

VP Education – Sabbatical Officer Report for Student Council

Name: Joshie Christian

Role: VP Education

Date: June 2026

Area of work: Exams and Assessments	
Sabbatical Plan Goal	Details
<p>Examination and Assessment Information</p> <p>I have incorporated exams into this point as both projects are progressing together.</p>	<p>Work since last report:</p> <ul style="list-style-type: none"> Continued to work with our new group on drafting templates and exploring how to implement them. Submitted a report summarising all feedback. Ensured the team will commit to trialling this approach for Sept 2026! Agreed to set up a second group over the summer to redevelop the assessment template into an examination template, as we need additional staff input. <p>The screenshots included below are the notes from our most recent discussions:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Assessment Brief <i>Notes from discussion - This document is for students – think about guidance in separate piece for academics so this doesn't get too long</i></p> <hr/> <p>Assessment Details</p> <p>Module Title:</p> <p>Module Code:</p> <p>Module Leader:</p> <p>Level: <i>(not use ? as we have dual year module)</i></p> <p>Summative/Formative <i>Make it drop down</i></p> <p>Assessment Type <i>Make it a drop down</i></p> <p><i>(need to mimic uni types of assessment – where can we find it?)</i></p> <p>Word Count/Length <i>(can this always happen? STEM/maths – for AI draft/mathematical working)</i></p> <p>Assessment Load time estimate <i>(notes to say if taking a lot longer and what to do in section on task below)</i></p> <p>Type of submission Individual <i>How to make it clear whether individual/group and where group how marks worked out. Is this the write title?</i></p> <p><i>Drop down</i></p> <p>Introduction</p> <p>Meeting discussion – how to make this student friendly prose whilst keeping TILT terminology</p> <p>What is the purpose of this assessment</p> <p>[Provide a short introduction to the topic and its relevance to the module and wider context including skills and knowledge development gained]</p> <p>How to succeed</p> <p>Task – Why do I have to do this assessment</p> <p>[Provide a clear overview of the assessment tasks and what to avoid doing. Also include signposting specific academic support/skills development links either within the module or across the wider university support, e.g., library skills etc.]</p> <p>Criteria for Success -what does success look like?</p> <p>[Outline how you expect to see students demonstrating that they have developed knowledge and skills mapped to the specific learning outcomes and what good looks like in this context. including the:</p> <p>Assessment Criteria – How will I be graded? [Insert grading rubric here aligned to module outcomes]</p> <p>Learning Outcomes [Insert module learning outcomes here]</p> <p>Skills development [List here what skills students may have already gained from prior learning/modules and how they will use this further within the programme and/or into industry. This</p> </div> <div style="width: 48%;"> <p>Assessment Weighting: :: <i>(Number only drop down x % of module)</i></p> <p>Submission Date: When should I expect to receive my feedback? <i>(either date or line from policy stating expectation)</i></p> <p>Link for VLE page(s) where assessment information can be found <i>(? – will this encourage scattering – perhaps we should delete?)</i></p> <p><i>If we keep – put a note in to say ideally in one place or if in different places then need to note this as guidance for deletion</i></p> <p>Details of linked Formative Assessment points to support this summative <i>(this could be part of criteria for success instead of here and this could also be the video about the assessment(s) – summative and formative assessment – can we write template prompts)</i></p> <p>Submission details including late submissions <i>(added section from discussion)</i></p> <p>Submission Details [Include submission method, instructions on specific methods, how many files you expect to see and any other useful tips to overcome what students often get wrong in submission – attempts and re-submissions]</p> <p>Meeting discussion - Including late submission requirements – and what is allowed.</p> <p>Feedback and feed forward [Let students know where and how they will receive feedback on their work and outline how they can use this for future assessment/skills and knowledge development as feed forward]</p> <p>ARC and AI guidance [Link to ARC and AI guidance]</p> <p>Meeting discussion - Whether it is going through TII and drafts allowed through TII? Mel to check on TII and AI</p> <p>Student Support guidance [Links to student hub, appeals, EC, extension requests etc.]</p> <p>Meeting discussion - Potentially just put student hub as first point so don't have to constantly change links and link to PAT</p> <p>Accessibility If this assessment raises barriers for you due to a diagnosed or possible disability please inform your module leader/course leader.</p> <p>Supplementary information [This is where you can put other information such as group work information or templates for report headers etc.]</p> </div> </div>

	<p>Next steps:</p> <ul style="list-style-type: none"> Continue developing the templates over the summer and release to staff in September. Include these templates in October Course Rep training to allow reps to encourage staff to use these templates to support clearer assessment design!
<p>Examination Videos</p>	<p>Work since last report:</p> <ul style="list-style-type: none"> Fed into the production and release of new videos on the Exam Paper Query process, sharing them via @susu_studentvoice and through Sabbs Updates.
	<p>Next steps:</p> <ul style="list-style-type: none"> Organise the filming of further Exam Hall videos. I am hoping we can film in some exam venues when they are set up for use during the Supplementary Exams period this summer
<p>AERs Project</p>	<p>Work since last report:</p> <ul style="list-style-type: none"> Contributed to the wording and fed back on several iterations of the June follow up letters to students affected by the S1 exam season AER issues. <p>Below is one of the lists of edits I submitted in response to the first draft of the letters.</p> <p>A few suggestions:</p> <ul style="list-style-type: none"> (10th June email) I would tweak "we will use the module marks you obtained for any impacted modules in Semester 1" to be something along the lines of "we will use your current marks for the exams you sat in Semester 1". This is mostly because I'm not keen on the phrase "impacted modules". (10th June email) I think that "you will not be able to attend a graduation ceremony in July 2026" could do with expanding with a "but you will be eligible to attend graduation in Dec 2026 or... etc etc" as I always worry this could be read as meaning "you won't get to go to a graduation ceremony at all". (10th June email) Why is the copy of the email from S1 dated 20th May? (23rd June email) Same two suggested changes as above if you agree with them as the same text appears (23rd June email) Here the copy of the email from S1 is dated 28th May? (process guidance) Trying to make some wording less obscure if possible; can we remove "under the regulations" from the bits to be included in the emails to students? Can we replace "retain your normal entitlement..." with something like "you will still be allowed a capped referral attempted or to repeat the module if required." (process guidance) I wonder if we can similarly make the opening sentence a little more student friendly? Rather than "The below wording will differ from that mentioned on Banner Self Service, please ensure to refer to this outcome letter for your bespoke outcome." something like "As this letter contains your bespoke outcome, please refer to the wording below and do not worry if the outcome listed in Banner Self Service is worded differently."
	<p>Next steps:</p> <ul style="list-style-type: none"> Still planning to produce more informational videos detailing how each AER works in practice and how students might access their support in the room.
<p>Examination Error Reporting</p> <p>This arose in Aug 2025 and was added to this area of my Sabb Plan.</p>	<p>Work since last report:</p> <ul style="list-style-type: none"> Consulted on final edits to the new process and communicated to students via Sabb Updates. Supported students with individual issues during S2 exams.
	<p>Next steps:</p> <p>No further work to complete.</p>

The Southampton Assessment Load Framework This project was not part of my Sabb Plan, arising in Dec 2025.	Work since last report: <ul style="list-style-type: none"> Finished designing workshops and the co-design session with the Assessment Consultancy team, which was run on the 30th of April. Continued to support reps directly with conversations around the framework.
	Next steps: <ul style="list-style-type: none"> Produce written and video guides (for the Did You Know campaign) explaining the content of the Assessment Load Framework and add information to Rep Training.

Area of work: Peer and Pastoral Support	
Sabbatical Plan Goal	Details
New Buddy Schemes	Work since last report: (no change from previous) Some concern has arisen due to reduction of university funding for peer support schemes. This may make this project less viable, and we may have to deliver alternative approaches, delayed until the next academic year.
	Next steps: No further work to complete.
PGR Buddy Schemes	Work since last report: Nothing since previous report.
	Next steps: <ul style="list-style-type: none"> Include an overview of good practice and highlight successful PGR Buddy Schemes to the rest of the Doctoral College in my PGR Student Voice report.
Student Discipline, Casework, and Academic Appeals Part of the handover from our outgoing VP Inclusion in Nov 2025.	Work since last report: Reported as complete in April so nothing since previous report. I will hand the task of continuing to scrutinise and develop the student discipline process to the incoming VP Inclusion in July 2026.
	Next steps: No further work to complete. I have continued to scrutinise and feedback regarding any changes and improvements being made to the student discipline process through ESEC and the recent meeting of the wider Student Discipline Committee.

Area of work: Supporting Student Reps	
Sabbatical Plan Goal	Details
New Rep Training (Taught and PGR) This project is being developed iteratively across the terms of many VP Educations.	Work since last report: <ul style="list-style-type: none"> Began discussing new training resources for PGR Reps and PGR Faculty Officers, to align with recent changes that moved most Student Voice work from the Faculty Directors of the Graduate Schools to the Doctoral Programme Directors. Met with the Faculty Officer and Faculty Director of Graduate School in Medicine, Engineering and Physical Sciences, and Social Sciences, to collect views for the wider report on improving PGR Rep training and voice provision.
	Next steps: <ul style="list-style-type: none"> Create new and updated PGR Training with the SUSU Representation Team. Continue drafting content for further sections of the New Rep Training.
Rep Role Reviews	Work since last report: <ul style="list-style-type: none"> Consulted PGCE Secondary students in Education to hear their thoughts on proposed restructures for Senior Reps in Education. Scheduled to meet with the Education School President, the Education DHOSE, and the PGR Programme Leads, to discuss a new structure for the Senior Rep role in Education.
	Next steps: <ul style="list-style-type: none"> Plan an election for the Course Reps on PGCE courses in Education. Implement new Department Presidents and SSLCs in WSA.
Student Voice on susu.org	Work since last report: <ul style="list-style-type: none"> Updated the full list of PGR Reps for the Faculty of Arts and Humanities, the Faculty of Social Sciences, and the Faculty of Environmental and Life Sciences, which were the three faculties still in need of review on my last report.
	Next steps: <ul style="list-style-type: none"> Finalise new organisation of all susu.org front page menus and continue working to improve the organisation and navigation of the website in general. Collate the Course Rep FAQ for the Student Voice section of the website.
Rep Development	Work since last report: Other priorities filled my time, and no new workshops could be designed this year. I am planning to deliver some of the current workshops next year and will then move on to updating them by the end of my second term.
Faculty Officers	Work since last report: <ul style="list-style-type: none"> Met with individual Reps considering the Faculty Officer roles. Reviewed and updates the descriptions and roles for the PGR Faculty Officers at a PGR SSLC and as the representative reporting at the relevant FGSSC. Suggested improvements to the Terms of Reference to be reviewed by the Doctoral College Committee in July.

	<p>Next steps:</p> <ul style="list-style-type: none"> • Meet with each UG Faculty Officer to discuss the meetings and projects they have been involved in so far and consult them about their experience. • Propose any changes to the future Faculty Officer Roles and ensure the opportunities explored this year are offered to future teams of Faculty Officers. • Review inclusion of all faculty officer roles in the Terms of Reference for Senate / ESEC / AQSS / AMSG / EESG / EPSC and suggest edits for 2026/27.
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Area of work: Student Comms and Finding Information

Sabbatical Plan Goal	Details
Information & Digital Comms Project	<p>Work since last report:</p> <p style="padding-left: 40px;">Reported as complete in April so nothing since previous report.</p>
Mass Emailing	<p>Work since last report:</p> <ul style="list-style-type: none"> • Again I have been working with individual reps to find or set up the correct mass mailing lists on the all.soton system. <p>Next steps:</p> <ul style="list-style-type: none"> • The UOS mass emailing guidance has not yet been released for consultation. • Once a draft has been finished, student consultation will be arranged. • Continue exploring a method to automatically generate programme level mailing lists and provide Course Reps with the correct programme codes to allow seamless emailing at programme or programme cluster level.
Prerequisite Flowcharting	<p>Work since last report:</p> <ul style="list-style-type: none"> • Rejoined the now reopened Education In Focus project where I will be pushing for this change and exploring other improvements to the way in which students are given information to make the best module choices for them!

Other work:

<p>Other Work since last report</p> <ul style="list-style-type: none"> • Supported further SSLCs in Physiotherapy, SSPC, and PGCE Education, and joined SPCs for Health Science. • Filmed an interview piece for the end of the Blackboard Ultra project. • Joined an episode of the University freshers podcast to talk about welcome week and settling into uni! • Worked on the planning and delivery of the handover and induction for our 2026/2027 Sabb Team! • Began planning an end-of-year consultation around the Hartley Library Transformation project! • Delivered stalls for my You Are More Than campaign at WSA, Avenue, NOCS, Hartley Library, and SGH! • Represented student needs in the refurbishment project for AV equipment. • Submitted guidance to the Educational Partnerships Subcommittee about good student voice! • Wrote a report on PGR Graduation Ceremonies which we sent to the Head of the Graduations Team! • Secured funding from the Student Experience team for more chargers to be loanable on campus!
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Regular University Meetings (and Boards, Committees, Subcommittees, Projects, Steering Groups, Working Groups, Scrutiny Groups, Strategy Groups, Workstreams, Networks, honestly I think they can just call these things anything they feel like...)

I am happy to answer questions about my attendance and involvement in any of the following:

- Academic Calendar Implementation Steering Group
- Academic Quality Standards Subcommittee
- Annual Monitoring Scrutiny Group
- External Examiners Scrutiny Group
- Academic Responsibility and Conduct Network
- Advancing Assessment Project Board
- Advancing Assessment Workstream E
- Assessment Briefs Working Group
- B54 Refurbishment Project Board
- Blackboard Ultra Project Board
- Blackboard Ultra Comms Working Group
- Deputy Head of School Education Network
- Programme Leads Network (ad hoc)
- Digital Education Advisory Group
- Generative Artificial Intelligence Working Group
- Disability Equality Steering Group
- Doctoral College Committee
- Doctoral College PGR Annual Monitoring and Scrutiny Group
- Doctoral College PGR Professional Development Subcommittee
- Doctoral College PGR QME Subcommittee
- Education and Student Experience Committee
- Education and Student Experience Programme Board
- Education Partnerships Subcommittee
- Education Partnerships Annual Monitoring Scrutiny Group
- Learning Spaces Advisory Group
- Common Learning Spaces Operational Group (ad hoc)
- Implementing Changes to the Academic Year Steering Group
- NSS Intensive Taskforce
- PAT Project Steering Group
- PAT Project Workstream 2
- PAT Project Workstream 4
- Student Skills Strategy Group
- Student Voice Network
- University Senate
- Senate Membership Working Group
- University Research Ethics Committee

Acronyms 101:

AMSG – Annual Monitoring and Scrutiny Group
AQSS – Academic Quality and Standards Subcommittee
DCC – Doctoral College Committee
DHoSE – Deputy Head of School Education
EESG – External Examiner Scrutiny Group
ECS – Electronics and Computer Science
EPAMSG – Education Partnerships Annual Monitoring and Scrutiny Group
EPSC – Education Partnerships Subcommittee
ESEC – Education and Student Experience Committee
FDoGS – Faculty Director of Graduate School
NOCS – National Oceanography Centre Southampton
NSS – National Student Survey
PAT – Personal Academic Tutor
PGCE – Postgraduate Certificate of Secondary Education
PGR – Postgraduate Research
QME – Quality Monitoring and Enhancement
SGH – Southampton General Hospital
SPC – School Programmes Committee
SSLC – Student Staff Liaison Committee
SSPC – Sociology, Social Policy, and Criminology
UG – Undergraduate
WPSM – Widening Participation and Social Mobility
WSA – Winchester School of Art