

Area of work: Mental Health	
Sabbatical Plan Goal	Details
<p><b>Students can use Microsoft Teams to access counselling sessions provided by the University.</b></p>	<p>Work so far (12/11/21):</p> <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> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>Met with the Head of Wellbeing to discuss existing 'text-service' counselling sessions and the likelihood of implementing one at the University.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>Text counselling service will be available from September 2022.</li> <li>Project marked as complete.</li> </ul>
<p><b>Students can discuss academic concerns with other students in their department and/or faculty.</b></p>	<p>Work so far (12/11/21):</p> <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. - I have met with VP Welfare and Community who runs the existing Buddy System.</li> </ul> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>Contacted School and Department Presidents requesting information on current buddy schemes within departments and schools.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>Requested that School and Department Presidents will be required to hold at least termly drop-ins which will be included in job descriptions.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>Confirm termly drop-ins are added to job descriptions of School and Department Presidents for the academic year 22/23.</li> </ul>
Area of work: Skills Workshops	
Sabbatical Plan Goal	Details

<p><b>Work with the Graduate Ambassador Scheme to offer life skills workshops from student feedback.</b></p>	<p>Work so far (12/11/21):</p> <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> <li>• We have matched graduates to the selected workshops.</li> </ul> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>• Met with the Alumni team to confirm a summer term start for the workshops, the workshops will be an hour long and will be virtual.</li> <li>• Condensed the current list of workshops to five.</li> </ul> <p>Next steps (06/05/22):</p> <ul style="list-style-type: none"> <li>• I am waiting on the Alumni Team to confirm the dates I have provided, as well as which Alumni will be available to run the workshops.</li> </ul>
<p><b>Attend Academic Integrity Network meetings to provide student feedback and encourage a support over punishment system for academic misconduct.</b></p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> <li>• I 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> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>• Worked with members of the Academic Integrity Network to submit a bid with other universities to receive funding from the Quality Assurance Agency (QAA) to find ways to engage more students in academic integrity.</li> <li>• After a successful bid, working with the Academic Integrity Network to create materials for both staff and students, hire students to become 'Academic Integrity Champions', and support with content creation.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>• Project has been marked as complete.</li> </ul>
<p><b>Digital Skills workshops to improve student and staff digital skills.</b></p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> <li>• Raised with various university staff.</li> </ul> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>• Met with the iSolutions team to discuss how we can embed digital skills into the curriculum, promoting the use of the <a href="#">Jisc Digital Capabilities Framework</a>.</li> <li>• Met with the Digital Learning team to discuss longer term projects, e.g., training, virtual learning environment decisions, and proposed my idea for digital skills workshops.</li> <li>• Met with a member of the library team to discuss how workshops could support the libraries.</li> <li>• Identified digital skills gaps from Student Office's and iSolutions.</li> </ul> <p>Work so far (06/05/22):</p>

	<ul style="list-style-type: none"> <li>Lottie will be taking on an internship with the Digital Learning team to improve digital capabilities across the university. Due to this, I will be marking this project as complete as no further work can be done under SUSU.</li> </ul>
<b>Area of work: Personal Academic Tutors</b>	
<b>Sabbatical Plan Goal</b>	<b>Details</b>
<p><b>Students are aware of the role of the PAT, know who their PAT is and how to raise an issue.</b></p>	<p>Work so far (12/11/22):</p> <ul style="list-style-type: none"> <li>Identified current training in place for personal academic tutors.</li> <li>Identified how personal academic tutors are employed.</li> <li>Attended national conferences to learn how other universities use personal academic tutors effectively.</li> </ul> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>Requested and denied a social media campaign to raise visibility of personal academic tutors from SUSU Marketing and Communications team.</li> <li>Request academic representative feedback from SUSU regarding personal academic tutors.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>Requested a social media campaign to raise visibility of personal academic tutors from the University's Student Communications team.</li> <li>Include in-depth training of personal academic tutors for academic representatives, including their roles and responsibilities, as well as when to signpost students to them.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>Confirm social media campaign.</li> </ul>
<b>Area of work: Student Voice</b>	
<b>Sabbatical Plan Goal</b>	<b>Details</b>
<p><b>Students are aware of the student-led changes within faculties.</b></p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> <li>Elected the Academic Representatives.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>Contacted all Student Office's requesting the Representation Team be added to the mailing lists for SSLC minutes.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>SUSU Head of Representation to provide updated list of outstanding SSLC minutes.</li> <li>Contacting remaining Student Office's.</li> </ul>
<p><b>Students understand how SUSU supports their university experience and the difference between UoS and SUSU.</b></p>	<p>Work so far (12/11/21):</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>Work so far (06/05/22):</p>

	<ul style="list-style-type: none"> <li>• Met with VP Activities (Ella) and SUSU's Marketing and Communications Digital Lead to discuss improving visibility of Sabbatical Officers at Freshers' Fair.</li> <li>• Continue to attend various events and visit satellite campuses under 'Sabbs on Tour'.</li> <li>• Identified student perception of SUSU from the Big SUSU Survey for the 20/21 academic year. <ul style="list-style-type: none"> <li>○ Students did not understand the services SUSU has to offer.</li> <li>○ 68% of students either did not know what sabbatical officers were or knew who they were but didn't know what they did.</li> </ul> </li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Identify project completion based on Big SUSU Survey results.</li> </ul>
<p><b>Freshers involved in representation roles.</b></p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> <li>• Advertise roles to students where clearly stating first year students are eligible to nominate themselves and/or vote.</li> <li>• Ran the Elections stall with the Representation Team at Freshers Fair.</li> <li>• Produced marketing content for the Autumn Elections.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>• Identified that first year students were the majority voters in the Autumn Elections, and most candidates in the Leadership (Spring) Elections.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Identify statistics for the Summer Elections.</li> </ul>
<p><b>Area of work: Accessible online learning</b></p>	
<p><b>Sabbatical Plan Goal</b></p>	<p><b>Details</b></p>
<p><b>Lecturers are encouraged to use Accessibility Ally to support an accessible online education for students. Goal is complete.</b></p>	<p>Work so far (12/11/21):</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> <li>• Project marked as complete.</li> </ul>
<p><b>Students have access to online resources made readily available and accessible by their lecturers.</b></p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> <li>• Lecturers make resources readily available for student use outside of contact hours.</li> <li>• Project is marked as complete.</li> </ul>
<p><b>Students have access to guides to support them with online learning and using digital tools.</b></p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> <li>• Met with iSolutions to discuss producing support guides for university websites and a catalogue for digital tools.</li> </ul> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>• Contacted student offices to identify where students need the most support.</li> </ul> <p>Work so far (06/05/22):</p>

	<ul style="list-style-type: none"> <li>Upcoming meeting with the University's Head of Educational Services within the Digital Learning team to discuss creating a public forum on Blackboard Faculty sites where students can recommend and share digital tools.</li> </ul>
<b>Area of work: Quality of Education</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 (12/11/21):</p> <ul style="list-style-type: none"> <li>Academic Registrar confirmed that exams would be up to the school or department head but would be justified.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>Project marked as complete.</li> </ul>
<b>Lectures to continue to be recorded for accessibility purposes and clinically extremely vulnerable students.</b>	<p>Work so far (12/11/21):</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> <li>Project marked as complete.</li> </ul>
<b>Area of work: Other Projects</b>	
<b>Sabbatical Plan Goal</b>	<b>Details</b>
<b>Advertising student projects on social media and within university and SUSU meetings.</b>	<p>Work so far (09/05/22)</p> <ul style="list-style-type: none"> <li>Actively promoting society, university and SUSU events on social media and within meetings.</li> <li>Planned a drop-in for the Partnership of Education Reform – an Education School-based project working to decolonise their curriculum.</li> </ul>
<b>Automated captions for lecture capture.</b>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>Encouraging automated captions to be turned on for Blackboard and Panopto videos.</li> </ul> <p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>Requested update from the Team Manager Education Application Support in iSolutions</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>Requested feedback from academic representatives regarding automated captions.</li> </ul>
<b>Run the Safety Bus during vacation periods.</b>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>The Library Team and I are collating data from 2019 to identify how many students use Hartley Library during vacation periods.</li> </ul>
<b>Work proactively to improve blended learning.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>Working closely with the Digital Team, iSolutions, the Centre of Higher Education Practice and the current Vice President of Education and Student Experience to ensure blended learning is delivered to a high quality.</li> </ul>

<p><b>Schools and departments have a minimum of two mental health first aiders.</b></p>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>Met with University staff to discuss how we can promote the role of mental health first aiders in departments and schools.</li> </ul> <p>Work so far (09/05/22):</p> <ul style="list-style-type: none"> <li>Identifying priority.</li> </ul>
<p><b>Better recording equipment in lecture halls.</b></p>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>Met with the Head of Educational Services to discuss recording equipment in lecture halls.</li> <li>Met with the former VP of Education to discuss faculty-owned lecture halls.</li> </ul> <p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>Requested a meeting with the Head of Educational Services to further discuss.</li> </ul>
<p><b>Accessible guidelines to support with online learning and digital tools.</b></p>	<p>Work so far (12/11/21):</p> <ul style="list-style-type: none"> <li>Met with iSolutions to discuss offering guides to support new students and developing a catalogue of digital tools.</li> </ul> <p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>Emailed all Student Office's and iSolutions to identify digital gaps.</li> <li>Met with the Centre of Higher Education Practice to discuss the Peer Assisted Learning project and how it could support students digitally.</li> <li>Identified existing software and tools the university plans to continue next academic year.</li> <li>Met with SUSU's Head of Representation to identify how academic representatives could support.</li> </ul> <p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>Introduce a public forum on each Faculty Blackboard site where students can recommend digital tools.</li> </ul> <p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>Requested a meeting with the Head of Educational Services to discuss creating public forums on Faculty Blackboard sites.</li> </ul>
<p><b>Gender-neutral toilets in satellite libraries.</b></p>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>Raised with the Library team.</li> <li>Raised with SUSU President and VP Welfare and Community.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>Met with the University's Estates team and agreed to work with a new starter to identify potential areas to implement gender-neutral toilets within satellite campuses and their respective libraries.</li> </ul>
<p><b>Support the University with student transitions.</b></p>	<p>Work so far (18/02/22):</p> <ul style="list-style-type: none"> <li>Met with University staff from the Transitions Working Group within the Centre of Higher Education Practice to discuss how SUSU could support the working group.</li> </ul> <p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>SUSU support guides from each department (e.g., Lettings, Advice, Representation, etc.) will be added to the Staff Transition Toolkit.</li> </ul>

<b>Implement a gender-neutral toilet in Hartley Library.</b>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>• A gender-neutral toilet has been added.</li> <li>• Project is marked as complete.</li> </ul>
<b>Better toilet roll in Hartley Library.</b>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>• Suggestion accepted and will be added for new academic year.</li> <li>• Project is marked as complete.</li> </ul>
<b>Include student voice in university communications.</b>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>• Contacted the university to identify existing student representation in university guidance, specifically COVID guidance.</li> <li>• Informed SUSU President provides the student representation.</li> <li>• Met with SUSU President, Deputy Chief Executive of SUSU, and the Head of Representation to discuss creating a working group that allows for pre-brief meetings to discuss student feedback before university meetings.</li> <li>• Project is marked as complete.</li> </ul>
<b>Fix the hot water tap in Hartley library.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• The hot water tap has now been fixed.</li> <li>• Project is marked as complete.</li> </ul>
<b>Fix the broken light in 35/1001.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• The camera has been fixed.</li> <li>• Project is marked as complete.</li> </ul>
<b>Stop lecturers withholding recorded lectures.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• Lecturers have been reminded of university policy and told they are not allowed to do this.</li> <li>• Project is marked as complete.</li> </ul>
<b>Bring back vegan and gluten-free snacks in Hartley Library.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• The snacks have been reinstated.</li> <li>• Project is marked as complete.</li> </ul>
<b>Provide a list of university-approved calculators.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• A list has been provided.</li> <li>• Project is marked as complete.</li> </ul>
<b>Add a paper guillotine to Hartley Library.</b>	<p>Work so far (01/05/22)</p> <ul style="list-style-type: none"> <li>• A paper guillotine has been provided.</li> <li>• Project is marked as complete.</li> </ul>
<b>Lobby to reopen Hartley Library to 24/7.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• Hartley Library has returned to 24/7.</li> <li>• Project is marked as complete.</li> </ul>
<b>Put microwaves back in Hartley Library.</b>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• The microwaves have returned.</li> <li>• Project is marked as complete.</li> </ul>

<p><b>Add more monitors to Hartley Library.</b></p>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• More monitors have been added.</li> <li>• Project is marked as complete.</li> </ul>
<p><b>Fix the broken You Make Change comment function.</b></p>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• The function has been fixed.</li> <li>• Project is marked as complete.</li> </ul>
<p><b>More independent study spaces in Hartley Library.</b></p>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>• More independent study rooms will be added as part of the new infrastructure.</li> <li>• A new neurodiverse bookable space will be added by the end of May 2022.</li> <li>• Project is marked as complete.</li> </ul>
<p><b>Mandatory and non-mandatory areas in Hartley Library for mask-wearing.</b></p>	<p>Work so far (28/04/22):</p> <ul style="list-style-type: none"> <li>• Spaces have been allocated.</li> <li>• Project is marked as complete.</li> </ul>
<p><b>Add microwave meals/other quick meals to Hartley Library's vending machines.</b></p>	<p>Work so far (01/05/22):</p> <ul style="list-style-type: none"> <li>• Contacted the Library team about adding these options, plus a communal refrigerator space.</li> </ul> <p>Work so far (06/05/22):</p> <ul style="list-style-type: none"> <li>• This will be an ongoing project and will likely continue after July 2022.</li> </ul>