

**University of Glasgow**

**Academic Standards Committee – Friday 24 November 2017**

**School of Design, The Glasgow School of Art (GSA): Final Update on the Periodic Review Action Plan (2015/16)**

The University of Glasgow's Academic Standards Committee is invited to consider the following final update on the School of Design's Periodic Review recommendations from session 2015/16.

The update on recommendations is provided for information below. Also attached for information is the action plan which shows progress as reported during session 2016/17 to GSA's Undergraduate and Postgraduate Committee and Academic Council.

<b>No.</b>	<b>Recommendation</b>	<b>Status</b>
<b>1</b>	In acknowledging the local/global and innovative and collaborative characters of the individual programmes, the Review Panel recommended that the Head of School, in conjunction with senior staff, articulated a clear overall narrative for the School of Design and established an effective mechanism for communicating this within and outwith the School.	Complete
<b>2</b>	The Review Panel recommended that the School of Design link with the Head of Learning and Teaching to undertake a mapping of all Intended Learning Outcomes against assessment criteria, external criteria and course documentation.	Complete
<b>3</b>	The Review Panel recommended that the School of Design review, evaluate and develop an action plan to improve consistency across the provision in relation to student feedback.	Complete
<b>4</b>	The Review Panel recommended that the School develop common systems to aid transparency and consistency across the provision. The Panel were of the view that the implementation of Programme Handbooks and harmonised Quality Enhancement Questionnaires would be effective starting points. With regard to the Programme Handbooks, it was recommended that this work be prioritised so that from 2016/17, each programme had in place a handbook along the lines of that which currently exists for the Fashion and Textiles undergraduate and postgraduate provision.	Complete
<b>5</b>	The Review Panel recommended that the School give consideration to how the vehicle of the Academic Discourse meeting could be effectively utilised to promote strategic discussion between Programme Leaders, Heads of Department and the Deputy Head of the School. In addition, consideration should be given to the development of an effective mechanism to implement actions agreed at the meeting. Finally, the School should consider how academic staff and students can contribute to the Academic Discourse meeting.	Complete
<b>6</b>	The Review Panel recommended that the School undertake a review of the Design History and Theory provision at the end of its first year of operation and report, as appropriate, to Academic Council, via the Board of Studies and Undergraduate and Postgraduate Committee in Term 2 of session 2016/17.	Complete.

<b>No.</b>	<b>Recommendation</b>	<b>Status</b>
7	The Review Panel recommended that the School reviewed the operation of the Design Domain provision at the end of session 2015/16, and reported as appropriate, to Academic Council, via Undergraduate and Postgraduate Committee at the beginning of session 2016/17. It was considered important that the review be concluded in advance of next session, in order that any adjustments recommended by the review could be actioned and implemented in a timely manner. Further, the Review Panel recommended that the School explore further opportunities for collaborative and interdisciplinary working across GSA.	Complete
8	The Review Panel agreed that the School should identify a systematic narrative for Research-teaching linkages.	Complete
9	The Review Panel recommended that the School undertake a systematic analysis of management information and data to aid reflection and evaluation of the effectiveness of provision for all students, and to support annual reflection and the use of planning information through programme monitoring and reporting processes.	Complete
10	Given the ambition to grow student numbers by 25% over 2015-2018, in order to aid transparency and support communication, a diagram to visualise the current and planned growth of the School should be developed for wider dissemination to staff and students'.	Complete
11	It was noted that some of the programmes under consideration were in the process of undertaking an Equality Impact Assessment. The Review Panel agreed that the School of Design should establish a schedule for the Equality Impact Assessment of its entire provision which would ensure that all programmes completed this exercise by the end of session 2016/17.	Complete

**Periodic Review: School of Design  
Action Plan, Timescales and Progress**

<b>Submitted by:</b>	Barbara Ridley, Acting Head of School
<b>Date</b>	August 2017

	<b>Recommendations</b>	<b>Action Plan</b>	<b>By Whom</b>	<b>Timescale</b>	<b>Progress</b>	<b>Completed</b>
<b>1</b>	In acknowledging the local/global and innovative and collaborative characters of the individual programmes, the Review Panel recommended that the Head of School, in conjunction with senior staff, articulated a clear overall narrative for the School of Design and established an effective mechanism for communicating this within and outwith the School.	To organise an Away Day with this recommendation as a specific Agenda Item.	Acting Head of School/SMT	End of Term 1 Academic Session (AS) 2016/17	<p>An Away Day, attended by all Heads of Depts/Programme Leaders was held on 23<sup>rd</sup> June 2016 - facilitated by Iain Aitchison formerly of Plan, London (<a href="http://www.plan.london">http://www.plan.london</a>) now employed by GSA (InDI).</p> <p>A structured format to the day was supported by preparatory work generated by all participants.</p> <p>GSA Director Tom Inns, Head of School Irene McAra-McWilliam, and Director of InDI, Joe Lockwood all attended the afternoon session of the Away Day.</p>	

			4	<p><i>and roles and responsibilities for how this narrative will be brought to life</i></p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• <i>There is a shared understanding of how the School's provision is situated within the wider domain of design</i></li> <li>• <i>There is clear ownership of next steps</i></li> <li>• <i>The senior management team has positively and productively collaborated together on a shared challenge</i></li> </ul> <p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>• <i>An outline narrative document that links with the GSA Strategic Plan and School of Design Vision and Strategy</i></li> <li>• <i>An agreed action plan</i></li> </ul> <p>Outcomes of the day are now available in a draft report to be discussed at a second planned away day on September 7<sup>th</sup> 2016.</p> <p>Following the second away day, a clear SofD narrative, linked to the GSA Strategic Plan (as required within this recommendation) will be generated and subsequently shared across the SofD via departmental staff meetings and with students via student rep forums.</p>	
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				<p><b>Update as at 8<sup>th</sup> November 2016</b>  Work on establishing a clearer narrative for the SofD continues, outcomes following away days (described above) are being collated, and will be disseminated for approval (Nov 2016). SofD senior staff will then agree an appropriate platform for communicating this within and outwith the School.</p> <p><b>Update as at 12<sup>th</sup> January 2017</b>  The School of Design is undertaking a review of its current provision, the establishment of a more distinct Design Innovation offer is under proposal. Once approved the SofD will be in a position to share a future narrative that brings to life the School's vision, ambitions and future strategy.</p> <p><b>Update as at 17<sup>th</sup> March 2017</b>  The appointment of Head of School, School of Design was made on the 24<sup>th</sup> February 2017. The establishment of a more distinct Design Innovation (Innovation School) will be presented to the Board of Governors for approval (March 2017). Once approved the HofS in conjunction with senior colleagues will be in a position to share a future narrative that brings to life the School's vision, ambitions</p>	<p><b>Completed</b></p>
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			6	<p>and future strategy in line with the GSA future strategy 2018-2021.</p> <p><b>Update August 2017</b>  As detailed in points above, the Head of School, in conjunction with senior staff have responded to this recommendation by participating in a number of planning meetings to identify a clear overall narrative for the School of Design. This has now been established and is communicated via Senior Management Team (SMT) meetings, departmental staff meetings, LREC, External Examiners briefings, Staff Student Consultative Committees (SSCC).</p> <p><i>“GSA’s School of Design is a diverse, distributed community of teaching, learning and research that places studio practice at its heart. We celebrate and embody the diversity of 21st century design practice through the breadth of our interdisciplinary collaborations and depth of specialist practice encompassed within our adaptable curriculum.</i></p> <p><i>Our students and staff form an intimate community that is broad in outlook yet rooted in context. We engage with the world critically and constructively in partnership with our extensive local, national and international network– exploring the social, technological, economic and political challenges of our time to</i></p>	Completed
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					<i>collaboratively create preferable futures”.</i>	
2	The Review Panel recommended that the School of Design link with the Head of Learning and Teaching to undertake a mapping of all Intended Learning Outcomes against assessment criteria, external criteria and course documentation.	To commission this mapping exercise	Academic Coordinator / HofL&T/SM T	End of Term 3 AS 2016/17	<p>A member of academic staff within the SofD has been commissioned to lead on this project: Katie McKee, Academic Coordinator - who has extensive experience working on this type of project from her previous employment (UCA) during employment at GSA and having successfully reviewed ILO’s in relation to courses delivered in Glasgow and Singapore.</p> <p><b>Update as at 8<sup>th</sup> November 2016</b> Initial discussion has taken place between the Academic Coordinator and the Head of Learning and Teaching; further direction to be elicited to inform a pilot exercise; the Glasgow/Singapore programmes</p> <p><b>Update as at 12<sup>th</sup> January 2017</b> This action remains open.</p> <p><b>Update as at 17<sup>th</sup> March 2017</b> This action remains open.</p> <p><b>Update as at August 2017</b> A detailed mapping exercise of all Intended Learning Outcomes against assessment criteria, external criteria and course documentation has been completed. The outcome of this mapping exercise will inform future strategic planning and any review of ILO’s within the</p>	Completed

					<p>SofD. The mapping documents have been shared with Heads of Departments, and discussed at Senior Management team. Both the Head of L&amp;T and Deputy Director: Academic, were consulted during this process.</p>	
3	The Review Panel recommended that the School of Design review, evaluate and develop an action plan to improve consistency across the provision in relation to student feedback.	Develop an action plan.	<p>HofDs/ Programme Teams /L&amp;T team</p> <p>Programme Team, Interaction Design</p> <p>8</p>	<p>End of Term 1 AS 2016/17</p> <p>End of Term 3 AS 2016/17</p>	<p>The development of an action plan is underway with the following initial activities planned. A staff development day focusing on good practice in relation to student feedback will be held during Term 1 AS 2016/2017 (prior to formative assessment point). One of the outcomes of this staff development activity will be to generate a student feedback guidance handbook containing examples of good practice being undertaken across the SofD.</p> <p>During AS 2016/2017, BA (Hons) Interaction Design staff team have agreed to pilot recorded verbal feedback for students, the outcome of this pilot will be reviewed and if successful implemented (where appropriate) across the SofD.</p> <p><b>Update as at 8<sup>th</sup> November 2016</b> A staff development day focusing on good practice in relation to student feedback has been organised</p>	<b>Completed</b>



				<p>(Supported by GSA L&amp;T team) to be held on 7<sup>th</sup> December 2016.</p> <p><b>Update as at 12<sup>th</sup> January 2017</b>  Programme Leaders are in the process of scoping programme specific workshops on improving student feedback following on from the SofD-wide event.</p> <p>The Acting Head of School attends the GSA Learning and Teaching Enhancement Working Group inputting to the development of a GSA-wide policy and guidance 'Responding to Student Feedback'.</p> <p><b>Update as August 2017</b>  The actions identified above (review, evaluation) are in response to the action plan set out by the HofS. Improved consistency in providing feedback at formative and summative assessment has now been implemented.</p>	<p><b>Completed</b></p>
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4	<p>The Review Panel recommended that the School develop common systems to aid transparency and consistency across the provision. The Panel were of the view that the implementation of Programme Handbooks and harmonised Quality Enhancement Questionnaires would be effective starting points. With regard to the Programme Handbooks, it was recommended that this work be prioritised so that from 2016/17, each programme had in place a handbook along the lines of that which currently exists for the Fashion and Textiles undergraduate and postgraduate provision.</p>	<p>Agreement to develop and issues UG and PGT Programme Handbooks</p> <p>Implement standardised Quality Enhancement Questionnaires (QEQ's) across UG and PGT programmes.</p>	<p>HofDs/ PLs</p> <p>HofDs/ PLs</p>	<p>Start of Term 1 AS 2016/2017</p> <p>End of Term 1 AS 2016/2017</p>	<p>UG and PGT Programme Handbooks have been produced across all departments for Academic Session 2016/17, based on the template provided by the Fashion &amp; Textiles department.</p> <p>The development of standardised QEQs is underway - based on UG and PGT Fashion and Textiles.</p> <p><b><i>Update as at 8<sup>th</sup> November</i></b> Standardised QEQs will be introduced at formative assessment point, 2016/2017.</p> <p><b><i>Update as at 12<sup>th</sup> January 2017</i></b></p>	<p><b>Completed</b></p> <p><b>Completed</b></p>
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5	<p>The Review Panel recommended that the School give consideration to how the vehicle of the Academic Discourse meeting could be effectively utilised to promote strategic discussion between Programme Leaders, Heads of Department and the Deputy Head of the School. In addition, consideration should be given to the development of an effective mechanism to implement actions agreed at the meeting. Finally, the School should consider how academic staff and students can contribute to the Academic Discourse meeting.</p>	<p>The Senior Management Team (SMT) of the SofD will formulate the agenda for Academic Discourse meetings at the start of each academic year.</p> <p>Minutes will be taken at each meeting and an action plan generated, to be distributed and discussed at regular departmental staff meetings and appropriate student rep meetings (SSCC's).</p>	Acting Head of School / SMT	Beg Term 1 AS 2016/2017	<p>Meeting scheduled for 31<sup>st</sup> August 2016 which will take forward these actions.</p> <p><b>Update as at 8<sup>th</sup> November</b></p> <p>A timetable of themed Academic Discourse meetings has been agreed by DSMT. These themes include:</p> <ul style="list-style-type: none"> <li>• <b>EIA</b> – case study, workshop facilitated by the Head of F&amp;T (23<sup>rd</sup> Nov 2016).</li> <li>• <b>Employability, Entrepreneurship &amp; Enterprise</b>, facilitated by the Head of PDE.</li> <li>• <b>Research, Teaching – Teaching, Research linkages</b>, facilitated by the PL of Design Innovation.</li> <li>• <b>Supporting academic management</b> – facilitated by the Acting HofS.</li> </ul> <p>Ten themed sessions have been proposed for AS 2016/2017, finalisation of dates, attendees and extended invitations for contribution /participation to be completed by 1<sup>st</sup> December 2016.</p>	<b>Completed</b>
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6	<p>The Review Panel recommended that the School undertake a review of the Design History and Theory provision at the end of its first year of operation and report, as appropriate, to Academic Council, via the Board of Studies and Undergraduate and Postgraduate Committee in Term 2 of session 2016/17.</p>	<p>Submit a report via the committee structure to Academic Council</p>	<p>HofD: DH&amp;T</p>	<p>End of Term 1 AS 2016/2017</p>	<p>The review has commenced with discussions (Away Day 12<sup>th</sup> August 2016) regarding the development of History and Theory UG provision within the School of Design. The current curriculum is shared across both Fine Art and Design – revised or new courses will be implemented for AS 2018/19. This will take in to account links being made between DH&amp;T and Studio via Design Domain course.</p> <p>Post-graduate provision was also discussed.</p> <p><b>Update as at 8<sup>th</sup> November</b>  Development of DH&amp;T provision continues under the leadership of the Acting Head of Dept (Frances Robertson).  As required, the review and report to be completed at the end of Term 2.</p> <p><b>Update as at 12<sup>th</sup> January 2017</b>  Completion of this recommendation has been delayed due to the Head of DH&amp;T undertaking research leave during Term 1 of AS 2016/2017. The recommendation will be completed for UPC Term 3 of AS 2016/2017.</p> <p><b>Update as at 17<sup>th</sup> March 2017</b>  As above: This recommendation will be completed for UPC Term 3 of AS 2016/2017.</p>	
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					<p><b>Update as at August 2017</b>  This recommendation is now complete as approved by Academic Council in May 2017.</p>	<b>Completed</b>
7	<p>The Review Panel recommended that the School reviewed the operation of the Design Domain provision at the end of session 2015/16, and reported as appropriate, to Academic Council, via Undergraduate and Postgraduate Committee at the beginning of session 2016/17. It was considered important that the review be concluded in advance of next session, in order that any adjustments recommended by the review could be actioned and implemented in a timely manner. Further, the Review Panel recommended that the School explore further opportunities for collaborative and interdisciplinary working across GSA.</p>	<p>Review the content and delivery of the Design Domain course.</p> <p>The School will further explore opportunities for collaborative and interdisciplinary working across GSA working in conjunction with the Head of Learning and Teaching</p>	<p>Academic Coordinator: Interdisciplinarily</p> <p>Acting Head of School/HofL&amp;T</p>	<p>Beg of Term 1 AS 2016/2017</p> <p>During AS 2016/2017</p>	<p>A full review of the 20 credit course Design Domain (delivered during AS 2015/16) has been conducted by Thea Stevens, Academic Coordinator: Interdisciplinary.</p> <p>This review included student and staff forums, feedback from student questionnaires distributed across Glasgow and Singapore campuses. The report generated by this review has been submitted and will be presented and discussed at Undergraduate and Postgraduate Committee at the beginning of AS 2016/17 as recommended.</p> <p>Meeting has been arranged between Acting Head of School and the Head of Learning and Teaching for 1<sup>st</sup> September 2016.</p> <p>The exploration of opportunities for cross GSA collaborative working is integral to ongoing curriculum development – for example ‘themed’ projects.</p> <p><b>Update 12<sup>th</sup> January 2017</b>  Exploration of opportunities for collaborative and interdisciplinary</p>	<p><b>Completed</b></p> <p><b>Completed</b></p>

					working across GSA is now a standing agenda item on the SofD Academic Discourse meetings.	
8	The Review Panel agreed that the School should identify a systematic narrative for Research- teaching linkages.	Set up an internal SofD infrastructure to underpin the development of a narrative for Research-Teaching linkages.	Acting Head of School / Senior Researcher/ SofD RKEC members / HofDs / PLs	End of Term 2 AS 2016/2017	<p>Senior Researcher (SofD), Alastair Macdonald has met, beginning August, with the Acting Head of School to discuss the development of a clear narrative for research-teaching linkages across the School. A schedule of further meetings has been established to develop a SofD research strategy; this will include the participation and contribution of SofD RKEC representatives.</p> <p>Once the SofD research strategy has been established and agreed upon by SMT and SofD RKEC members this will be shared and discussed at planned staff research forums.</p> <p>The first step to enabling this will be by regular attendance of the Senior Researcher at SMT meetings and departmental staff meetings.</p> <p><b>Update as at 8<sup>th</sup> November</b>  Term 2: Draft SoD Strategic Plan for resubmission to RKEC  Development of SofD Research strategy:</p> <p>October - November 2016: School of Design RKEC agreed that each department's research pre-occupations and strengths will be</p>	

					<p>mapped against the eight GSA research themes outlined in the GSA Strategic Research Plan.</p> <p>February 2017: SofD Research Strategy presented at GSA RKEC meeting</p> <p><b>Update as at 12<sup>th</sup> January 2017</b> As described above, establishment of the SofD research strategy is underway; reporting to the GSA RKEC meeting Feb 2017.</p> <p><b>Update as at 17<sup>th</sup> March 2017</b> Progress against this recommendation continues via SofD RKEC. Most recently agreeing the proposal to hold a School of Design centric 'Research Day' workshop &amp; discussion: May 2017. This activity will further support the completion of this recommendation.</p>	
9	The Review Panel recommended that the School undertake a systematic analysis of management information and data to aid reflection and evaluation of the effectiveness of provision for all students, and to support annual reflection and the use	A consistent approach to the analysis of data will be implemented across the SofD in the production of Programme Monitoring and Annual Review (PMAR) 2015/16.	Acting Head of School / GSA Planning Officer/ HofDs / PLs	During Term 1 AS 2016/2017	<p>A consistent approach to the analysis of data will be implemented across the SofD in the production of Programme Monitoring and Annual Review (PMAR) 2015/16.</p> <p>The Acting Head of School will meet with Mark Clancy, GSA Planning Officer, 2<sup>nd</sup> September, to explore how he might support the more effective use of data provided by central school.</p>	<b>Completed</b>

	of planning information through programme monitoring and reporting processes.				<b>Update as at 8<sup>th</sup> November</b> Complete, as reflected within SofD PMARs.	
<b>10</b>	Given the ambition to grow student numbers by 25% over 2015-2018, in order to aid transparency and support communication, a diagram to visualise the current and planned growth of the School should be developed for wider dissemination to staff and students.	The Acting Head of School will lead on a data visualisation project, in collaboration with key academic staff and student representatives, to ensure the clear visual communication of future growth and areas of strategic development within the SofD.	Acting Head of School/Com Des staff /Student Rep	End of Term 1 AS 2016/2017	<p>The Acting Head of School has identified a PGT graduate who specialises in data visualisation who could suitably be commissioned to undertake this work.</p> <p><b>Update as at 8<sup>th</sup> November</b> Work in progress.</p> <p><b>Update as at 12<sup>th</sup> January 2017</b> This item remains open.</p> <p><b>Update as at 17<sup>th</sup> March 2017</b> This item remains open.</p> <p><b>Update as at August 2017</b> A diagram visualising the current and planned growth of the School has been completed. This will be disseminated via departmental staff meetings and SSCC's.</p>	<b>Completed</b>



11	It was noted that some of the programmes under consideration were in the process of undertaking an Equality Impact Assessment. The Review Panel agreed that the School of Design should establish a schedule for the Equality Impact Assessment of its entire provision which would ensure that all programmes	A schedule for completion of Equality Impact Assessments across all programmes will be generated, agreed upon by Programme Leaders and presented at SofD Board of Studies in Term 1 AS 2016/17.	Acting Head of School / HofD's / PL's	BofS Term 1 AS 2016/2017	<p><b>Update as at 8<sup>th</sup> November</b></p> <p>All Heads of Departments have identified a timeline for the completion of EIAs within departmental PMARs.</p> <p>EIA good practice case study and workshop to be facilitated by the Head of F&amp;T (23<sup>rd</sup> Nov 2016).</p>	<b>Completed</b>
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