

	What is the idea?	What do you hope to achieve?	How will you achieve this?	Who will you be working with?	When do you expect to be finished (term)?
Mental Health	Students can use Microsoft Teams to access counselling sessions.	All students (especially disabled students) feel confident and comfortable using the service through Enabling Services and feel the service offered is inclusive.	Liaising with Enabling Services and Savanna. YMC was raised and Enabling Services confirmed this was something they could look into.	Enabling Services, VP Welfare and Community.	Jun-22
	Students can discuss academic concerns with other students in their department and/or faculty.	A system that allows students to build and maintain relationships with other students on their course while supporting their academic achievements and wellbeing.	Course Representatives to lead buddy groups with their course.	VP Welfare and Community, CHEP, students.	Apr-22
Skills workshops	Work with the Graduate Ambassador Scheme to offer life skills workshops from student feedback.	Students feel confident leaving university and feel as if they have learnt vital life skills that will support them in their future.	Work with Christopher and Zemzem to plan and deliver various life skills workshops towards the end of the academic year (after exams).	Alumni, Careers.	Mar-22
	Attend Academic Integrity Network meetings to provide student feedback and encourage a support over punishment system for academic misconduct.	Workshops across all courses to develop understanding of academic integrity and push for support over punishment in academic misconduct cases. Students should be taught referencing and the consequences of plagiarism.	Work with the Academic Integrity Network and members of willing academic staff to offer mandatory academic integrity sessions and support students on a case-by-case basis.	Academic Integrity Network, SUSU President.	Jun-22
	Digital Skills workshops to improve student and staff digital skills.	Students and staff feel confident using digital tools to enhance their teaching and learning and life as we move into a digital society.	Student reps to complete digital training available on Blackboard. Digital training module to be mandatory. Liaise with Digital team to discuss areas of need for workshops for both staff and students.	Digital teams, Faculties(?), CHEP(?), students.	Jun-22
PATs	Students are aware of the role of the PAT, know who their PAT is and how to raise an issue.	PATs feel confident in their role and can support students academically and with their wellbeing. PATs feel confident to give advice, rather than signposting (where students can feel ignored).	Liaise with CHEP to discuss current training for PATs. Liaise with Representation to discuss student feedback regarding PATs.	CHEP, Faculties, Representation.	Apr-22
	Students can arrange one to ones with their PATs to discuss academic support.	Students feel comfortable reaching out to academic tutor and openly discuss academic and wellbeing concerns. Student is aware of who their PAT is and PAT can accurately feedback on student progression.	Discuss current situation with PATs and how frequent communication can support sense of belonging, wellbeing, retention and academic success.	Faculties, students.	Apr-22
Student Voice	Students are aware of the student-led changes within faculties.	Minutes from SSLC's are sent to Representation to ensure student voice is being heard and actioned. SUSU to promote student-led changes on social media.	Send email reminders to all faculties and Course Presidents when Minutes are due.	Representation, Faculties, course representatives.	Jan-22
	Students understand how SUSU supports their university experience and the difference between UoS and SUSU.	Students feel confident in SUSU representing their needs and concerns, and feel part of a community.	Engaging presence: social media giveaways, constant, relevant and effective communication. Remove spammy newsletters.	MarComms, Representation, Students.	Jun-22
	Work with local businesses to advertise more casual employment opportunities on the SUSU website.	Students have the ability to find work and earn money during breaks.	Working with the Business and Development team at SUSU to liaise with local businesses and chains to advertise opportunities for students to gain work experience.	Business and Development team.	Jun-22
	Freshers involved in representation.	More students apply for representation roles during their first year of academic study.	Work with Representation to identify how many first years go for roles on committees, or reps, and promote the roles by making them more enticing towards first years.	MarComms, Representation, Students.	Jun-22
Accessible online learning.	Lecturers are encouraged to use Accessibility Ally to support an accessible online education for students.	All students are able to access and use Blackboard. Content available online is marked as green in Ally and alternative formats are turned on.	Attend regular meetings with the Accessibility Ally team and discuss student feedback.	Accessibility Ally team, Students.	Sep-21
	Students have access to online resources made readily available and accessible by their lecturers.	All students feel confident accessing lectures, resources and support online.	Work with CHEP to provide student feedback and support interns with ensuring online learning.	CHEP, Students.	Jul-21
	Students have access to guides to support them with online learning and using digital tools.	All digital software and tools, with how-to guides, are available for all students and staff to use.	Work with iSolutions to develop digital catalogue, how-to guides and support with accessing university servers.	iSolutions, Students.	Jun-22
Quality of Education	Encourage schools and departments to justify their assessment formats for exams to ensure students aren't disadvantaged.	Fair assessment methods introduced to ensure students feel comfortable and at ease, and students understand why the format was chosen.	Liaise with the pro-Vice Chancellor of Education to feedback student concerns regarding in-person exams and ensure student voice is recognised when schools and departments are deciding on their assessment formats.	Pro-Vice Chancellor of Education	Sep-21
	Lectures to continue to be recorded for accessibility purposes and clinically extremely vulnerable students.	Accessible recordings of lectures and seminars available on Blackboard for students to use to revise and access from home.	Discuss with Vice-President of Education how we can continue to support students throughout the 21/22 academic year, specifically those with accessibility needs and clinically extremely vulnerable students.	Vice-President of Education, Director of Student Voice	Sep-21