

SUPPORTING STUDENT CONTINUATION, PROGRESSION AND RETENTION

POLICY DETAILS:

Date of approval	28 November 2024
Approving body	Academic Council
Supersedes	N/A
Date of EqIA	TBC by AQO
Date of next review	<i>See departmental schedule</i>
Author	Deputy Director Academic
Responsible Executive Group area	Academic Registry
Related policies and documents	Student Attendance Policy Support to Study Policy Research Degrees Guidance: MPhil and PhD Programmes
Benchmarking	Quality Code Principle 4 Using data to inform and evaluate quality and Principle 10 Supporting students to achieve their potential

THE GLASGOW SCHOOL OF ART

Supporting Student Continuation, Progression and Retention

Introduction

1. The Glasgow School of Art (GSA) is committed to ensuring that all students have an extraordinary learning experience when studying with us, and that all students are supported to engage and succeed in their learning.
2. Evidence of this commitment, and the effectiveness of our approach to supporting students to continue, progress and succeed in their learning, is clear through our continually high levels of student continuation and retention.
3. Core to our approach is the continued enhancement and review of our arrangements to support students' engagement with their learning, and our strategic ambition to maintain our continuation and retention rate within and beyond the current strategic planning period.
4. This document sets out key arrangements for supporting students' continued engagement with their studies and how these arrangements will be enhanced and aligned to our Strategic Plan and strategies for Education and Data.
5. This policy should be read in conjunction with the GSA Attendance Policy which outlines expectations for student attendance and support for engagement across the School, and the Support to Study Policy which provides clear mechanisms for supporting students who may be at risk of disengagement due to exceptional circumstances.

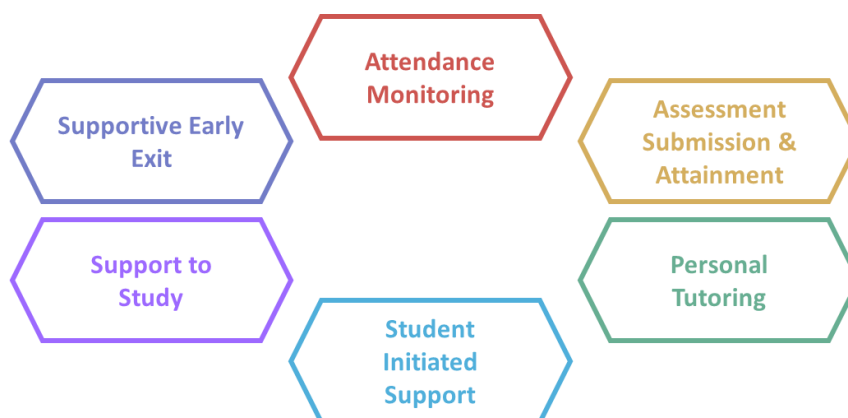
Scope

6. This policy applies to all students on a GSA taught programme of study, covering undergraduate and postgraduate taught students in full time and part time delivery. Expectations for support for learning for students studying research degrees is set out within the Research Degrees Guidance: MPhil and PhD Programmes.

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7. In meeting our commitment to all students, GSA ensures that programmes and courses are designed to be inclusive of students learning needs, support engagement with learning, and support students to achieve their potential. In addition, GSA employs a wide range of academic and student support services to provide proactive and responsive support. Together these services provide advice, guidance and development opportunities to students to develop their knowledge and skills to succeed within their programme of study.
8. GSA recognises that engagement with programmes, staff and fellow students enhances both the individual and collective learning experience.
9. GSA recognises that educational outcomes are intrinsically linked to engagement with a programme of study. In order to support the learning journey and improve student attainment, mechanisms are in place to review and act upon students' engagement patterns before they significantly impact the overall student experience.
10. GSA recognises that on occasion, unforeseen and unpreventable circumstances may impact a student's ability to engage fully with their programme of study, and that it has a responsibility to respond in an understanding manner in such circumstances and to work to support students to fully re-engage with the programme.

11. Where a student has taken the informed decision to withdraw from their studies they are provided with appropriate information, support and guidance. Information and data collected as part of the withdrawal process is used to enhance our support to students.
12. Where a student has taken the decision to withdraw early from their studies and have met the requirements for an academic award, this will be clearly advised as part of the withdrawal process by Academic Registry following the GSA final exam board.
13. To ensure consistency of support GSA will provide training and development for relevant staff in continuation and retention, in identifying students at risk of disengagement, to support re-engagement, and where appropriate support early exit from their programme of study.
14. GSA commits to the annual review of data for retention, continuation and progression in order to identify areas of good practice, respond to concerns and ensure we meet our strategic ambitions and expectations set within National Equality Outcomes. Where enhancements are identified these will be supported through the development of action plans for enhancement with oversight by Education Committee.
15. The following diagram sets out the six key features of GSA's approach to supporting retention, continuation and progression, with further information provided below.



- a. **Attendance Monitoring:** Student attendance and engagement with teaching is key to student success. As such, programme teams are responsible for monitoring student attendance in line with GSA's Student Attendance Policy. Where a student's attendance falls below expectations, they will be proactively contacted by their programme team and offered support to re-engage. This may include referral to Student Support Services as appropriate. Where non-attendance persists formal attendance letters are issued by Academic Registry to students who fail to re-engage in order to identify students at risk of withdrawal.
- b. **Assessment Submission and Attainment:** Monitoring of students' assessment submission is a key indicator of engagement with learning, alongside monitoring students' attainment trajectory. Programme teams provide responsive support where students do not submit for assessment (both formative and summative), as well as engaging students in developmental discussions should there be significant changes in attainment. Programmes offer a diverse range of assessment methods to support student success and where appropriate student choice, with constructive feedback provided to enable all students to succeed. Through assessment and feedback as key indicators of success staff guide and signpost students to appropriate academic and student support services.

- c. **Personal Tutoring:** All students have a named personal tutor within their Academic School who acts as a first point of contact for academic support and guidance. Personal Tutors are proactive, offering meetings with students at the start of each academic session and providing responsive support to students seeking advice and guidance.
- d. **Student Initiated Support:** Students are partners in the learning process and as such have a key responsibility in identifying their own learning and support needs, and accessing academic and student support services. Students are supported to do this through induction and welcome activities, as well as clear and accessible information through the Student Intranet and Canvas.
- e. **Support to study:** GSA is committed to ensuring that students are supported in their studies and that students are able to engage with their learning. Where a student is no longer able to engage with their learning due to significant factors such as ill health, they may be deemed unfit to study and provided support to suspend their studies and re-join when able. This is a key support process to ensure students can succeed and fulfil their academic and creative potential. Any consideration of a pause to a student's studies should take cognisance of the maximum duration of study as set out within the GSA Programme Regulations.
- f. **Supportive Early Exit:** Where a student has taken an informed decision to withdraw from their studies early, they are supported to exit well. This includes information, support and guidance as to implications for early exit, as well as opportunities for engaging in future studies at GSA or beyond.

Strategic Enhancement Priorities

- 16. Aligned to the Education Strategy, Data Strategy and ambitions within the Strategic Plan 2022-2027 GSA is committed to enhancing its arrangements to support students' engagement with their learning.
- 17. Key to this is the enhancement and integration of systems for monitoring and responding to student engagement indicators, as well as ensuring the availability of appropriate information to staff to support them in making positive interventions with students.
- 18. Over the current strategic planning period we are committed to exploring and developing staff and student data dashboards which allow for clear monitoring and reporting of student engagement in learning with consideration of attendance, attainment, and other engagement factors such as visiting campus facilities and utilising Canvas.
- 19. These developments are informed and delivered by our Data Strategy and aligned to workstreams within our Education Strategy and action plan. These enhancements will also support GSA in its ambitions and work towards the National Equality Outcomes.