

Lottie James - VP Education and Democracy (Senate Report)

Area of work: Mental Health	
Goal	Details
Students can use Microsoft Teams to access counselling sessions provided by the University	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ I have spoken to the Wellbeing services about having this as an option to which they were keen to discuss. <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> ✓ Met with the Head of Wellbeing to discuss existing 'text-service' counselling sessions.
	<p>Next steps:</p> <ol style="list-style-type: none"> 1. Implement a text-service to support neurodiverse students and students with mental health problems.
Students can discuss academic concerns with other students in their department and/or faculty.	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ The Centre of Higher Excellence Practice (CHEP) has a work stream dedicated to peer-to-peer learning and embedding buddy schemes across faculties. ✓ I have met with VP Welfare and Community who runs the existing Buddy System. <p>Proposed next steps (12/11/21):</p> <ul style="list-style-type: none"> ✗ Identify a school or department to trial an academic buddy system, with the support of CHEP. <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> ✓ Shared the idea of 'tea and talks' informal sessions with academic representatives to gain feedback. ✓ Continue working with the university's peer-to-peer learning work stream, though, where necessary, work separately to embed them by next academic year.
	<p>Next steps (18/02/22):</p> <ol style="list-style-type: none"> 1. Work with academic representatives to start 'tea and talk' sessions with students from their school or department. 2. Amending academic representative job descriptions to include running buddy schemes, and/or informal 'tea and talk' sessions. 3. Identify existing long-term academic buddy schemes within faculties, schools and/or departments.

Area of work: Skills Workshops

Goal	Details
<p>Work with the Alumni team at the university to offer life skills workshops based on student feedback.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none">✓ Met with the Alumni Team who offered the support of recent graduates, through the Graduate Ambassador Scheme (GAS) to deliver life skills workshops.✓ Matched the available graduates to workshops from the results of student feedback. <p>Work so far (18/02/22):</p> <ul style="list-style-type: none">✓ Met with the Alumni team to discuss timings and how we can get started.✓ Agreed Summer term start and using the GAS, young alumni, and university staff to deliver workshops (based on skill sets).✓ Condensed or merged the current list of workshops and matched them with available graduates and staff.✓ Identified current workshops at the university and seeing what worked well.✓ Liaised with the academic skills hub in the library who are running workshops.✓ Confirmed formatting, including time/date/format/type.
	<p>Next steps (18/02/22):</p> <ol style="list-style-type: none">1. Confirm availability of presenters, delivery and timing.2. Promote the workshops to all students at the end of semester two.3. Run the workshops in the Summer term (mid-March to mid-June).4. Gain feedback from students on how we can improve and run these again next academic year.

<p>Attend Academic Integrity Network (AIN) meetings to provide student feedback and encourage a support over punishment system for academic misconduct.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ Attended AIN meetings and submitted a report outlining SUSU's priorities. ✓ Met with university staff to discuss Blackboard, mandatory academic integrity (AI) training sessions and combatting academic misconduct. ✓ Delivered an event to raise awareness of contract cheating. <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> ✓ Alongside the AIN and other universities, successfully submitted a bid to bring in funding for additional learning materials to support students and staff with engaging with AI, including hiring students to become AI champions and students filming how-to videos.
	<p>Next steps (18/02/22):</p> <ol style="list-style-type: none"> 1. Continue to attend AIN meetings to provide student feedback. 2. Continue to support the bid to engage more students with AI.
<p>Digital Skills workshops to improve student and staff digital skills.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ Met with the VP of Education at the university to discuss becoming more digitally capable. <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> ✓ Discussed digital skills workshops with the new Vice President of Education and Student Experience at the university. ✓ Met with the iSolutions team to discuss how we can embed digital skills into the curriculum, promoting the use of the Jisc Digital Capabilities Framework. ✓ Met with the library team to discuss how student volunteers can support the library. ✓ Emailed all student office's to identify where students needed more support with digital help. ✓ Attended the Digital Learning working group (DLWG) meeting to identify the university's current position and what they are working on and how SUSU can support this. <p>Next steps (18/02/22):</p> <ol style="list-style-type: none"> 1. Continue to attend the DLWG to identify next steps for improving digital capabilities of staff and students at the university. 2. Write a list of the different skills students struggle with, as evidenced by Student Offices, to support me in meetings.

Area of work: Personal Academic Tutors

Goal

Students are aware of the role of the Personal Academic Tutor (PAT), know who their PAT is and how to raise an issue.

AND

Students can arrange a one to one with their PATs to discuss academic support.

Details

Work so far (12/11/21):

- ✓ Met with University staff and the CHEP to discuss current training in place for PATs.
- ✓ Identified how the university employs PATs and reasons why and why not staff may be unwilling to work as PATs.
- ✓ Attended webinars and conferences surrounding effective PATs and how they can support students during their academic journey.

Work so far (18/02/22):

- ✓ Met with Ann Bingham from, the Centre of Higher Education Practice (CHEP), to discuss:
 - Current roles and responsibilities of PATs.
 - Student voice.
 - Current training (6x a year)
 - My attendance at further conferences to support with student voice.
- ✓ Met with Kate Weston, from SUSU, to discuss:
 - Identifying student issues by surveying academic representatives.

Next steps (18/02/22):

1. Identify student issues with PATs using surveys sent to academic representatives and share feedback with Ann Bingham.
2. Research to find where other universities have struggled with effective PATs and their solution.
3. Identify training opportunities to upskill PATs in areas of improvement (as raised by students).
4. Identify ways in which PATs can be more approachable to students.
5. Read the 'PATs Essential Guide' which identifies roles and responsibilities of a PAT.
6. Liaise with Ann Bingham and Julia Kelly, author of the PAT's Essential Guide, to discuss further training and making guides engaging.
7. Work with SUSU Marketing department to raise awareness of PATs and their job description.

Area of work: Student Voice

Goal	Details
<p>Students are aware of the student-led changes within faculties.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ Elected the academic representatives to support in gaining access to the school-staff liaison committee (SSLC) minutes to identify changes made.
	<p>Next steps (12/11/21 & 18/02/22):</p> <ol style="list-style-type: none"> 1. Discuss with Academic Representatives to ensure that all SSLC minutes are forwarded onto the Representation team.
<p>Students understand how SUSU supports their university experience and the difference between the university and SUSU.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ Attended various events representing SUSU and presenting slides that explain SUSU and its role during students academic journeys. <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> ✓ Campaigns and lobbying meant students have a better understanding of SUSU.
	<p>Next steps (12/11/21 & 18/02/22):</p> <ol style="list-style-type: none"> 1. Identify what students currently understand about SUSU and the university. 2. Ensure clear communications from both the university and SUSU. 3. Better Sabbatical Officer representation at Freshers 22/23.
<p>Abandoned: Work with local businesses to advertise more casual employment opportunities.</p>	
<p>Freshers involved in representation.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ Advertising the representation roles to students clearly stating that first years can run. ✓ Worked the Elections stall during Freshers to reach more new first years. ✓ Created marketing materials to encourage students to nominate and vote.
	<p>Next steps (12/11/21 & 18/02/22):</p> <ol style="list-style-type: none"> 1. Research into other SUs and how they target new students. 2. Identify statistics from Autumn Elections to see whether more new students were reached with additional marketing materials.

Area of work: Accessible online learning

Goal	Details
<p>Lecturers are encouraged to use Accessibility Ally to support an accessible online education for students.</p> <p>Goal is complete - 12/11/21.</p>	<p>Work so far:</p> <ul style="list-style-type: none"> ✓ Met with the Accessibility Allies team to discuss new accessibility options for Blackboard. ✓ Accessibility Ally was implemented by September 2021.
<p>Students have access to online resources made readily available and accessible by their lecturers.</p> <p>Goal is complete - 12/11/21.</p>	<p>Work so far:</p> <ul style="list-style-type: none"> ✓ Confirmed that lecturers are uploading resources to Blackboard for students to access outside of contact hours.
<p>Students have access to guides to support them with online learning and using digital tools.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> • Met with iSolutions to discuss the implementation of guides to support new students. • Met with iSolutions to discuss creating a catalogue of digital tools which could be used to support teaching and learning. <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> • Contacted Student Offices to identify what guides would be useful for new students to have. • Contacted iSolutions to identify common queries from students regarding digital access.
	<p>Next steps (12/11/21 & (18/02/22):</p> <ol style="list-style-type: none"> 1. Identify which how-to guides would be most useful to be implemented for next academic year for staff and current and prospective students. <ol style="list-style-type: none"> a. Meet with the Transitions team to discuss usual digital concerns from students. b. Identify, if any, what software or tools the university plans to continue with for next academic year (apps, websites, software, etc). 2. Work with the iSolutions team and the Digital Learning team to identify appropriate digital tools to be added to the how-to catalogue based on the student office, staff and all student feedback, as well as what the university plans to use for the next academic year.

Area of work: Quality of education	
Goal	Details
<p>Encourage schools and departments to justify their assessment formats for exams to ensure students aren't disadvantaged.</p> <p>Goal is complete (12/11/21) though arguably unsuccessful (18/02/22).</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ Met with the Academic Registrar to share concerns regarding in-person exams. ✓ The Academic Registrar confirmed that exams would be up to the school or department head but would be justified.
<p>Lectures to continue to be recorded for accessibility purposes and clinically extremely vulnerable students.</p> <p>Goal is complete - 12/11/21.</p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> ✓ Met with the Vice President of Education at the university to discuss concerns about removing recorded lectures. ✓ The University Executive Board confirmed a policy stating that lecturers must be recording lectures.