

	What is the idea?	What do you hope to achieve/ how will you achieve it?	Who will you be working with?	When do you expect to be finished (term)?	Any additional notes
Students Content and Workload: Assessments - Weighting and timing review; Sustainability in all degrees	Increase the clarity and consistency of assessment workloads for students with an assessment weighting review	<p>It should be clear to students how much effort they should be putting into assignments, to do this assignments should be weighted according to school consistent guidelines (that are generally in line with the wider faculty).</p> <ul style="list-style-type: none"> - I will work primarily with Deputy Heads of School (Education) (DHoSEs) to ask them to pull together some guidelines with their Programme Leads on quantity of work : percentage weight of module to be presented to their school at School Programme Committees (SPCs) for approval by the SUSU School/ Department President and other staff. - I will ask these to be taken to Faculty Education and Student Experience Subcommittees (FESESs) to gauge consistency within the faculty, though the guidelines should be school appropriate first and foremost. 	Deputy Heads of School (Education) (DHoSEs), Associate Deans (Education) (ADEs), School/Department Presidents, Advancing Assessments Strategic Major Project (SMP) Working Group	December	
	Reduce assessment clustering with fewer, better timed assessment deadlines	<p>Reducing deadline clustering and making information and deadlines known early will ease time and mental health pressures on both students and staff</p> <ul style="list-style-type: none"> - I would like to gather/ use feedback from students across faculties to create a general plan of when assessments are best timed and how many there should be, and use this to create a proposal for DHoSEs to communicate with their programme and module leads. - Deadlines should also be clear to students from the start of the semester <p>This will complement work being done on the Advancing Assessments SMP, and will tie in with the January assessments review and assessments weighting review</p>	DHoSE Network, ADEs, Course reps, School/Department Presidents, Advancing Assessments SMP Group	March	
	Increase the visibility of sustainability within every degree and ensure accountability for staff	<p>There is some fantastic work that has been going on with the university sustainability team in mapping the SDGs to programmes.</p> <ul style="list-style-type: none"> - I want to promote this work to students so there is accountability for staff to be explicit on how their content is sustainable. 	Sustainability team, Course reps, Union President	June	While the Union President will be taking the main lead when it comes to sustainability, I will support anything concerning sustainability within education
	Engagement with GenAI	<p>Generative Artificial Intelligence (GenAI) is one of the biggest challenges facing the higher education sector.</p> <ul style="list-style-type: none"> - I will remain actively involved in discussions and working groups around how we can use GenAI as a tool - I will help facilitate active student co-creation with focus group discussion and student consultation 	Academic Integrity Network, GenAI Working Group, Academic reps	January	Group report planning to go to Education Committee for Jan, though work will likely continue over the year
Student Voice and Success: Increasing Feedback Options and Representation; Transitions Support (Alumni)	Increase the visibility of academic reps	<p>Ensure that all students (especially students on a module not run by their school) know who the student rep to talk to is</p> <ul style="list-style-type: none"> - Make links to all academic reps clear and apparent to all students 	Course reps, iSolutions	November	Ideally, have the link to the SUSU 'Find your rep' page available on every BB module with a note on the position to talk to about anything concerning the module.
		<p>Many students don't know the power of the student representation system and this can dissuade them from talking to their course reps</p> <ul style="list-style-type: none"> - I will run a short video series over the year, with new videos to go out ahead of common SSLC times and Autumn/Summer elections on "What can your reps do for you?" interviewing senior reps about what they do regularly and specific things they have achieved as reps to go out on SUSU/ Sabbs social media channels. This will also help show students how their feedback can be acted upon, and make our rep system more visible to students - This will support future years course reps by going on the rep training sharepoint site for future years so reps have an idea of what they can achieve 	Course reps, School/ Department presidents, Representation team, Marketing team, Video producer	May	All filming done by December, vids to go out between September and May

Student Voice and Success: Increasing Feedback Options and Representation; Transitions Support (Alumni)		<p>I want to fully support our reps in their positions and to help them make themselves more visible.</p> <ul style="list-style-type: none"> - I will be actively involved in rep training, socials and check-in over the year - I will also re-institute 'Rep of the month' 	Representation team, Course reps, School/ Department Presidents	July	Though regular check-ins will be ongoing over the year
	Support reps in asking for and sharing feedback about academic and more general issues	<p>Make sure all reps have access to the same information and basic support</p> <ul style="list-style-type: none"> - Ensure the generic feedback questions are fit for purpose and can be easily used by any rep to collect feedback - Check-in with senior reps termly and encourage sharing of good practice - Any signposting graphics are available on the reps sharepoint site so reps can direct students when necessary - Frequent rep socials for reps to share practice with each other 	Representation team, All reps	December	
	Increase options for academic reps to develop	<p>Reps deserve to have opportunities to develop themselves and gain specific skills to make them effective</p> <ul style="list-style-type: none"> - I will run optional development workshops for reps on themes such as 'how to add your rep experience to a CV' or 'identifying priorities for meetings' to help reps feel confident in their positions and like they're getting something out of the position - I will offer senior reps the ability to 'opt-in' to having the offer to be part of working groups/ project boards - I will support any rep that has a specific goal during their term 	All academic reps, Representation team, Activities team, VP Activities	May	
	Increased support for and connection with graduates/ alumni	<p>Most students don't get any information about how the university/ union supports them after graduation, or even information about what happens to their email and accounts, until after they have graduated and stopped engaging. This reduces connection with our graduates and leaves the years graduating cohort confused and unsure. Increasing the support and information available to these students at the end of exam period before they leave the university will help to foster a good relationship with our alumni.</p> <ul style="list-style-type: none"> - I will make information such as the continued connection to our careers service and library known before students leave by working with relevant people to ensure the information is clear and concise 	Head of A&S Engagement & DM Fundraising, Engagement & Advancement, Careers team,	June	
Student Support: Transitions Support (Suspensions & Re-entry)	Increase support for and connection with students suspending their degrees	<p>Students lack information about suspending their degrees and information about support is disconnected and difficult to find.</p> <ul style="list-style-type: none"> - I will work with the student hub to add the advice centre opt-in to the suspensions form. - I will work with the Advice Centre and activities team to increase connection to students suspending their degrees through activities and events. 	Advice Centre, Activities team, Student Hub	February	Students that have suspended includes students who are currently on a suspension and students who have previously suspended and returned to study
	Increase support for students re-entering their degrees after suspending	<p>There is no freely available information about returning to study for students, and the onus is on the student to contact several different groups of people. Any information is currently outdated and only connected to Enabling services, which is a separate team to Student Hub who supported the suspension.</p> <ul style="list-style-type: none"> - I will push the student hub to create this guidance and review it with students who have suspended. - I will also review this with other students who may face similar concerns with re-entering education - I will work with SUSU to send a targeted email to returning students to remind them of the support and activities available 	Student Hub, Advice Centre, Enabling services	June	