



## Resilient Learning Communities

### Institutional Plan for: Glasgow School of Art

This document will form your year 3 plan and should be around three to four sides of A4. You can find your year 1 and 2 plans through this [web page](#).

<p><b>Context</b></p> <p>Provide any statements that might be helpful in explaining your institution's context and approach and how this plan supports the achievement of institutional priorities. Any context statement could draw on salient points from the previous year's learning/outcomes from Theme work and reflect any changes in the strategic direction of your institution.</p>
<p>Aligning to our recently published <a href="#">Strategic Plan 2022-2027</a> and building on key enhancement work within our <a href="#">Enhancement Led Institutional Review</a> we plan to focus year 3 of our Enhancement Themes work around student transitions, belonging and community.</p> <p>This work will align with and support ongoing projects to enhance curriculum through the implementation of our Common Academic Framework, and build upon and inform our enhancement work to Student Induction and Welcome with a focus on the development of community and belonging through blended and online learning.</p>

<p><b>Institutional team</b></p> <p>Please specify for each member whether staff or student and for staff, their role title. Where the Theme Leaders' Group (TLG) staff or student nominee is unable to attend meetings, an alternate can attend on their behalf.</p>	
Institutional lead	Mark Charters   Head of Learning and Teaching   <a href="mailto:m.charters@gsa.ac.uk">m.charters@gsa.ac.uk</a>
TLG staff representative	Maddy Sclater   Senior Academic Fellow   <a href="mailto:m.sclater@gsa.ac.uk">m.sclater@gsa.ac.uk</a>
TLG student representative	Rory O'Neil   Students' Association President   <a href="mailto:r.oneil@gsa.ac.uk">r.oneil@gsa.ac.uk</a>
Add additional rows for additional members	<p>Digger Nutter   Lecturer Interior Design and TELT Project Lead</p> <p>Katie McKee Mooneesawmy   Head of Programme Development</p> <p>Shona Paul   Head of Continuing and Professional Education</p> <p>Hannah Clarke   Enhancement and Student Partnership Coordinator</p> <p>TBC   Staff Project Lead</p> <p>TBC   Student Consultant Project Lead</p>

**Overall outcomes/activity**

Are there any changes to your key priorities, outcomes and delivery activities that you identified at the start of the Theme?

Building on the success of year 1 and 2 of our Enhancement Themes work to enhance student partnership working through projects exploring belonging, community and resilience we have identified two strands of works for session 2022/23 consolidating our approach into an institution wide focus.

**Strand 1: Consolidation and Dissemination**

Over the past two academic sessions we have funded a wide range of student-staff partnership projects exploring the theme of resilient learning communities. Our work in year 3 will focus on developing a central resource collating learning and outcomes from these projects to be shared with staff, students and our wider community.

The aim of this strand will be to reflect upon and evaluate our approach to supporting and encouraging partnership working, and to develop a suite of case studies and guidance to encourage and support future partnership working with students in our Academic Schools and Professional Services aligned with our [Student Partnership Agreement](#).

**Strand 2: Preparing for Studio Learning: Fostering community and academic skills in the transition to art school**

Building on enhancements to Student Induction and Welcome for session 2022/23 as part of our [Enhancement Led Institutional Review](#) and reflecting upon our learning from the wider Enhancement Theme, and our experience of online and blended learning during national lockdown restrictions, we are interested in the potentiality to support community and belonging through the online learning environment prior to arriving at GSA.

GSA is a studio-based art school which prioritises learning through studio practice and culture. For a large number of our students coming to GSA provides a new and exciting opportunity to learn through studio and this is a key transition for our students.

Learning from our emergency shift to online and blended forms of learning and teaching we have identified new opportunities to support student learning, and to foster communities in ways previously unexplored.

This strand of work shall therefore focus on the development of an online resource and learning experience for incoming students, with the aim of offering opportunities for students to connect with their peers, build community and connection pre-arrival, and enhances our transitions support to studio-based learning and teaching.

Key to this work will be meaningful engagement and partnership with students, and as such we aim to utilise Themes funding to recruit a dedicated student consultant to co-create this resource with a dedicated staff team.

**Year 3 outcomes/activity**

In answering the following, identify what is continuing from year 2 and what is new:

What are your key priorities?

What outcomes do you want to achieve?

What activities will you deliver to achieve your key priorities?

**What are your key priorities?**

- Develop a dissemination site/resource to share learning and outcomes from years 1 and 2 of our Themes work.

- Develop case studies and guidance to encourage and support future partnership working across the GSA
- Co-create a new online resource and learning experience for incoming students to support community building and transitions to studio learning and teaching.

**What outcomes do you want to achieve?**

- Increased awareness of Enhancement Themes works across the GSA, and the development of new partnership projects within Schools and Professional Services
- Enhanced opportunities for students to connect with peers and build their community prior to arriving at GSA
- Enhance student preparedness for engaging with studio learning and teaching

**What activities will you deliver to achieve your key priorities?**

- See **Overall outcomes/activity** section above.

**Using Theme resources from sector projects**

In the year 3 report we will ask you what resources you have used and which you have found to be most valuable. It would be helpful for us to know now, how, and which resources, you may be planning to use in year 3 of the Theme and beyond (from the Anti-Racist Curriculum project, Valuing and Recognising Prior Learning and Experience, Understanding Micro-credentials and Small Qualifications in Scotland, the Student-Led Project, Student Mental Wellbeing).

A range of Enhancement Themes resources have been embedded within our ongoing enhancement activities to review and enhance curriculum as well as inform our approach. Key examples of this include:

- Learning from the 'Anti-Racist Curriculum project' to inform support for curriculum review and development as we implement our new Common Academic Framework.
- Learning from the 'Resilient Academic Leadership' project to support our Programme Leaders to develop effective academic leadership.
- Learning from the 'Digital Student Communities' and 'Student Led Activities' to inform stand 2 of our work this coming academic session

**Evaluation**

How do you intend to evaluate your year 3 projects and activities?

Prior to completing this section, it would be useful to refer to the QAAS website resource: [A Guide to Basic Evaluation in HE](#) (specifically, Section 8, Summary overview on page 23, and the Evaluation Checklist – Appendix A, on pages 28-29).

Please complete briefly the following 5 questions for each activity or intervention (N.B. Just cut and paste the table below as many times as necessary). This will help you complete your end of year 3 report.

Title of project/activity

**Strand 1: Consolidation and Dissemination**

What change is being made? (Brief description(s) of overall activity/intervention)

- Develop a new dissemination site/resource to share learning and outcomes from years 1 and 2 of our Themes work.

<ul style="list-style-type: none"> <li>- Develop case studies and guidance to encourage and support future partnership working across the GSA to support community building</li> </ul>
<b>Why are we making it? (Rationale for the change)</b>
<ul style="list-style-type: none"> <li>- Enhance awareness of our Enhancement Themes work</li> <li>- Identify and celebrate good practice examples in partnership working with students</li> <li>- Develop guidance and support for future partnership working in Schools and Professional Services</li> </ul>
<b>What difference will hopefully occur as a result? (Tangible change envisaged)</b>
<ul style="list-style-type: none"> <li>- Encourage and support further partnership projects in Schools and Professional Services</li> <li>- Increase confidence of staff to engage meaningfully with students as partners</li> </ul>
<b>How will we know? (How the change is measured)</b>
<ul style="list-style-type: none"> <li>- Continue to monitor and review student partnership projects through our Student Partnership Group</li> <li>- Continue to measure student sentiment relating to partnership working through our annual student representative survey and other Student Partnership Agreement measures</li> </ul>

<b>Title of project/activity</b>
<b>Strand 2: Preparing for Studio Learning: Fostering community and academic skills in the transition to art school</b>
<b>What change is being made? (Brief description(s) of overall activity/intervention)</b>
<ul style="list-style-type: none"> <li>- Co-create a new online resource and learning experience for incoming students to support community building and transitions to studio learning and teaching.</li> </ul>
<b>Why are we making it? (Rationale for the change)</b>
<ul style="list-style-type: none"> <li>- To support students transitions into the institution and enhance opportunities for connection, community and belonging.</li> </ul>
<b>What difference will hopefully occur as a result? (Tangible change envisaged)</b>
<ul style="list-style-type: none"> <li>- Enhanced opportunities for students to connect with peers and build their community prior to arriving at GSA</li> <li>- Enhance student preparedness for engaging with studio learning and teaching</li> </ul>
<b>How will we know? (How the change is measured)</b>
<ul style="list-style-type: none"> <li>- Feedback through our annual recruitment, induction and welcome survey</li> <li>- Improved sentiment and feedback from students and student representatives</li> </ul>

### Dissemination of work

How will you promote and communicate your work internally and externally?

Dissemination of work will be undertaken through two discrete but linked strands.

#### 1. Promotion of work, learning and outcomes to date

This year we are working to develop a dedicated site to showcase partnership project work undertaken within the theme to date, disseminating learning from these projects to staff and students and using these projects as key case studies to encourage future partnership working aligned with ambitions within our [Student Partnership Agreement](#).

#### 2. Work this year

To support staff and student awareness with works this year we will provide regular updates on progress and developments through our Learning and Teaching Committee as well as through our regular staff Learning and Teaching Enhancement updates and our student representative structures. Through engagement of our student consultant we also hope to be able to develop new and innovative ways for sharing progress and learning with the wider student body.

### Supporting staff and student engagement

How will you support your community to engage with planned activities?

Building on our success in engaging student consultants to support and lead enhancement works we plan to utilise Enhancement Themes funding to engage a dedicated student consultant to co-create our transitions resources to support students' preparations for studio-based learning and teaching. This student consultant will play a key role in engaging student representative to scope and iterate the transitions resources, as well as working directly with a dedicated member of staff to develop and test the resource in preparation for launch to the arriving 2023/24 cohorts.

Staff engagement with our work within this theme will be supported through a range of activities. Firstly, through our dissemination strategy above we will develop a dedicated site to showcase partnership project work undertaken within the theme to date, disseminating learning from these projects and using them as key case studies to encourage future partnership working aligned with ambitions within our [Student Partnership Agreement](#).

In support of our work for session 2022/23 we plan to utilise resources through the theme, and institutional enhancement funding to resource a staff lead to take forward the development of resources, support the student consultant, and share learning and outcomes from the project through our monthly Learning and Teaching Enhancement updates and our Learning and Teaching Committee.

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<b>Date:</b>	12 <sup>th</sup> September 2022

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