THE GLASGOW SCHOOL OF ART

ANNUAL MONITORING REVISION

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Purpose

The purpose of this paper is to notify University of Glasgow's Academic Standards Committee (ASC) of Glasgow School of Art's (GSA) intention to revise its annual monitoring process, known as Programme Monitoring and Annual Reporting (PMAR). Justification for the redesign is set out under section 3. At this stage, ASC is being asked to approve a request to develop an amended PMAR process. This redesign will be brought to ASC for feedback and approval at the 24 May 2019 meeting.
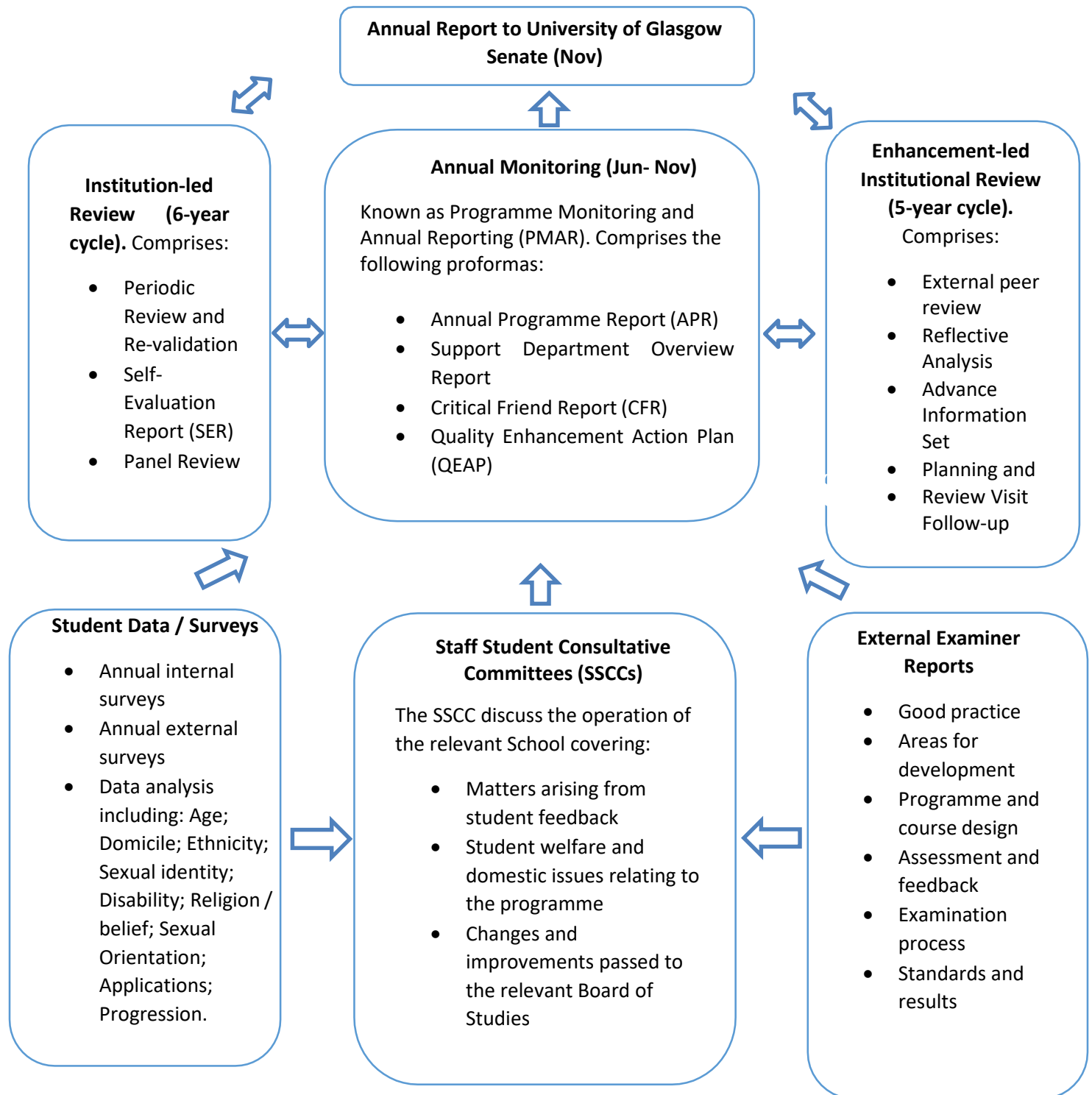
1. Overview

This request follows:

1.1. Discussion and recommendations to amend PMAR at GSA's Learning and Teaching Committee (LTC) meeting in December 2017. During this discussion, the committee agreed the following:
- There was a need to streamline the PMAR process as the required proformas currently result in staff duplicating information in various sections.
- PMAR should be reviewed to ensure it is fit for purpose given the sector's changing set of regulatory frameworks.
- Initial revision ideas would be summarised in a paper and brought back to the Learning and Teaching Committee for discussion.

1.2. The initial revision paper was submitted and discussed at the LTC meeting held in August 2018. It was agreed GSA would seek approval from ASC in November 2018 to continue with a process of PMAR revision.

1.3. Concern arising from GSA's recent NSS performance, indicating that outcomes and actions from the PMAR process as identified within the PMAR proforma and outlined in the associated Quality Enhancement Action Plan (QEAP) had not impacted student perceptions of their learning and teaching environment as intended.

1.4. Engagement by GSA with the new Enhancement Theme: Evidence for Enhancement – Improving the Student Experience, as overseen by the Head of Learning and Teaching and GSA's broader national leadership regarding this theme (Year 1 creative arts cluster scoping report: http://www.enhancementthemes.ac.uk//en/current-enhancement-theme/collaborative-clusters) which suggests a need for renewal of how impact of enhancement is captured in annual monitoring processes.

1.5. Subsequent recommendations regarding how GSA addresses evidencing the impact of its learning and teaching environment in the light of lessons learned through GSA's engagement in the Teaching Excellence Framework (TEF) disciplinary pilot (reported at GSA Academic Council, May 2018).

1.6. This recommendation for change was further informed by:
- A mapping of the reporting requirements which are being met through the current PMAR process within GSA by the Learning and Teaching Team in conjunction with GSA's Academic Quality Office.
- An investigation of practice at other Scottish HEIs with respect to annual monitoring systems by the Learning and Teaching Team.

2. GSA's Current PMAR Process

2.1. Sits within the quality ecology of GSA as outlined in the diagram below:

**Glasgow School of Art's
Quality Assurance Processes**

Annual Report to University of Glasgow Senate (Nov)

Institution-led Review (6-year cycle). Comprises:

- Periodic Review and Re-validation
- Self-Evaluation Report (SER)
- Panel Review

Annual Monitoring (Jun- Nov)

Known as Programme Monitoring and Annual Reporting (PMAR). Comprises the following proformas:

- Annual Programme Report (APR)
- Support Department Overview Report
- Critical Friend Report (CFR)
- Quality Enhancement Action Plan (QEAP)

Enhancement-led Institutional Review (5-year cycle). Comprises:

- External peer review
- Reflective Analysis
- Advance Information Set
- Planning and
- Review Visit Follow-up

Student Data / Surveys

- Annual internal surveys
- Annual external surveys
- Data analysis including: Age; Domicile; Ethnicity; Sexual identity; Disability; Religion / belief; Sexual Orientation; Applications; Progression.

Staff Student Consultative Committees (SSCCs)

The SSCC discuss the operation of the relevant School covering:

- Matters arising from student feedback
- Student welfare and domestic issues relating to the programme
- Changes and improvements passed to the relevant Board of Studies

External Examiner Reports

- Good practice
- Areas for development
- Programme and course design
- Assessment and feedback
- Examination process
- Standards and results

2.2. GSA states the purpose of its PMAR process is:
- to provide evidence based assurances that the programme is meeting its objectives;
- to assess the quality of the learning experience for all students and consider mechanisms for enhancement;
- to identify and manage any risks to the programme and ensure appropriate action plans are implemented to address any identified risks;
- to identify and share good/innovative practice to facilitate quality enhancement.

2.3. Currently PMAR includes:
- A range of evidence about student experience and outcomes on a given programme
- An outline of the evidence of broader successes related to the programme team and its students
- A description of and reflection on this evidence to draw out themes/ issues concerning the learning and teaching regime and identify a plan of improvement actions at a programme and subsequently at a School level.
- Production of a Quality Enhancement Action Plan.

2.4. This information is recorded through the following:
- An individual annual programme report per programme, each of 35 questions in total (c 25 pages of text per programme report).
- A Critical Friend proforma of five questions (c 2 pages).
- Quality Enhancement Action Plan (c 5-10 pages)
- Discussion at an individual School PMAR Board of Studies of the submissions.
- Gathered together by Heads of School into one large, School-based report.
- School-based PMAR Board meetings are timetabled in semester 1 followed by a Undergraduate and Postgraduate (UPC) PMAR meeting to discuss Heads of Schools' reports.

2.5. The following table outlines the steps and timelines of the current PMAR process:

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Step 1. Annual cycle of PMAR initiated**.** The Academic Quality Office sends email with link to proformas and dates (approx. end of June), includes: PMAR policy**;** PMAR APR**;** PMAR School Annual Summary Report (ASR)**;** PMAR Support Department Overview Report; and PMAR Quality Enhancement Action Plan (QEAP)	▓											
Step 2. Programme Leaders draft APR and QEAP (July- October)		▓	▓	▓	▓							
Step 3. Academic Registry sends Programme statistics on (Admissions, Progression, and Equalities) (after Examination Board – end of September)			▓	▓								
Step 4. Programme Leaders share draft APR with students – usually done through the Staff Student Consultative Committees (SSCCs)					▓							
Step 5. Documents submitted (beginning of November): APRs and QEAP to Academic Quality; and Departmental responses to External Examiners' reports to Academic Registry						▓						

Step													
Step 6. PMAR Board of Studies to agree APRs, QEAPs and the Support Departments' ASRs (beginning of November) and includes the Critical													
Step 7. BoS approved APRs and QEAPs, Support Department's ASPs and QEAPs to Academic Quality (mid-late November)													
Step 8. APRs considered by Heads of School to write consolidated Annual Summary Report (ASR). A synthesis of key themes, critical issues / areas for													
Step 9. UPC PMAR meeting considers all annual reporting and considers (late November):													
Step 10. All QEAPs to be referred to throughout the year to check on progress and the final PMAR reports are made available to students on Canvas													

3. Justification for redesign

3.1. Need for more effective and efficient engagement with analysis of impact of enhancements of programme learning and teaching in order to support the student experience.

3.2. A lack of correlation between the effort put into PMAR, the effect of the current process (including the Quality Enhancement Action Plans), and positive impact on student experience as identified within both GSA's internal surveys and specifically the National Student Survey (NSS).

3.3. Recommendations following engagement with the disciplinary Teaching Excellence Framework (TEF) pilot which outlined the need for three significant changes:

1. The need for greater confidence in engagement with metrics sources of evidence regarding student outcomes (particularly but by no means exclusively: NSS, Graduate Outcomes (previously DLHE), Longitudinal Educational Outcomes). (Also aligns with the new Quality Enhancement Theme's work on using metrics evidence to improve the student experience.)	2. The need to use a reflective analysis rubric to underpin the PMAR discussion as outlined below. 3. The need for more succinct, targeted written reflections at a programme level for easy translation into information requested from external regulatory sources.

- Succinct description of what has been done to enhance the student experience within a given programme at different stages (with reference to alignment with and fulfilment of strategic plans – including individual School visions as well as their link into GSA's overall educational vision).
- Justification of choice of enhancements – what perceived weaknesses at a programme level are they addressing?
- Explanation of:
  - The impact enhancements had in terms of enhancing the student experience and learning as well as, where relevant, the wider context (particularly the cultural, enterprise, and social ecologies in which students move – aligning with the QAA

> national creative arts cluster recommendations as well as providing detail of impact in a manner increasingly being sought by a range of funders).
>   o What data sources we use to evidence impact on the student experience.
>   o How we use this evidence to feed back into curriculum design for different year groups.
> - Identification of how a programme will continue to improve, drawing on broad metrics, student views, and the needs of disciplinary rigour and stretch.
> - How outcomes-based data for programmes is fed into the analysis and the Quality Enhancement Action Plans (Recruitment, Admissions, Equalities data, continuation and progression data, grade distribution data, as well as external metrics sets such as NSS and Graduate Outcomes-formerly DLHE) as well as subsequently into a Head of School analysis of the overarching disciplinary School trends.
> - What steps to monitor successful completion of actions have been taken.

- Recognition, following institutional benchmarking against other Scottish HEIs, of the possibility of enhancing GSA's process of annual monitoring to improve its role in both assuring and supporting the student experience and more closely align it with strategic plans in each of the Schools regarding Learning and Teaching.
- Acknowledgement of the duplication of effort in the current design of the proforma following an audit of the questions in the required documentation.
- Awareness of the complexities in analysis presented by the current timetable for PMAR, with the suggestion that the main PMAR process is brought forward and then followed up after the release of outcomes metrics and the Postgraduate Taught (PGT) exam boards (not limited to GSA as identified by the QAA Scotland funded, Creative Arts Collaborative Cluster).

4. Method of redesign:

To ensure that the redesign of PMAR is both rigorous and fit for purpose, the Learning and Teaching Team in collaboration with Schools, proposes the following actions:

4.1. Revisit the stated purpose of the PMAR process to rebalance the emphasis towards: annual reflective, evidence-based assurance and enhancement of the student experience in line with the new QAA Code of Practice and in the light of substantial changes to PMAR across the Scottish sector over the last decade. Reformulate the PMAR policy document.

4.2. Simplify the paperwork questions and shorten the proforma requirements but strengthen the resulting Quality Enhancement Action Plans (QEAPs). Key to this will be differentiating:

- The paperwork every School Programme Leader fills in;
- The Annual School Summary (ASR) required from each School analysing and summarising each Annual Programme Report (APR);
- The collection of information on student and staff successes;
- How the range of outcomes' metrics for each programme are used by each programme and School to reflect on our students' educational experience, craft impact statements about our teaching, and check responses to the student voice;
- For the PGT stage 2 electives, introduce a PMAR/QEAPs process linking PLs and the elective coordinator in a formal, annualised review process.

4.3. Pull out the record of achievements from each School and hold a GSA-wide Annual Learning & Teaching Celebration Exhibition and good practice sharing event (to be held annually in mid-December)

4.4. Enable Programme Leaders to undertake the reflection for their programmes either via half day collective session facilitated by the Learning and Teaching Team and each School's representative/ Head of Learning and Teaching equivalent (i.e 5 sessions – one for each School's Programme Leaders)

4.5. Ensure mitigation of change with regards to potential knock-on effects to the rest of the Quality Assurance architecture at GSA and how reporting for the Annual Senate Report is currently configured.

5. Implementation steps

5.1. Academic Standards Committee asked to support the development of plans to revise GSA's annual monitoring process, known as Programme Monitoring and Annual Reporting (PMAR) by 9 November 2018.

5.2. GSA Learning and Teaching team to develop PMAR revision plans and proposals from November to December 2018.

5.3. GSA Learning and Teaching Committee, comprising staff and student representatives, to agree revised PMAR plans by 22 January 2019.

5.4. Revised proformas and PMAR process to be discussed at Board of Studies meetings from 30- 31 January 2019. Feedback will be analysed by the Learning and Teaching and incorporated into revision plans.

5.5. Revised proformas to be discussed and approved by Undergraduate and Postgraduate Committee (UPC) on 13 February 2019 (note: Learning and Teaching Committee reports into UPC). This decision will then be reported to Academic Council for final GSA approval on 6 March 2019.

5.6. In the event that more work is required following advice from Academic Council on 6 March, this work will be undertaken and the revised documentation submitted to GSA's Academic Council on 1 May 2019.

5.7. Final GSA approval is made by the Academic Council (the final committee in the academic approvals process at GSA). If approved, revision plans will be brought to the University of Glasgow's Academic Standards Committee by 24 May 2019.

5.8. Academic Quality to save new template and send out revised documentation for academic year 2019-20.

5.9. Learning and Teaching Team to produce guidance on 'how to produce the new reports and why' podcasts for dissemination through the Learning & Teaching virtual learning environment, known as Canvas, from April - May 2019.

5.10. Learning and Teaching Team to coordinate Programme Leader reflection meetings to support the revised PMAR process and subsequent support in semester 1 regarding outcomes metrics and PGT programme outcomes in collaboration with respective Heads of Schools and Heads of Learning and Teaching in each School in June 2019.

5.11. Learning and Teaching Team to organise and run inaugural GSA-wide Annual Learning & Teaching Celebration Exhibition to share practice generated from PMAR and other enhancement processes in December 2019