

THE GLASGOW SCHOOL OF ART

Education Committee

QESR Outcome and Action Plan

Purpose

This paper updates members as to the outcome of GSA's recent Quality Enhancement and Standards Review (QESR) and our institutional response to good practice, recommendations, and suggestions within the Outcome Report. This paper is for discussion and approval.

Introduction

In June 2024 GSA underwent external quality review with the Quality Assurance Agency Scotland as part of our funding arrangement with the Scottish Funding Council. In August 2024 the QAA published the final Outcome Report with a judgement of effectiveness in GSA's capability to monitor, review and enhance its higher education provision and to enabling effective arrangements for managing academic standards and the quality of the student learning experience.

This is a positive judgement and a great success for GSA following our period of ELIR recovery. Within the Outcome Report the Review Team identified three areas of Good Practice and one Recommendation.

Good Practice

- GP 1. Strategic approach to the enhancement of learning and teaching:** The rigorous and coordinated approach to enhancing learning and teaching by developing, embedding and monitoring the impact and implementation of a range of key institutional strategies. This includes the close alignment of strategies at the institutional and local level, with clearly-defined actions that are closely monitored that enable effective delivery and create impact at the local level (paragraph 3).
- GP 2. Introduction and evolution of the Student Consultant role:** Working in partnership with staff and students, the student consultants have led on a number of initiatives aligned with strategic priorities, including changes to assessment and feedback, the curriculum review and the new Education Strategy, resulting in positive impact and strengthening the student voice in key institutional projects (paragraph 11).
- GP 3. Proactive and continuing development of quality processes:** The continued proactive development of core quality processes (including an increasing focus on data) and the oversight of key quality reports at an institutional level, which provides assurance and an effective means of sharing practice to enhance the student experience (paragraph 36).

Recommendations

- REC 1. Consistency and effectiveness of Student Staff Consultative Committees:** Building on the work undertaken through the development of the Student Engagement and Representation Policy, GSA should keep under review the operation of the Student Staff Consultative Committees in consultation with students to ensure a consistent and effective approach (paragraph 12).

Response and Action Plan

As part of the QESR methodology following publication of the Outcome Report the institution is required to produce an action plan in response to each recommendation within 28 Weeks. This should be shared with QAA and embedded within the new Self Evaluation and Action Plan for the Scottish Funding Council.

The Educational Enhancement Planning Group, which holds responsibility for overseeing external quality review has endorsed the appended action plan (see appendix 1) and this is submitted to Education committee for Approval and onward consideration by Academic Council. The action plan considers good practices, recommendations and suggestions within the wider text of the Outcome Report as is good practice in external quality review.

Actions associated with this plan have been embedded within the Education Strategy Action Plan for Year 2 to streamline reporting and nonreporting.

Appendix 2 of this paper includes the full QESR Outcome Report.

Recommendation

This paper is for discussion and approval.

Appendix 1. QESR Good Practice, Recommendations and Suggestions - Action Planning

Ref	Good Practice, Recommendations and Suggestions	Action / Response
GP 1	<p>Strategic approach to the enhancement of learning and teaching: the rigorous and coordinated approach to enhancing learning and teaching by developing, embedding and monitoring the impact and implementation of a range of key institutional strategies. This includes the close alignment of strategies at the institutional and local level, with clearly defined actions that are closely monitored that enable effective delivery and create impact at the local level. (Paragraph 3)</p>	<p>Continue to implement, monitor and report on Education Strategy through Action Plan, regular updating and annual report. Consider how this approach can be adopted/adapted across our strategic framework to ensure continued strategic alignment.</p> <p>No further action required.</p>
GP 2	<p>Introduction and evolution of the Student Consultant role: working in partnership with staff and students, the student consultants have led on a number of initiatives aligned with strategic priorities, including changes to assessment and feedback, the curriculum review and the new Education Strategy resulting in positive impact and strengthening the student voice in key institutional projects. (Paragraph 11)</p>	<p>Continue to support the role of Student Consultant within the Education Strategy and encouraging the use of this role within Academic Schools and Services.</p> <p>No further action required.</p>
GP 3	<p>Proactive and continuing development of quality processes: the continued proactive development of core quality processes (including an increasing focus on data) and the oversight of key quality reports at an institutional level, which provides assurance and an effective means of sharing practice to enhance the student experience (Paragraph 37)</p>	<p>Continue to monitor and review the effectiveness of quality processes with a focus on evidence informed evaluation and decision making. Next steps will include a review of our Periodic Review and Revalidation Policy in session 2024/25.</p> <p>No further action required.</p>

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<p>REC 1</p>	<p>Consistency and effectiveness of Student Staff Consultative Committees: building on the work undertaken through the development of the Student Engagement and Representation Policy, GSA should keep under review the operation of the Student Staff Consultative Committees in consultation with students to ensure a consistent and effective approach. (Paragraph 12)</p>	<p>Through the implementation of the new Student Engagement and Representation Policy continue work to enhance the effectiveness and consistency of Student Staff Consultative Committees encouraging a partnership approach to evaluating the student experience of courses and programme, ensuring effective mechanisms for sharing outcomes and closing the feedback loop.</p> <table border="1" data-bbox="1196 483 2031 1209"> <thead> <tr> <th data-bbox="1196 483 1736 520">Action</th> <th data-bbox="1736 483 1886 520">Lead</th> <th data-bbox="1886 483 2031 520">Deadline</th> </tr> </thead> <tbody> <tr> <td data-bbox="1196 520 1736 667">Develop and run SSCC Convenor guidance and training focused on the new sparqs Student Learning Experience framework.</td> <td data-bbox="1736 520 1886 667">L&T & GSASA</td> <td data-bbox="1886 520 2031 667">Sep 2024</td> </tr> <tr> <td data-bbox="1196 667 1736 882">Implement the new SSCC remit and membership operating at Programme / Departmental level ensuring a student-centred focus on discussions as to the student learning experience.</td> <td data-bbox="1736 667 1886 882">HoS</td> <td data-bbox="1886 667 2031 882">Sep 2024</td> </tr> <tr> <td data-bbox="1196 882 1736 1102">Continue to develop School / Departmental training for Class Representatives with a focus on the new sparqs Student Learning Experience framework.</td> <td data-bbox="1736 882 1886 1102">L&T & GSASA</td> <td data-bbox="1886 882 2031 1102">Oct 2024</td> </tr> <tr> <td data-bbox="1196 1102 1736 1209">Year 1 evaluation of Student Engagement and Representation Policy</td> <td data-bbox="1736 1102 1886 1209">L&T & GSASA</td> <td data-bbox="1886 1102 2031 1209">Sep 2025</td> </tr> </tbody> </table>	Action	Lead	Deadline	Develop and run SSCC Convenor guidance and training focused on the new sparqs Student Learning Experience framework.	L&T & GSASA	Sep 2024	Implement the new SSCC remit and membership operating at Programme / Departmental level ensuring a student-centred focus on discussions as to the student learning experience.	HoS	Sep 2024	Continue to develop School / Departmental training for Class Representatives with a focus on the new sparqs Student Learning Experience framework.	L&T & GSASA	Oct 2024	Year 1 evaluation of Student Engagement and Representation Policy	L&T & GSASA	Sep 2025
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SUG 1	<p>Assessment and Feedback: The report makes several recommendations that include the need to clarify the guidance available to students, including clearer signposting to existing information. This was confirmed by students that met the QESR team, who reported some lack of clarity and inconsistency in language across courses. Students also described some inconsistencies in assessment rubrics, criteria, and support from staff [M2]. In meetings with staff, the QESR team was satisfied that that these issues had been recognised by the institution and are being addressed through the Code of Assessment workstream [M3, 023].</p>	<p>Improving clarity and consistency of language across courses, as well as consistency in assessment criteria and support for assessment by staff aligns closely with findings from the year 1 evaluation of the Code of Assessment, as well as findings within the Student Experiences of Assessment and Feedback project.</p>		
		Action	Lead	Deadline
		Continue to deliver workstream 2 Assessment Briefs within the A&F Project to improve clarity of information and assessment criteria for students. Commit to auditing this during 2024/25.	L&T	Spring 2025
		Continue to deliver workstream 4 staff induction to A&F to clarify expectations for practice, support and guidance, as well as share good practice across the institution. Commit to tracking and reporting engagement to LTG.	L&T	Spring 2025
		Developed targeted support for assessment review, mapping and development within revised Periodic Review and Revalidation process. Pilot with SIT programmes undertaking review in session 2024/25.	L&T	Spring 2025

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SUG 2	<p>Policy Review Schedule: GSA does not currently have a published schedule for the wider review of policies, but this is in development. The QESR team considers that the planned approach, through which an annual update will be provided to the Education Committee, will further enhance oversight of the evolution of quality processes. [028; M1]</p>	<p>Continue with plans to review and amend Periodic Review and Revalidation policy for implementation in session 2025/26.</p> <table border="1" data-bbox="1196 339 2029 523"> <thead> <tr> <th data-bbox="1196 339 1736 375">Action</th> <th data-bbox="1736 339 1888 375">Lead</th> <th data-bbox="1888 339 2029 375">Deadline</th> </tr> </thead> <tbody> <tr> <td data-bbox="1196 375 1736 523">Develop and implement a policy review schedule, reporting to Education Committee, for all academic and student facing policies.</td> <td data-bbox="1736 375 1888 523">AQO</td> <td data-bbox="1888 375 2029 523">Spring 2025</td> </tr> </tbody> </table>			Action	Lead	Deadline	Develop and implement a policy review schedule, reporting to Education Committee, for all academic and student facing policies.	AQO	Spring 2025
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SUG 3	<p>Mapping to the UK Quality Code: However, GSA has recognised that this approach is proving to be unsustainable and that, in its current form, the mapping document is unwieldy and difficult for staff to use. The QESR team heard from senior staff that GSA plans to adopt a new approach following the launch of the revised Quality Code in June 2024 [010, M1]. The aim will be to make the Mapping Document better suited for demonstrating how sector expectations are met, while also providing staff with clear guidance on how to make best use external reference points. It is anticipated that the revised approach will produce a dynamic document that provides both assurance and guidance [M1]. Scoping activity for this exercise has already been undertaken based on the draft revisions to the Quality Code in 2023-24. [009]</p>	<p>Given the launch of the new UK quality Code in June 2024 a remapping of GSA's policy and practice is required. This should also consider how we assure ourselves of our continued compliance and alignment with sector agreed principles for quality assurance and enhancement.</p> <table border="1" data-bbox="1196 810 2029 994"> <thead> <tr> <th data-bbox="1196 810 1736 845">Action</th> <th data-bbox="1736 810 1888 845">Lead</th> <th data-bbox="1888 810 2029 845">Deadline</th> </tr> </thead> <tbody> <tr> <td data-bbox="1196 845 1736 994">Undertake a full remapping of the new UK Quality Code identifying alignment, gaps and requirements for policy development.</td> <td data-bbox="1736 845 1888 994">AQO & L&T</td> <td data-bbox="1888 845 2029 994">Spring 2025</td> </tr> </tbody> </table>			Action	Lead	Deadline	Undertake a full remapping of the new UK Quality Code identifying alignment, gaps and requirements for policy development.	AQO & L&T	Spring 2025
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SUG 4	Data Strategy: However, the Data Strategy does not include an action plan or an explanation of how progress will be monitored other than reference to the main Digital Strategy [005] which includes a plan for developments from 2022-2027.	GSA's data strategy aims to set expectations as to how the development, use and evaluation of data shall inform key processes for quality assurance and enhancement, as well as wider business systems. The strategy does not set actions to achieve this, instead these are weaved throughout our Strategic Plan, Education Strategy, Research Strategy and People Strategy. No further action required.