

Rebecca – VP Education and Democracy

Area of work: Students' Content and Workload: Assessments – Weighting and timing review; Sustainability, GenAI	
Sabbatical Plan Goal	Details
Goal 1: Increase the clarity and consistency of assessment workloads for students with an assessments weighting review	Work so far: <ul style="list-style-type: none"> As a school president last year, I worked with SoGES (Geography and Environmental Science) to create assessment weighting guidelines that are consistent within the school Much of the feedback gathered from reps has mentioned weightings and this will also be provided to Deputy Heads of School
	Next steps: <ul style="list-style-type: none"> I will work with Deputy Heads of School Education (DHOSEs) to ask them to pull together consistent guidelines for quantity of work:percentage weight of module, to be agreed by a School Programme Committee (including the SUSU Academic President) Take these to Faculty Education and Student Experience Subcommittees (FESEs) to gauge consistency across the Faculty
Goal 2: Reduce assessment clustering with fewer, better-timed assessment deadlines	Work so far: <ul style="list-style-type: none"> I have begun gathering feedback from reps at training around when and how many assessments they think is reasonable
	Next steps: <ul style="list-style-type: none"> I will use this feedback to create a proposal for DHOSEs and the University's Advancing Assessments major project working group
Goal 3: Increasing the visibility of sustainability	Work so far: <ul style="list-style-type: none"> The Union President has a focus on sustainability and is taking the lead on this goal
	Next steps: <ul style="list-style-type: none"> Stay involved with sustainability where it most closely links to education
Goal 4: Engagement with GenAI	Work so far: <ul style="list-style-type: none"> I have been involved in the Generative Artificial Intelligence (GenAI) working group I have collected feedback from reps around GenAI that will be used to inform student focus groups
	Next steps: <ul style="list-style-type: none"> I will help write the student guidance on GenAI and acceptable use The working group is aiming to go to Education and Student Experience Committee (ESEC) in January

Area of work: Student Voice and Success: Increasing Feedback Options and Representation; Transition Support (Alumni)

Sabbatical Plan Goal	Details
<p>Goal 1: Increase the visibility of academic reps</p>	<p>Work so far:</p> <ul style="list-style-type: none"> • I have started a new video series titled ‘What can your reps do for you’ designed to let all students know more about what reps can and have achieved, and to celebrate the success of reps • I have been actively involved in training all our academic reps, planning and hosting rep socials and frequently talk to the senior reps (presidents and faculty officers) • I have created a form for ‘rep of the month’ nominations, with the winner each month going on the sususabbs and union-soton instagrams, to let the wider student population know about reps and what they do <p>Next steps:</p> <ul style="list-style-type: none"> • I still need to film with several more students that have expressed interest in being part of the video series – this has been delayed due to absence of a video producer • Work with marketing to have a consistent place on the SUSU website for rep success • Getting more nominations for rep of the month! • I will talk to iSolutions about having rep information on BlackBoard module pages – in the information about the staff modules should include the position of the academic rep to talk to about the module and a link to the SUSU ‘find your rep’ page (i.e. a second year law module would say “Your SUSU academic reps for this module: Second Year Law Course Reps; Law School President. You can find these reps at <SUSU ‘Find your academic reps’> and feedback to them about this module”. This will particularly help students taking modules outside of their school who are typically left out of feedback requests.
<p>Goal 2: Support reps in asking for and sharing feedback</p>	<p>Work so far:</p> <ul style="list-style-type: none"> • I have created a document of questions that reps can put into a form to ensure minimum feedback is collected and that all reps are confident in their role • The first rep social has happened, with good turnout, and the next is planned • Re-starting senior rep forums, providing school/department presidents and faculty officers a chance to ask the Uni’s VP Education and Student Experience any questions and provide feedback <p>Next steps:</p> <ul style="list-style-type: none"> • Organise check-ins with reps over the year outside of the rep socials with rep lunches and other updates • Check what the current signposting graphics are and ensure these are on the rep training sharepoint site so reps can direct students when necessary
<p>Goal 3: Increase options for academic reps to develop</p>	<p>Work so far:</p> <ul style="list-style-type: none"> • Begun planning development workshops with VP Activities and the activities team • Provided senior reps with meetings they can ‘opt-in’ to feedback to the university and increase student engagement on wider reaching projects • Mapped and coded all senior rep manifestos to understand how I can support reps that are trying to achieve something specific

	<p>Next steps:</p> <ul style="list-style-type: none"> • Organise and book in development workshop sessions • Continue to support reps on university boards • Continue to check in with reps about how they are doing with their own goals and offer support where needed
<p>Goal 4: Increased support for and connection with graduates/ alumni</p>	<p>Work so far:</p> <ul style="list-style-type: none"> • Begun conversations with Office of Development and Alumni Relations (ODAR) on running comms to final year graduating students earlier
	<p>Next steps:</p> <ul style="list-style-type: none"> • Continue work with ODAR and Student Comms to tell students before they leave about being an alumnus and what the university offers
<p>Area of work: Student Support: Transition Support (Suspensions and Re-entry)</p>	
Sabbatical Plan Goal	Details
<p>Goal 1: Increasing support for and connection with students suspending their degrees</p>	<p>Work so far:</p> <ul style="list-style-type: none"> • Started discussions with the SUSU Advice Centre and the Student Hub, as well as a suspended student on what they want to see while suspended • The Union President sits on the university's Transforming Processes major project, for which Suspension and Re-entry is a current focus
	<p>Next steps:</p> <ul style="list-style-type: none"> • Continue working with the Student Hub to add an 'opt-in to be contacted by the advice centre' on the suspensions form • Work with the Advice Centre, activities team and suspended students to offer events or open forums for suspended students
<p>Goal 2: Increase support for students re-entering their degrees after suspending</p>	<p>Work so far:</p> <ul style="list-style-type: none"> • I have looked at the current guidance for re-entering study after having suspended
	<p>Next steps:</p> <ul style="list-style-type: none"> • Make information accessible and available for students re-entering their studies • Work with the student hub to create and review guidance for re-entry, and review it with students that have re-entered study • Review with other students who may have faced similar concerns with re-entering education (e.g. mature students) • Work with SUSU to send a targeted email to re-entering students to remind them of the support and activities available
<p>Area of work: Other work</p>	
Other Work	Details
<p>Goal 1: Applying for Fellowship for the Higher Education Academy</p>	<p>Work so far:</p> <ul style="list-style-type: none"> • I have mapped my work to the activities, knowledge and values needed to be demonstrated to be awarded fellowship • I ran training for school and department presidents as my required observed teaching session

Next steps:

- Continue writing up my case studies and shorter vignettes in a reflective style

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
- Academic Integrity Network
- Academic Quality and Standards Subcommittee (AQSS)
- BlackBoard Ultra Migration Project
- Digital Education Advisory Group (DEAG)
- Doctoral College Board (DCB)
- Doctoral College Professional Development Subcommittee
- Doctoral Supervisor Training and Resources Steering Group
- Education Partnerships Subcommittee (EPS)
- Education and Student Experience Committee (ESEC)
- Education and Student Experience Programme Board (ESEP)
- External Examiner Scrutiny Group
- Generative Artificial Intelligence (GenAI) Working Group
- Inclusive Education Working Group
- Learning Spaces Advisory Group
- NSS Intensive Task Force Group
- 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
- Strategic Major Projects (SMPs):
 - Advancing Assessments
 - Awarding Gap
 - Hartley Library Transformation (HLT)
 - Enhancing Independent Learning Spaces
 - Southampton Global Online Programmes (SGOP)