transitioning the university to become more digitally capable. I have suggested student-led workshops to improve digital capabilities among staff.</li> </ul>
	Next steps: <ol style="list-style-type: none"> <li>1. Write a report outlining how to introduce digital skills workshops.</li> <li>2. Query about current digital skills knowledge among staff.</li> <li>3. Attend the Digital Learning Group meetings to identify the university's current position.</li> </ol>

Area of work: Personal Academic Tutors	
Sabbatical Plan Goal	Details
Students are aware of the role of the PAT, know who their PAT is and how to raise an issue.	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Met with University staff and the CHEP to discuss current training in place for PATs.</li> <li>- I have identified how the university employs PATs and reasons why and why not staff may be unwilling to work as PATs.</li> <li>- I have attended conferences surrounding effective PATs and how they can support students during their academic journey.</li> </ul>
	<p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Liaise regularly with University staff to discuss next steps, what training we can provide and give regular student feedback.</li> <li>2. Work with students to gain feedback about what works well, what doesn't and what could make their relationship with their PAT better.</li> <li>3. Work with University staff to develop a concise job description for PATs.</li> <li>4. Work with SUSU Marketing department to raise awareness about PATs.</li> </ol>
Students can arrange one to ones with their PATs to discuss academic support.	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Met with University staff to discuss current communications in place for PATs and what they cover as part of their role.</li> </ul>
	<p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Meet with CHEP to discuss further communications PATs can give, rather than just signposting, and identify ways in which they can be more approachable and supportive.</li> <li>2. Work with students to identify their current concerns with discussing academic or wellbeing issues with their PAT.</li> </ol>
Area of work: Student Voice	
Sabbatical Plan Goal	Details
Students are aware of the student-led changes within faculties.	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Elected the Academic Representatives who will support the Representation team in gaining access to SSLC minutes to identify changes made.</li> </ul>
	<p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Discuss with Academic Representatives to ensure that all SSLC minutes are forwarded onto the Representation team to allow us to highlight positive changes within faculties.</li> </ol>
Students understand how SUSU supports their university experience and the difference between UoS and SUSU.	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Attended various events representing SUSU and presenting slides that explain SUSU and its role during students academic journeys.</li> </ul>
	<p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Research into what students currently understand about the Union and the University.</li> <li>2. Ensure clearer future communications from both the university and SUSU.</li> <li>3. Have better Sabbatical Officer representation at Freshers 22/23.</li> </ol>
Work with local businesses to advertise more casual employment opportunities on the SUSU website.	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- No work has been completed so far on this project.</li> </ul>
	<p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Identify current employers SUSU already works with.</li> <li>2. Identify local businesses who would be likely work on this scheme.</li> </ol>

<b>Freshers involved in representation.</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Advertising the representation roles to students clearly stating that first years can run.</li> <li>- Worked the Elections stall during Freshers to reach more new first years.</li> <li>- Created marketing materials to encourage students to nominate and vote.</li> </ul> <p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Research into other SUs and how they target new students.</li> <li>2. Identify statistics from Autumn Elections to see whether more new students were reached with additional marketing materials.</li> </ol>
<b>Area of work: Accessible online learning</b>	
<b>Sabbatical Plan Goal</b>	<b>Details</b>
<b>Lecturers are encouraged to use Accessibility Ally to support an accessible online education for students.</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Met with the Accessibility Allies team to discuss new accessibility options for Blackboard.</li> <li>- Accessibility Ally was implemented by September 2021.</li> </ul> <p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Regularly check in to make sure students are finding Accessibility Ally easy to use and is supporting their online education.</li> </ol>
<b>Students have access to online resources made readily available and accessible by their lecturers.</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Confirmed that lecturers are uploading resources to Blackboard for students to access outside of contact hours.</li> </ul> <p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Regularly check in to make sure lecturers are still providing access to online resources.</li> </ol>
<b>Students have access to guides to support them with online learning and using digital tools.</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Met with iSolutions to discuss the implementation of guides to support new students.</li> <li>- Met with iSolutions to discuss creating a catalogue of digital tools which could be used to support teaching and learning.</li> </ul> <p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Work with students to identify which guides would be most useful to be implemented for next academic year.</li> <li>2. Work with iSolutions and the Digital Learning Team to identify appropriate digital tools to be added to the catalogue.</li> </ol>
<b>Area of work:</b>	
<b>Sabbatical Plan Goal</b>	<b>Details</b>
<b>Encourage schools and departments to justify their assessment formats for exams to ensure students aren't disadvantaged.</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Met with the Academic Registrar to share concerns regarding in-person exams.</li> <li>- Academic Registrar confirmed that exams would be up to the school or department head but would be justified.</li> </ul> <p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Ensure that this is being met in all faculties.</li> </ol>
<b>Lectures to continue to be recorded for accessibility purposes and clinically</b>	<p>Work so far:</p> <ul style="list-style-type: none"> <li>- Met with VP of Education at the university to discuss concerns about removing recorded lectures feature.</li> <li>- UEB confirmed policy stating that lecturers must be recording lectures.</li> </ul>

<b>extremely vulnerable students.</b>	Next steps: <ol style="list-style-type: none"><li>1. Regularly check in to ensure this is still happening across all schools and departments.</li></ol>
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