



End of Year 3 Report for: Glasgow School of Art

Table 1: Evidencing effectiveness and reporting impact

Cumulative descriptor of institutional/ cluster/Student-Led Project activity over RLC Theme period	Which overarching RLC Theme questions (1-5) were prioritised?	Evidence of effectiveness in addressing chosen RLC theme priorities	Suggested outcomes and impact measures used to assess effectiveness (refer to Theory of Change model)	Challenges	Made most difference?	Hindsight
<p>Student Led and Partnership Projects: GSA’s year 1 and year 2 activities priorities engagement of our staff and students in theme related projects and activities. Year 1 funding was deployed through a small project fund open to students in order to develop and deliver student led projects which worked to foster resilient learning communities between students, staff and our wider creative community. Year 2 built upon this work requiring projects to be developed and delivered in partnership with staff and students with the aim of enhancing project impacts and identifying new and innovative case studies for sharing</p>	<p>The key RLC themes explored through this work were:</p> <ul style="list-style-type: none"> • What will our learning communities look like by 2023? And what can we do now to prepare for them? • How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure? <p>Through funding student and staff partnership</p>	<p>In total 9 projects were supported through enhancement themes funding. Outputs included events, case studies, presentations and reports. Work in year 3 of the theme to catalogue and showcase these projects has been delayed due to absence within the team responsible taking forward GSA enhancement themes work. The aim is to resolve this work early 2023/2024.</p>	<p>No definitive theory of change was developed for years 1 and 2 of GSA’s themes work – this was identified in year 3 as a key area for development. Our focus on impact focus for years 1 and 2 was to develop a suite of case studies to share practice and identify approaches to supporting resilient learning communities through student led and partnership projects.</p>	<p>A number of challenges emerged from our work, mainly relating to the translation of practice and learning from small scale initiatives to mainstream activities within and across the institution. Other challenges related to ensuing consistent support and oversight of themes work within a small team during a period of significant disruption.</p>	<p>The most beneficial aspect of this work related to supporting partnership initiatives between staff and students. This has helped inform our ongoing work aligned to our Student Partnership Agreement and identified a number of case studies to inform future projects and initiatives.</p>	<p>Reflecting upon challenges from years 1 and 2 we took the decision to consolidate year 3 into an institution wide project. Our learning also informed enhancements to the governance of our enhancement themes work through the introduction of a steering group to support the project leads and provide institutional oversight of progress. In addition, it would have been helpful in establishing our year 1 and year 2 work to define a clear theory of change and impact</p>

practice.	projects we aimed to capture innovative practices for supporting and developing resilient communities through creative arts practice and partnerships.					measures at outset.
<p>Preparing for Studio Learning: Our institutional plan of work for year 3 of the Enhancement Themes consolidated learning from years 1 and 2 and built upon ongoing enhancement work to our induction and welcome programme to build student community at transition into the GSA. This project focused on the transition to studio learning considering how studio can act both as a place for learning communities to collaborate and connects, as well as a culture which supports belonging and resilience through collective and community learning. The project was taken forward by a staff lead</p>	<p>The key RLC themes we explored through this work were:</p> <ul style="list-style-type: none"> • Who are our current and future students and how will they want to learn? • How can we gain a clear understanding of their needs? • What information do we need to enable us to best support their learning? • How do we ensure we are able to support our diverse 	<p>Consultation activities with staff and students addressed both theme questions informing the development of our transitions resource. This resource is currently being finalised for launch in July/August 2023 as part of our pre-arrival induction activities. Evaluation of the resource will be undertaken through our standard induction evaluation survey as well as follow up evaluative focus groups with students.</p>	<p>In developing the Preparing for Studio Learning project, we aimed to co-create a transitions resource which support students new to studio practice and studio learning in order to enhance and smooth the transition. The resource focuses on supporting students to consider the skills, behaviours and practices needed to successfully engage with studio and to smooth entry to a studio environment. The ultimate aim, and our theory of</p>	<p>As above ensuing consistent support and oversight of themes work has continued to be challenging with changes in themes leadership mid-session due to staff absence. Implementing the project steering group has provided a clear buffer and contingency for continuing to progress work to deadline however, and this will be a key feature of our project planning moving forward.</p>	<p>Within year 3 of our themes work the most impactful aspect has been the engagement of student consultants as co-creators of project work. Within the Preparing for Studio Learning project this has been an invaluable contribution to the development of the transitions resource, as well as providing enhanced opportunities for student engagement. We have now deployed the Student Consultant model across the institution engaging</p>	<p>Given the changes to theme leadership within the institution and the shift from our year 1 and 2 approach of supporting small scale projects to an institution wide project in year 3 we have reflected on the need to develop a longer-term plan for future Enhancement Themes work and to consider how potential shifts in institutional leadership can maintain ambitions with flexibility to respond to changes in priorities and context. Similarly</p>

<p>within our WP team and a student consultant who, supported by an institutional steering group, worked together to consult with staff and students and co-create a digital resource to support student transitions into studio learning.</p>	<p>learning communities?</p> <ul style="list-style-type: none"> • What might this mean for our staff and our infrastructure? <p>These questions informed the development of the project and the transition resource.</p>		<p>change, was therefore to enhance students' confidence in engaging in studio learning, and support a smoother entry to studio as a place, a practice and a culture.</p>		<p>eight consultants in total for session 2022/23 with plans to continue this approach for session 2023/24.</p>	<p>maintaining a clear oversight group to both direct and report on themes work has been incredibly helpful for year 3 and will be maintained moving forward.</p>
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When considering information provided in Table 1:

What is the ONE most positive aspect to report over the 3-year period? (Evidence of effectiveness column and Suggested outcomes and impact column)

The most valuable aspect of our work over the past three years has been the engagement of student consultants to co-lead project work. This was embedded within our year 3 work on our preparing for studio learning project building upon the success of the role in other enhancement projects and something we shall continue to take forward for institutional enhancement work.

What is the most challenging issue? (Challenges column)

As mentioned above a key challenge has been ensuing consistent support and oversight of themes work with changes in themes leadership. Implementing the project steering group has provided a clear buffer and contingency for continuing to progress work to deadline and this will be a key feature of our project planning moving forward.

What has made the most difference and why? (Made most difference column)

Moving from a distributed approach to an institutional had the most impact over the three years, building upon local enhancement and partnership activities to then help inform institutional work. Also, the appointment and engagement of student consultants provided many opportunities to project development and will be a key feature of our enhancement approaching moving forward.

What would you NOT do again, in hindsight and why? (Hindsight column)

We would not run the themes work without a clear governance structure. Establishing the steering group provided clear reporting points and oversight which was invaluable to supporting the project team in year 3.

Table 2: Ways of working/engaging in the Resilient Learning Communities Themes work					
Theme process	Activities' description	Positive aspects/difference made	Challenges	Changes made during process	Hindsight - could be improved by:
Supporting staff and students to engage with Theme activity	A webpage was developed within our Learning and Teaching Enhancement Hub detailing all previous Enhancement Themes as well as co-locating resources and plans for our work on resilient learning communities. In addition, a monthly newsletter for L&T is published linking to resources and events within the theme.	Creating a central site for our work provided a single point of information for staff and students on progress with our themes work. Similarly, providing a monthly newsletter allowed us to keep staff informed of developments.	We are currently unable to track engagement with and uptake of the newsletter, as well as the engagement with events and resources making evaluation to his type of dissemination activity challenging.	The introduction of this site was a change made in year 3 following a change in institutional leadership of the theme.	Moving forward we are looking to explore how data analytics within out VLE Canvas – in which the site and newsletter are held can be used to monitor the effectiveness of these dissemination strategies.
Effectiveness of organisational and management structures	Management of the institutions theme work is overseen by a steering group led by the institutional lead.	The steering group has provided a clear check in point for progress as well as provided strategic input to the development of our transitions resource within the Preparing for Studio Learning project.	There have been no challenges with this approach.	The introduction of the steering group was a change made in year 3 following a change in institutional leadership of the theme.	Establishing a steering group for the 3-year period would have helped provide consistency, contingency and strategic input to the work over the entirety of the theme. This will be our approach moving forward.

<p>Evaluating activity and projects</p>	<p>Evaluation of year 3 work will be undertaken through our standard induction evaluation as well as follow up evaluative focus groups with students in early autumn.</p> <p>Evaluation of years 1 and 2 has been reported through our annual ET reporting.</p>	<p>Plans to utilise established evaluative methods for our years 3 work will allow us to mainstream the launch, dissemination and engagement tracking with the transitions tool. This will be supported through additional evaluative work with the new student cohort joining GSA.</p>	<p>Due to the nature of the resource to support induction and transitions evaluation of the tool has not been possible prior to the completion of the theme.</p>	<p>Changes to an institutional project for year 3 have enabled us to be clearer as to our plans for evaluation of the work.</p>	<p>As above having a steering group for the duration of the theme would allow us to check our approach to evaluation is effective alongside required reporting to QAA.</p>
<p>Disseminating outcomes and findings internally and externally</p>	<p>See response to 'Supporting staff and students to engage with Theme activity'.</p> <p>Work in year 3 of the theme to catalogue and showcase projects undertaken in years 1 and 2 has been delayed due to absence within the team responsible taking forward GSA's enhancement themes work. The aim is to resolve this work early 2023/2024.</p> <p>Year 3 work through the Preparing for Studio Learning project will be launched in the summer, with consultation activities to develop the transitions</p>	<p>Developing a clear dissemination strategy for the project in year 3, and embedding this within establish processes of induction aims to ensure good engagement with the tool, and support smoother transitions for students. This will be evaluated in early autumn</p>	<p>Changes to institutional leadership and staff absence leading to delays in project workstreams.</p>	<p>See 'Positive aspects / difference made'.</p>	<p>See 'Positive aspects / difference made'.</p>

	resource being used both to capture evidence to inform development as well as to communicate the purpose of year 3 work.				
Collaborating with other institutions/other organisations	<p>Staff within GSA have engaged with a number of Collaborative Projects within the theme through resources and external events.</p> <p>Within our newly established Programme Leaders Forum we have also invited collaborative project leads to present – recently with Prof Martha Caddell talking about programme leadership and use of evidence to support enhancement.</p>	Utilising our Programme Leader Forum to bring themes workstreams into current strategic discussions and plans has helped connect educational leaders with the work however the impacts of this are challenging to identify in the short term.	Monitoring engagement with resources and attendance at external events is difficult to monitor, as are the impacts of engagement with these.	The introduction of the Programme Leader Forum was a key change for session 2022/2023.	Continue to use established forums such as the Programme Leaders Forum to share institutional and sector developments will be key to our approach to engage staff in collaborative work. In addition, supporting staff to join collaborative projects will be key to growing our connection with the sector theme and development.

When considering information provided in Table 2:

Which ONE process from each of those listed within the Theme processes column in Table 2 worked best? (Activities description and Positive aspects columns)

Whilst the impact is unknown of our work to set up a clear archive and repository for enhancement themes work through our Learning and Teaching enhancement Hub this has provided an invaluable resource for collating, sharing and reporting on our themes work, as well as linking to sectoral work through our monthly newsletters.

Why was it the best? (Positive aspects/difference made column)

This central resource provides a clear point of contact for staff and students to access and engage with enhancement themes, and wider enhancement activities, as well as providing a repository of previous themes work. Through the monthly newsletters we have also been able to share internal and sectoral development work with our wider community and hope to identify opportunities to evaluate the impact of this next session.

Which was most difficult and why? (Challenges column)

Monitoring engagement with resources and attendance at external events is challenging as is determining the impacts of engagement with these.

Why did you make any changes? (Could be reported as Positive or via Challenges column)

The change to centralise the ET work and to create a central resource was made to enhance dissemination amongst staff and provide a clear line of communications on both institutional and sectoral themes work.

What would you NOT do again, in hindsight and why? (Hindsight column)

As above having a steering group for the duration of the theme would allow us to check our approach to evaluation is effective alongside required reporting to QAA.

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