Rebecca – VP Education and Democracy

Area of work: Student Support and Wellbeing: Assessments; Policies and processes; Increasing understanding and support for PGT and International Students	
Sabbatical Plan Goal	**Details**
Goal 1: **Make policies and processes more understandable to students**	Work since last report: • Ran 'Did You Know' part 1 online on the susu_studentvoice Instagram – this was received well, with some students saving the most useful posts • Presented to the Widening Participation Student Advisory Board for their ideas and feedback – they think the campaign is helpful and gave additional ideas for topics to include • Met with Student Hub and SUSU Advice Centre about support they can offer • Met with Marketing around next steps including a page on the SUSU website to hold pdfs of the information so it's accessible after the campaign • Collective feedback from students and staff suggested February was a too short time frame to run the campaign well, so has been pushed back to w/c 28th April, this will be accompanied by a wider range of resources and will be at a more relevant time for students to receive information around key topics such as special considerations and extensions • Created initial templates for part 2, and begun research to ensure the information is accurate and up to date
	Next steps: • Create special cons flowchart [no change since November report] • Continue to research and create other easy to use materials on policies and processes • Book in and run DYK in April
Goal 2: **Continue work on assessments and student wellbeing**	Work since last report: • Spoke on the student experience of the Academic Calendar at University Senate, in particular the value of a break between semesters one and two • Invited a group of senior reps to a meeting with the Academic Calendar Steering Group and Associate Deans of Education to feed into phase 3 testing of options • Meeting with anyone new on the Advancing Assessments project and Assessments Consultancy team, sharing the Assessments report I wrote in 2023/24, and continuing to push for improvements to overassessment and improving mark schemes • Met with CHEP student interns working on Assessment to build connections and share student feedback • Reviewed how STARS (Southampton Transformative Assessment Redesign with Students) works and how it is engaging with students
	Next steps: • Request a STARS and STARS-Lite Summary document for reps • Support Academic Calendar Review with further consultation and question opportunities for students
Goal 3:	Work since last report: • Supporting the Russell Group Students' Unions (RGSU) International Student Survey

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More tailored support and understanding for PGT students and International Students	Next steps: • Talking to students about what support they want to see and receive [no change since last report] • Continue supporting direct and specific messaging to International and PGT students where appropriate [no change since last report]
NEW Extension of Goal 3: Increased support and understanding for students from other underrepresented groups	Work so far: • Working with Union President and key University staff on support for Joint Honours (JHs) students – designed the workshop approach for helping students co-design a guide to support future JHs students • Advocating for JHs student needs in the PAT Project • Co-leading on the RGSU Med and Health Science students working group – talking to med and health science students at Southampton about challenges they have faced and summarising at a national level • Planning next steps for RGSU Med and Health Science working group
	Next steps: • Alongside the Union President and University staff, support the student workshops for designing a JHs student guide • Reach out to student leaders in Medicine and Health Sciences to support the RGSU findings so far and endorse an open letter

Area of work: Student Voice and Success: Rep training; Staff training about representation; Support and promotion of reps; Enhanced student voice through more effective emailing

Sabbatical Plan Goal	Details
Goal 1: Re-write rep training	Work since last report: • Written up more of the rep training modular content • Internal SUSU conversations around support and representation offered to students on international campuses and studying online – this has mostly been taken on my managers from Membership services as will affect SUSU's offering long-term
	Next steps: • Continue writing up the rest of the modular content
Goal 2: Maintaining rep support and promotion	Work since last report: • 1:1 check-ins with several senior reps and keeping up with their current concerns • Rep socials have gone very well this year – over 150 in November and over 70 in February, reps providing positive feedback about their experience as a rep so far
	Next steps: • Keeping up support and being available for reps [no change from November report] • Further promote rep social lunches for reps and students as some but minimal uptake so far [no change from November report]
Goal 3: Further increasing visibility of reps and sabbs	Work since last report: • Increased visibility through the susu_studentvoice Instagram channels • Regularly talk about reps in all levels of meetings in both SUSU and the University
	Next steps: • Getting rep positions listed on BlackBoard module pages so every student knows who to feedback to about their academic experience [no change from November report]– need to check in on this as it has been requested

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Goal 4: **Staff training and information on reps and representation**	Work since last report: • PGR Faculty Officers are regularly attending senior meetings such as Senate and Doctoral College Committee • Delivered workshop helping staff and students co-design what they want to see from student voice • Created draft lifecycle models of student voice and engagement to be used in major university project and continuous feedback cycles such as SSLCs and Programme Approval and Review, and additional recommendations to engage and employ students in student voice work • Presented models to RGSU and to key university staff teams and received really positive feedback and requests for follow-up meetings to support teams embedding student voice better in their work
	Next steps: • Create and deliver more information for SUSU staff on representation and student voice [no change from November report] • Work with CHEP to develop the student voice lifecycle models into key practical resources to be used by academic and professional services staff • Present the models at various committees and groups
Goal 5: **Enhancing student voice through more effective emailing**	Work since last report: • *No further progress on this since last report since focus has been elsewhere*
	Next steps: • Increase the chances for students to have a say in areas that matter most to them [no change since last report] • Further prioritise emails so students receive information about their areas of interest first [no change since last report]
Area of work: Student and External Engagement: PGR support and promotion; External SU Engagement	
Sabbatical Plan Goal	**Details**
Goal 1: **PGR support and promotion**	Work since last report: • Shared data from latest PGR surveys with staff and PGR Faculty Officers • Worked more closely with the Doctoral College on content for PGR email updates so content and events are relevant • Supporting PGR reps with wanting to run events and checking in with Faculty Officers
	Next steps: • Share the PGR Action Plan with students so they can hold us, the DC and their staff accountable [no change from November report]
Goal 2: **External engagement with Students' Unions**	Work since last report: • Attended both RGSU Conference and Southern Unions Conference alongside Union President and VP Sports • Regularly engaging with and learning from other SUs
	Next steps: • Book to visit other SUs [no change from November report]
Area of work: Other work	
Other Work	**Details**
Goal 1: **Applying for Fellowship of the**	Work since last report: • Written up full first draft including case studies, observation of teaching, short records of activity and introduction

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Higher Education Academy	Next steps: • Adjust based on feedback from University Mentor and collect references • Apply for Fellowship

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:

- Academic Calendar Steering Group
- Strategic Major Project (SMP): Advancing Assessments
- Academic Responsibility and Conduct Network
- Annual Monitoring Scrutiny Group
- Academic Quality Standards Subcommittee
- BlackBoard Ultra Migration Project
- Deputy Head of School (Education) (DHoSE) Network
- Digital Education Advisory Group
- Doctoral College Committee
- Doctoral College Professional Development Subcommittee
- Doctoral Supervisor Training and Resources Steering Group
- Education Partnerships Subcommittee
- Education and Student Experience Committee
- Education and Student Experience Programme Board
- External Examiner Scrutiny Group
- Occasional attendance to Faculty Education and Student Experience Subcommittee
- Generative Artificial Intelligence Working Group
- SMP: Hartley Library Transformation
- Joint Honours Working Group
- Learning Spaces Advisory Group
- NSS Intensive Taskforce
- PAT Project Steering Group
- PGR Programme Review Panels (I did FEPS and FELS last year, and FAH is in February)
- PGR Quality Monitoring and Enhancement Subcommittee
- Programme Leads Network
- Research Integrity Working Group
- Senate
- Skills Strategy Group
- SMP: Southampton Online – ad hoc
- Student Surveys Action Planning Group
- Student-Staff Liaison Committees Project
- Student Voice Network
- Trans-National Education (TNE) groups – ad hoc
- University Research Ethics Committee
- Widening Participation Student Advisory Board
- Year in Employment Board of Studies

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