

OUTCOME
AGREEMENT
2015-2018
2017-2018 UPDATE

**LOOKING
FORWARD**
OUTCOME
AGREEMENT
2018-2021

INTRO- DUCTION

Our Outcome Agreement Update 2017-2018 details our activities and plans for the final year of The Glasgow School of Art's three-year Outcome Agreement 2015-2018.

Aligned to our three-year Strategy 2015-2018 (www.gsa.ac.uk/plan2018) which articulated a step-change in the GSA's ambition to be a global leader in studio-based learning and research, both our Strategy and Outcome Agreement were designed to provide the foundations for the next stage of the GSA development as Scotland's specialist university-level institution for the visual creative disciplines.

We believe it is strategically important for us to maintain the coherence between both our Strategy and our Outcome Agreement, continuing with the shared development, implementation and delivery cycle we have established. Our next Strategic Plan 2018-2021 will be developed in the first half of 2017. A draft Plan will be published in Autumn 2017 at which point we will commence development of our next 3-year Outcome Agreement, with both the Strategic Plan and Outcome Agreement published in Spring 2018 as coherent, inter-dependent documents. Acknowledging that this is out of sequence with the SFC's three-year cycle, our Outcome Agreement 2015-2018 - 2017-2018 Update is presented in two parts:

Part 1 details our:

- Actions and outcomes for the final year of our Outcome Agreement 2015-2018
- Progress and ambition against national priorities for 2015-2018

Part 2 details our:

- Possible direction of travel against the SFC's revised priorities and outcomes (informing our next Strategy 2018-2021 and preparing us for our next three-year Outcome Agreement)
- Draft milestone and targets using the SFC published proforma (as we develop our new Strategic Plan and Outcome Agreement these will be finalised in discussion with the SFC)

Our Outcome Agreement 2015-2018 together with our Strategic Plan 2015-2018 aimed to create the conditions in which the GSA can continue to achieve great things through the clarity of what we do, with whom we do it and, through creative approaches and collaborations, build on our existing strengths and distinctive assets as a small, specialist studio-based institution to:

- Achieve excellence and leadership in student-centred studio-based learning
- Engage with new audiences through inter-disciplinary research
- Extend our global reach and creative engagement
- Be a robust and efficient institution – maximising our resources and our potential

We believe that maintaining the coherent approach between our Strategy and what we will do as detailed in our Outcome Agreement, is the basis for what we will deliver for Scotland socially, culturally, economically and educationally.



Professor Tom Inns
Director

THE GLASGOW SCHOOL OF ART AN INTERNATIONAL COMMUNITY WITH A SHARED VISUAL LANGUAGE

35%

of students from outside the UK

Open and outward looking, our role as one of the UK's leading higher education institutions for the visual creative disciplines is to, through studio-based learning and research, collaborate and transform thinking by developing creative approaches with new audiences.

The ability to transform thinking, generate new knowledge and give shape and form to things that currently do not exist, are all the characteristics of the creative practitioner. Through an art school education, we hone these inherent skills through studio-based learning and research that is discipline specific. The studio creates the environment for collaboration, within and across disciplines, for critical inquiry, experimentation and prototyping, and is the environment in which we collectively generate new ideas and solutions and where innovation thrives.

Studio, be it literal or figurative, is the space where a shared visual language can transcend barriers and boundaries and where ambition and imagination can find solutions to the global challenges facing the world today.

It is something that we have been doing since 1753 and the opening of the Foulis Academy, a forerunner institution of the GSA which offered a European-style creative training to Scottish artists at the height of the Enlightenment. It was followed in 1845 by the opening of the Glasgow Government School of Design at a time when Glasgow was an international industrial power-house.

Today the city of Glasgow is recognised as a European cultural capital and one of the UK's most successful city-economies with one of the largest concentrations of creative and cultural businesses. Central to this success is the output, impact and international standing of The Glasgow School of Art. With over 35% of students from outside the UK, 61% of academics engaged in research of international and national significance (source: REF 2014) and graduates who are central drivers of the city's creative and cultural industries, our small size but significant impact and influence cannot be under-estimated.

Equality and Diversity

We value diversity in our students, staff, thought and outlook, recognising that creativity thrives through diversity not homogenisation.

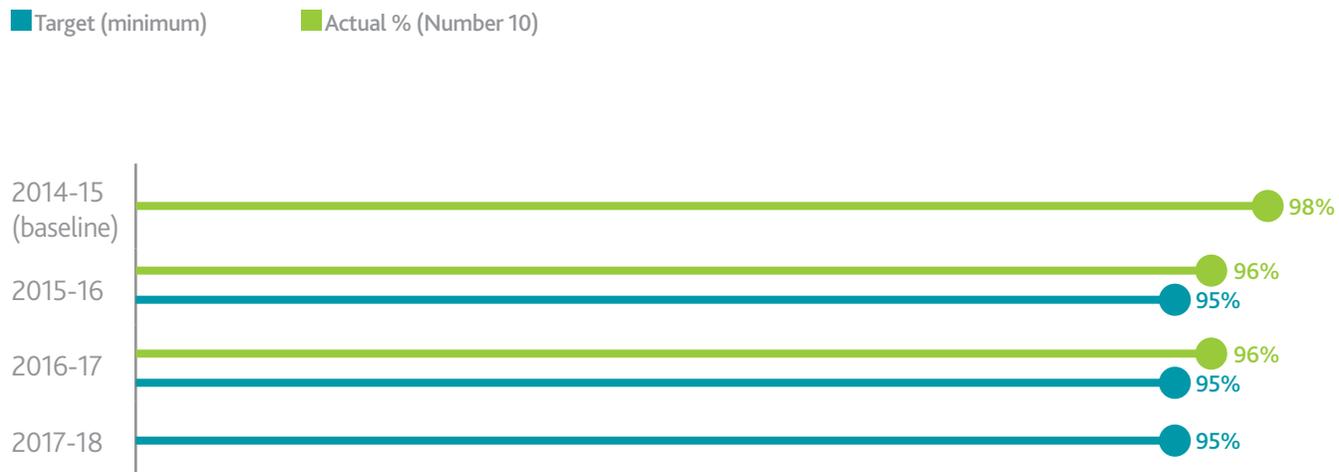
Equality, diversity and participation are embedded within the Outcome Agreement and made explicit where appropriate in relation to specific SFC aims and priorities. This is in line with the GSA's approach to mainstreaming equality with the Strategic Plan, Outcome Agreement and Equality Outcomes all aligned in terms of both actions and outcomes and the evidence based used which linked directly to our statutory reporting and our requirement to eliminate discrimination, advance equality and promote good relations.

The Equity Impact Assessment on our Outcome Agreement 2015-2018 – 2017-2018 Update and Looking Forward – Outcome Agreement 2018-2021 is attached as an appendix to this document.

PART 1

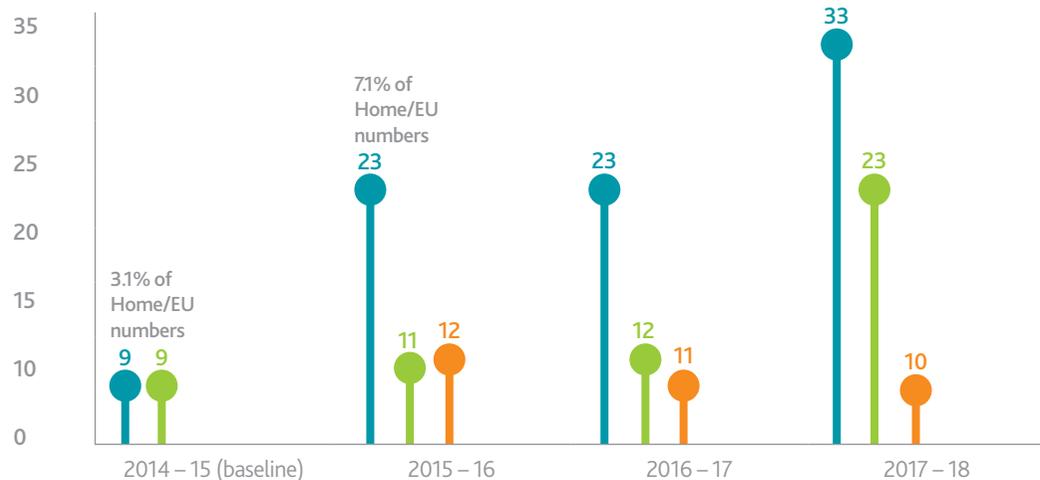
GSA PROGRESS and AMBITION against National PRIORITIES

Retention (total percentage. baseline 2014-15 - 97.6%. years 2015-2018 aims is to maintain retention greater than 95%)



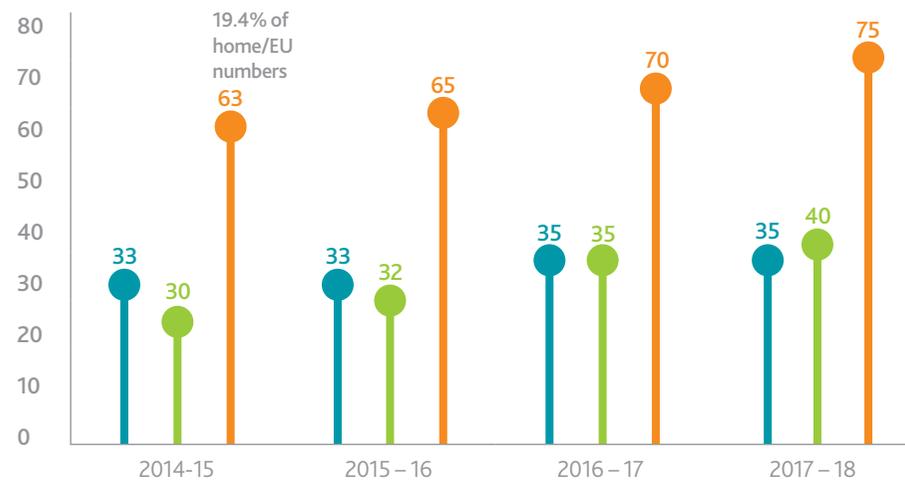
Articulation

■ Total Articulation ■ Associate Student (formal agreement)
 ■ Direct Articulation (students progressing with HNC/D outwith formal articulation agreement)



Widening Access (total enrolment - headcount)

■ MD40 ■ MD20 ■ Total MD20-40



* minimum Year 1 of additional articulation in line with GSA ambition as per OA 2015-2018 for 2+2 model to new programmes currently under development and growth in existing subject areas (dependent on additional articulation places and/or internal redistribution as per OA 2015-2018 p.8)

ABOUT THE GLASGOW SCHOOL OF ART CURRENT STATS

Founded in

1845

As the government school of design. Today one of the few remaining independent art schools in the UK

Mackintosh Building

Best BRITISH BUILDING

Voted 'Best British Building' of the past 175 years, attracting 26,000 annual visitors. A major restoration project now underway

Mackintosh School of Architecture top architecture school in Scotland &

TOP 5

in UK (Architects' Journal 2016)

Strategic research partners include Historic Scotland, NHS, Institute of Directors, Highlands + Islands Enterprise, University of Edinburgh, Glasgow Housing Association and University of Glasgow

Population

2,300

Almost 35% from outside the UK representing 69 countries

A retention rate of

96%

one of the highest student retention rates in the UK (source: HESA statistics 2014)

International exchange programme with

75

PARTNER INSTITUTIONS

61%

of research recognised as world-leading or internationally recognised (Source: REF 2014)

Graduate destinations include BBC, Dyson, Apple, Rockstar Games, The Modern Institute, Graven Images, Foster and Partners and JM Architects.

BBC **L'ORÉAL®**

BAE SYSTEMS 

NOKIA **JAGUAR**

 **SONY®**

The School of Fine Art has produced

5 **TURNER PRIZE WINNERS**

25% of nominees since 2005, and virtually all the artists chosen to represent Scotland at the Venice Biennale

HOT 50

Design Week lists the GSA in its 'Hot 50' – leaders in design education in the UK

SFC Funded and New York Architect Steven Holl and JM Architects' designed Reid Building named AJ100

2014

Building Of the Year

93.3%

of graduates are in employment, self-employed or have gone on to further study six months after leaving the GSA (source: DLHE 2014)

200+
STUDENTS

Singapore Campus

ABOUT THE GLASGOW SCHOOL OF ART AMBITIONS FOR 2018

Extending our academic reach

**GLASGOW
FORRES
SINGAPORE
BEIJING**

60+

Grow our doctoral community by 25%

**5 NEW STRATEGIC
PARTNERSHIPS**

in key priority countries

Pathways to Creative Learning - Open Studio - from

AGES 8+

**MAXIMISING
RESEARCH
INTENSITY +
IMPACT**

Increased research income by

25%

Work towards an average surplus greater than

5%

25%

Growth of student community

Sustained and planned investment in our campus

**£65+
MILLION**

New programmes + student growth

**↑ GSFA
SINGAPORE**

New programme areas

**FILM
IMMERSIVE
SYSTEMS
DESIGN
INTERACTION**

AIM 1

Improve access to higher education for people from the widest possible range of backgrounds (National Measures 1-5)

We will build on our sector-leading performance in recruiting students from the 20% most deprived backgrounds, completing our plans as detailed in our Outcome Agreement 2015-2018 (p. 7-9), specifically:

- Implement and embed our Strategy for Fair Admissions in line with contextualised admissions work being undertaken by Universities Scotland including a new Admissions Policy covering our commitments to routes through Accredited Prior Learning, Articulation and prior study
- Continue to expand the programme portfolio and number of young people accessing creative education through our Open Studio
- Build on the successful implementation of our Associate Student Programme with Glasgow Clyde College, developing and implementing the GSA Articulation Strategy (which covers Scottish, RUK and International (EU and global) articulations) and agreeing new associate student programmes with colleges across Scotland aligned to new programme developments and access to additional funded places
- Build on partnership work with colleges across Scotland to better support advanced entry routes and successful transitions in addition to the Associate Student scheme
- Continue to embed our approach to mainstreaming equality with reference to different protected characteristics groups with specific focus through equality outcomes on our identified under-represented groups of Black, Asian and Minority Ethnic (BAME), care experience, male and lower socio-economic groups
- Work with the SFC, adapting to changes in funded places and with philanthropic support, we will aim to maintain and enhance our funding streams for widening access and articulation provision to continue to achieve and exceed our ambitions in this area
- Support the development of the national schools framework and work of Universities Scotland in identifying effective bridging models to a creative higher education and implement and adjust provision accordingly
- Working through ACES and SHEP partnerships to effectively target and support progression from MD20 pupils in line with COWA priorities and to increase the proportion of young people from these areas accessing and successfully transitioning into GSA. Targets through FOCUS West will be developed as funding is confirmed and priorities identified

Targets for Academic Year 2017-18 (see page 4).



The Student Perspective - Colette Kerr (successful applicant to Communication Design)

Before taking part in Widening Participation activities at The Glasgow School of Art, like many pupils at schools with a low rate of progression to Higher Education, this successful applicant described feeling; "...really overwhelmed and unconfident about applying to Art School."

Through a combination of interventions including viewing exemplar portfolios, attending a 2D design taster day, e-portfolio support and mock interviews, this young person gained in confidence and felt better prepared to make their application to GSA.

"After hearing really positive feedback on my work and having support in my application for the first time it actually felt like getting an interview could be a possibility."

They describe their pre-HE learning and interview experiences as follows:

"It was incredibly helpful and pointed me in the right direction. It was good meeting the other people applying and also just spending time in the art school."

I had two interviews. The first was for Communication Design. Before the interview I was actually relatively excited (I was looking forward to showing my work) but mainly stressed. It wasn't till the day of the interview that I started to feel ridiculously nervous.

The interview itself went really well, the interviewers were so lovely. They had a look at my work without me there and then invited me in and asked me to talk to them about my work and then they asked a few questions about me.

My interview for Painting & Printmaking was a few weeks later. I felt just as nervous for this interview, it was pretty much the same layout as the Communication Design interview though I was asked more questions this time."

This pupil was delighted to have been made the offer of a place on two undergraduate programmes. They described how happy and emotional they felt at this achievement. Ultimately, they choose Communication Design as the department they wanted to study in.

"After wanting this for so long and going through this last year creating a portfolio and applying it is just so brilliant that my hard work paid off. I can't wait to start, and actually be an art student."

AIM 2

Learner journey are short, efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes.

We will build on our sector-leading performance in student retention and our progress in articulation and completing our plans as detailed in our Outcome Agreement 2015-2018 (p. 10-11), specifically:

- Implementing a new Retention Strategy reflecting the increase in and diversity of our student community
- Implementing and embedding our Strategy for Fair Admissions in line with sector-wide discussions led by Universities Scotland
- Making sure our articulation strategy links to our Fair Admissions Strategy ensuring students can articulate with advanced standing out with our formal articulation agreements and Associate Student route and benefit from the transition workshops on offer
- Implement our Associate Student route for our new undergraduate programmes in Sound (BDes) for the Moving Image and Immersive Systems Design (BSc)
- Explore potential for Associate Student route for new School of Innovation into BDes and MEDes programmes in Product Design and build into the development plans for the new School
- Undertake market research to explore potential of integrated masters programmes within the School of Design including Associate Student routes on a 2+2+1 model

The SFC investment in GSA through additional places has been pivotal in allowing the GSA to move this agenda forward. It provided impetus and leverage to challenge the perception of areas such as access and articulation as peripheral, to core strategic objectives that the SFC and GSA were willing to invest in. It has supported the development of a deeper dialogue and partnership between those working in school and college transition, and academics in GSA. It has enabled a step change within GSA in embedding this work and intrinsically linking it to equality outcomes, gender action plans and GSA priorities.

With mainstreamed numbers this will continue to support the upwards trajectory of both access and articulation, with numbers being ring-fenced for these purposes. In developing new curriculum areas these numbers will also ensure parity across all subjects in embedding access from the early stages of development. Numbers will also be used to ensure the prioritisation of SIMD20 within the work.

Targets for Academic Year 2017-18 (see page 3).

The Student Perspective – Susan Breckenridge (successful applicant through our Associate Student route)

Susan Breckenridge was 47 when she decided to start an NQ Portfolio Skills (SCQF 5) course at Glasgow Clyde College. She had used art and design throughout her work with children as a play leader and key worker, but hadn't been in full-time education in many years. With five children, a return to education was a big sacrifice and throughout her NQ she worked mornings before coming into college to study.

Having enjoyed her NQ, Susan joined the HNC Art & Design at Glasgow Clyde College's Langside College. The HNC had just begun the pilot year of an Associate Student Scheme with GSA with the intention to recruit 10+ students into Year 2 across a range of disciplines. Susan was an eager participant in the Scheme and interviewed for both Fine Art Photography and Sculpture and Environmental Art (SEA). Offered a place in Year 2 SEA, she began preparing for both studio practice and contextual studies over the summer. SEA tutors and students agree that Susan has been a great addition to the cohort. Susan herself admits she is *"living the dream and taking full advantage of the opportunity"*.



AIM 3

Right learning in the right place – secure coherent provision of higher education in Scotland in line with the SFC’s statutory obligation

We will continue to implement our plans as detailed in our Outcome Agreement 2015-2018 (p. 11-15) specifically:

- Formally launch our new School of Innovation and refocused School of Design
- Review our current programme portfolio and assess our options for our future programme portfolio as part of the development of our next Strategic Plan 2019-2021
- Continue to expand our portfolio of non-degree programmes increasing the numbers and diversity of people accessing creative education and continued professional development through our Open Studio route
- Bring together our accredited and non-accredited portfolio provision to provide a coherent offer and progression route for all students
- Implement and embed our actions around organisational and academic harmonisation across our academic schools and our plans for Studio+



Image: MAKTAAL'AMRA - Amir Saidani, Communication Design 2017

The CPD Perspective: Virtual Reality – Temporary Distraction or Real Opportunity?

Virtual Reality (VR) has been around for decades but recent technical advances have caused a huge surge in popularity within the last 24 months. Since 2016 the School of Simulation and Visualisation has presented a series of one-day, strategic, non-technical courses presenting an unbiased review of VR technology, aimed at potential users of Virtual Reality, specifically sales and marketing managers, product development managers, product design professionals and strategic policy makers.

Training takes place at The School of SimVis within the heart of Glasgow’s Digital Media Quarter, and SimVis now also run bespoke sessions for groups of employees within specific organisations. CPD sessions have begun on 3D modelling and further programmes are in the process of being developed.

“Thoroughly enjoyed the one day course, great introduction to VR, course trainers were fantastic at answering our questions. However what this course really did was put into perspective the potential future VR applications, and how our manufacturing R&D research centre can get further involved with VR.”

Christine Dent, Advanced Forming Research Centre (University of Strathclyde, Glasgow, UK)

“Very useful and interesting introduction to the VR technology. A highly interactive course that promoted understanding and discussions on opportunities to implement VR within our organisation”.

Nicola Zuelli Forming Team Leader at the Advanced Forming Research Centre (University of Strathclyde, Glasgow, UK)

“This is an excellent course to understand VR; where it has come from, where it is and where it may be going to and how to use it.”

Duncan McArthur Director of Professional Activities The Royal College of Surgeons of Edinburgh

AIM 4

A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career and institutions that respond to the needs of the economy locally and nationally

We will continue to implement our plans as detailed in our Outcome Agreement 2015-2018 (p. 16-17) specifically:

- Continue to develop and progress planned changes to our Year 1 curriculum in line with all first-year students across all specialism being co-located within a refurbished Mackintosh Building
- Consider the impact of Year 1 curriculum change to further years and develop strategy around this
- Continue to develop Studio+
- Undertake market analysis to explore new areas of specialism between creativity and STEM to support our growth from 2018 onwards
- Implement our organisational changes and strategies for enterprise in the curriculum which effectively support innovation and transitions out of art school

The Graduate Perspective – Rob Morris – Taktal

The Whisky Bond is a converted warehouse that is home to a huge number of artists, designers, makers, and companies, as well as Glasgow Sculpture Studios and the GSA's own Archives and Collections department. One of the tenants is Taktal, a creative agency founded by GSA Mackintosh School of Architecture alumnus Rob Morrison. Taktal focuses on the creative use of space, re-energising buildings and empty spaces in the city for creative, collaborative use.

Taktal's work ranges from consultation and research to large-scale events – the latest of which, Test Unit, took place over a week in July 2016.

Test Unit was a week-long intensive art, design and architecture summer school and events programme which saw 25 cross-disciplinary participants come together, and over the course of a week, transform a vacant and derelict site near the Whisky Bond into a public space.

The ambitions of the project were to prototype ideas in public space, build local capacity to initiate grass-roots projects and to place culture and education at the heart of regeneration.

"The design of the summer school was based around the idea of a design sprint, which was developed by Google" explains Rob. "An idea is taken from conception to prototyping with members of the public in a week, as quickly as possible". The intensive summer school was run alongside a programme of evening events – talks, presentations and socials – in collaboration with a number of organisations including the GSA. This parallel activity was important to the inclusive nature of the project: *"People who couldn't make the commitment to a week-long activity could still get involved and discuss the ideas and issues being explored during the day".* The evening events were also important in shaping the daytime activity: *"The participants of the summer school had the chance to hear a city-wide response to what they were doing. They were really busy during the day, really hands-on, and then in the evening they could sit back and listen to other people's responses and ideas."*

Rob has ambitions to expand Test Unit to continue throughout the year – running a research project between each summer school, based on a highlighted building or site, with the summer school participants then developing the site over a week. The people involved in summer school would then facilitate workshops the following year.

This ongoing process of collaboration is essential to not only the success of Test Unit, but the generation of other work within the city: *"It's a way to test out collaborations in an organic way. There's a potential for so many projects to come from people working together once".*



AIM 5

A research base that is internationally competitive and improving its reputation and standing in the world



Image: Winter School 2017

We will continue to implement our plans as detailed in our Outcome Agreement 2015-2018 (p. 18 – 20) specifically:

- Implement our strategy to deliver our contribution and outcomes to the University Innovation Fund as detailed to SFC
- Bringing together our Research and Doctoral Studies Office with our Student Enterprise and Employability Office to establish a new Research and Enterprise Office to better support industry (creative and other) collaboration across students, research and knowledge exchange
- Continue to develop our research centres and increase the number of staff engaged in research at a world-leading or international level
- Implement our plans and actions identified as part of HR Excellence in Research Award
- Explore the potential with colleagues across the sector to establish a Creative Industries Innovation Centre (or similar initiative pending outcome of SFC commissions reviews by EKOS)
- Develop plans for new research centres or themes of excellence around Mackintosh and Glasgow: City of Creative Production

The Academic Perspective – Dr. Robyne Calvert (Mackintosh Research Fellow)

Almost immediately after the Mackintosh Building fire, the GSA took steps to begin the process of safeguarding the building, restoring collections, and assessing what would be needed to reconstruct 'Mackintosh's masterwork.'

As a consequence, the GSA has initiated a focused effort to cultivate innovative research projects related to the restoration of the Mackintosh Building. We see this period as more than just a time to rebuild: it is an opportunity to learn more about the history, design, construction and meaning of the iconic Mackintosh building, and explore our own resilience as a creative intellectual community. In addition to supporting research-active staff in realising academic and creative projects arising from this process, we will also foster community-wide collaborative projects that enrich the cultural heritage of Glasgow.

As the Mackintosh Research Fellow, Dr Calvert plays a key role in coordinating, contributing to and disseminating research relevant to the Mackintosh Restoration Project through directly assisting the project managers and design team in the delivery of specific outputs and events related to the restoration work. These outputs include teaching and learning activities (for example site visits, design projects, and traditional skills experiences), with a view to integrating the great opportunities, this project provides into new curricular approaches.

Arising from this, a long-term goal is to establish a research centre inspired by Mackintosh's holistic approach to art, architecture, and design, that has direct connections and benefits to the student population, particularly in the development of new postgraduate pathways in material culture studies and practice-based research

AIM 6

Deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit

We will continue to implement our plans as detailed in our Outcome Agreement 2015-2018 (p. 21 – 22) specifically:

- Bringing together our Research and Doctoral Studies Office with our Student Enterprise and Employability Office to establish a new Research and Enterprise Office to better support industry (creative and other) collaboration across students, research and knowledge exchange (see Aim 5)
- Deliver in partnership with the University of Strathclyde the Digital Health Institute 2
- Confirm the next stage of our partnership with Highlands and Islands Enterprise and the Creative Partnership, extending our reach, output and impact
- Establish new research centres or themes of excellence around Mackintosh and Glasgow: City of Creative Production (see Aim 5)
- Work with colleagues across the sector to explore the potential for a Creative Industries Innovation Centre (see Aim 5)
- Continue to play an active role within the Construction Scotland Innovation Centre



The Collaborative Experience – Glasgow: City of Creative Production workshops

In autumn 2016, The Glasgow School of Art organised a series of three events exploring the current state of Glasgow's creative and cultural economy and its future needs. Around 150 people attended the events that brought creative companies and practitioners, cultural organisations, policymakers and academics together, to identify the needs and collaborative initiatives that will support the growth and development of the sector and inform the Glasgow Economic Strategy over the needs to what is one of the city's largest employment sectors.

Watch the short film on Vimeo made during the first event, the City of Creative Production Workshop, in September 2016. <https://vimeo.com/184712805>

To take forward the outputs of the workshops, the GSA is appointing a Creative Ecology Research Fellow within our Research and Enterprise Office to work on research funding bids with partners across the City.

AIM 7

Sustainable institutions – ensure high quality of governance and management for institutions delivery long-term and financial and environmentally sustainable interactions

We will continue to implement our plans as detailed in our Outcome Agreement 2015-2018 (p. 23 – 26) specifically:

- Complete and commence implementing our new Estates Strategy which is academically lead, supports our plans for growth, the development of our specialisms, the introduction of new areas of specialism and is accessible, reflecting and meeting the needs of our diverse students, staff and visitors
- Complete Phase 1 of the Stow Campus development and commence Phase 2 with full occupation for Academic Year 2018-19
- Continue to be on target to complete the Mackintosh Restoration for entry Academic Year 2019-20 with a public access during summer 2019
- Ensure our two current capital projects (Stow Phases 1 and 2 and the Mackintosh Building) deliver a significant contribution in the reduction of the GSA's carbon footprint
- Continue to grow, explore collaborative and shared opportunities across the sector, become a more efficient organisation and achieve our planned growth in financial surplus to allow us to invest in our future

The Estates Perspective – Delivering a new home for the School of Fine Art

Located a short walk from the Reid Building and heart of the campus, the former Stow College building offers a once-in-a-generation opportunity to resolve some of the GSA's immediate estate's needs. The purchase and imaginative refurbishment of the original college building will provide a new home and studios for the School of Fine Art, bringing its academic departments currently spread across four buildings, together in one building for the first time in over 50 years.

The building, which opened in 1939, was originally a Trades School. Its original architects, Whyte and Galloway, were both GSA alumni, and had studied in the Mackintosh Building when the East Wing first opened in 1899.

David Miller, GSA's Head of Estates Development said *"As with the Mackintosh and the Reid Building, the Trades School was designed with big flexible spaces inside. This space gives us the capacity to meet the current and future needs of the School of Fine Art and support the delivery of a contemporary fine art curriculum with studios and workshops which are fit-for-purpose and comparable to our international competitors"*.

Covering approximately three acres, the former Stow College Campus also provides the GSA with the space for future growth minutes from the core precinct of the Mackintosh, Reid and Bourdon Buildings and links to the City's wider ambitions for the Garnethill and Sauchiehall area.



Image: Exterior visualisation of the Stow College building, courtesy of BPD Architects

PART 2

Looking Forward –
areas of development,
baselines, milestones and
Targets 2018 onwards¹

¹Our milestones and aspirations detailed below are subject to change following the development of our next Strategic Plan 2018-2021 and new three-year Outcome Agreement 2018-2021

PRIORITY 1

Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

In the period since 2015 we have made significant progress in widening access to The Glasgow School of Art. We have exceeded the Commission on Widening Access's 2030 target that students from the 20% most deprived backgrounds should represent 20% of entrants. Further, we have developed new routes to study at the GSA through Associate Studentships. Our pilot, launched in Academic Year 2015-16 with Glasgow Clyde College is now formalised and we are now progressing new Associate Student routes with specific focus on our new programmes with partner colleges in Glasgow and across Scotland, and in new curriculum areas with the School of Simulation and Visualisation.

This step-change, supported by strategic investment in places from the SFC and the actions detailed in our Outcome Agreement 2015-2018 and Strategy 2015-2018 around mainstreaming equality, fair admissions and the development of our Open Studio, provides us with a strong foundation to develop our approach further in the period to 2021.

Fundamentally, we are committed to widening access.

We believe that diversity in our student body across a host of measures is central to creativity both within the context of an art school but in the wider creative and cultural economy.

We understand our role within the creative and cultural economy, in providing the highest quality of learning and student experience to the most diverse body of students is central to the success of creative and cultural eco-system.

Over the period of our next Strategic Plan and Outcome Agreement we will implement sustainable initiatives and where appropriate projects with sustainable outcomes (identified during 2017 and confirmed in our Outcome Agreement 2018-21) which:

- Continue to develop ACES and FOCUS West priorities in line with the national schools framework and will refocus work according to shifting targets and priorities including an emphasis on MD20 targets in line with COWA objectives
- Extend our projects and reach, through our own activities and our work as part of ACES and FOCUS West with:
 - Schools: including immersive educational experiences centred around the GSA's and Glasgow's unique Mackintosh assess as a tool for learning across a range of disciplines, our widening participation activity and an integrated portfolio preparation offer
 - Colleges: extending our Associate Student scheme with partner colleges as a valued and successful progression route for all students regardless of socio-economic factors; extending advanced standing routes through college partnerships and support transition to successful study at GSA.
 - Adult Returners: through the development of appropriate opportunities identified with SWAP and Open Studio to support folio development

PRIORITY 1

- Care Experienced: working with MCR pathways to identify and support students at S1 and S2 to enable them to progress to more formal opportunities offered through ACES or Open Studio. Through the Corporate Parenting Plan, identify, support and improve the transition and progression of care experienced young people through GSA within a mainstreaming approach in partnership with programme leaders, Student Support and Development, and the Careers office.
- Applicants: from disadvantaged background, a range protected characteristics and care experience, continue to value, attract and retain diversity in our student body underpinned by our commitment to positive outcomes through mainstreaming. This action links to our Equality Mainstreaming approach and achievement of Equality Outcomes 2017-2021 (Outcome 2)
- Addresses programme specific gender imbalance (identified through our Equality monitoring and statistics) through a strategic and integrated pipeline approach linking Open Studio activity, recruitment activity, fair admissions and enrolment within targeted programmes. This action links to our Equality Mainstreaming and achievement of Equality Outcomes 2017-2021 (Outcome 3)
- Engage with our communities in Glasgow, the West of Scotland and the Highlands and Islands through our cultural engagement programme, Open Studio programme and our socially, culturally and ethically engaged curriculum and which builds on our delivery of widening participation activities in rural communities
- Explores the potential to extend our reach to the South of Scotland supporting the outcomes of the Scottish Government's Enterprise and Skills review, building on our successful model in the Highlands and Islands
- Engage, enthuse and secure philanthropic support for our widening access activities

Our plans will build on our strong baseline and commitment but is constrained by the limited number of funded places we have. We have demonstrated in our Outcome Agreement 2015-18 that strategic investment in funded places and additional funding produces successful outcomes. Over the next three years, we will work strategically with the SFC and others (including philanthropic donors) to deliver investment in funded places. This will ensure the GSA can continue to widening access (across a range of measures including deprivation, care, gender) and increase articulation routes, to support our ambitions, those of the SFC and Scottish Government and importantly the ambitions of learners and students.

Draft milestone and targets using the SFC published proforma (as we develop our new Strategic Plan and Outcome Agreement these will be finalised in discussion with the SFC)

	2014-15 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Scotland-domiciled HN entrants from college to UG programmes	65	67	70	80	80
Scotland-domiciled HN entrants from college to UG programmes with advanced standing	11	25	25	40	40
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	16.9%	37%	38%	50%	50%
Measure 2: Deprivation - The number and proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
Total number of SDUEs with known postcode:	183	190	195	200	200
2a: SDUEs from 20% most deprived postcodes	42	50	55	60	65
2b: SDUEs from 40% most deprived postcodes	71	71	71	71	71
2a: Proportion of SDUEs from 20% most deprived postcodes	23.0%	26%	28%	30%	32%
2b: Proportion of SDUEs from 40% most deprived postcodes	38.8%	37%	36%	35%	35%
Measure 3: SHEP Schools - The number and proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Total SDUEs	183	190	195	200	200
Number of SDUEs from SHEP schools	6	7	10	12	14
Proportion of SDUE from SHEP Schools	3.3%	3.7%	5%	6%	7%
Measure 4: Protected Characteristics - The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Gender					
Number of Male SDUEs	64				
Number of Female SDUEs	117				
Number of Other SDUEs	2				
Male Proportion	35.0%				
Female Proportion	63.9%				
Other Proportion	1.1%				

PRIORITY 1

Age		<p>The GSA has set clear equality outcomes for 2017-21 and is committed to undertaking activity to achieve these outcomes. A range of indicators and measures of success are specified for each equality outcome. This information is available at http://www.gsa.ac.uk/about-gsa/key-information/equality/</p> <p>Where the SFC have specified targets for the sector, the GSA will work towards achieving these for example 25/75 in the SFC Gender plan. The GSA has not set numerical targets for other protected characteristic groups. This is contrary to our commitment to mainstreaming equality, undertaking Equality Impact Assessments at local level to identify and address institutional and local i.e. programme specific issues and our Fair Admissions approach which takes into account contextual and other issues when making admissions decision.</p>				
Number of Under 21 SDUEs	107					
Number of 21 and over SDUEs	76					
Under 21 Proportion	58.5%					
21 and over Proportion	41.5%					
Ethnicity						
Number of White SDUEs	161					
Number of BME SDUEs	19					
Number of SDUEs with unknown Ethnicity	3					
Proportion - White	88.0%					
Proportion - BME	10.4%					
Proportion - Other	1.6%					
Disability						
Number - No Known Disability	146					
Number - Disability	37					
Number - Not known/refused	0					
Proportion - No Known Disability	79.8%					
Proportion - Disability	20.2%					
Proportion - Not known/refused	0.0%					
Care Leavers						
Number - Care Leaver	0					
Number - Not a Care Leaver	183					
Proportion - Care Leaver	0.0%					
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two						
Deprivation						
MD20 full-time first year SDUE	22	30	32	35	40	
MD20 full-time first year SDUE Retained	22	30	32	35	40	
Proportion MD20 retained	100.0%	100.0%	100.0%	100.0%	100.0%	
MD20/40 full-time first year SDUE	57	63	65	70	75	
MD20/40 full-time first year SDUE Retained	55	62	64	69	74	
Proportion MD20/40 retained	96.5%	98%	98%	98.5%	98.6%	
Gender						
Male entrants	56					
Males Retained	55					

PRIORITY 1

Proportion of Males retained	98.2%	<p>Where the SFC have specified targets for the sector, the GSA will work towards achieving these for example 25/75 in the SFC Gender plan. The GSA has not set numerical targets for other protected characteristic groups. This is contrary to our commitment to mainstreaming equality, undertaking Equality Impact Assessments at local level to identify and address institutional and local i.e. programme specific issues and our Fair Admissions approach which takes into account contextual and other issues when making admissions decision.</p>							
Female entrants	97								
Females Retained	94								
Proportion of Females retained	96.9%								
Age									
Under 21 Entrants	114								
Under 21s Retained	110								
Proportion of Under 21s retained	96.5%								
21 and over Entrants	39								
21 and over Retained	39								
Proportion of 21 and over retained	100.0%								
Ethnicity									
Entrants - White	138								
White - Retained	135								
Proportion retained - white	97.8%								
Entrants - BME	13								
BME - Retained	12								
Proportion retained - BME	92.3%								
Entrants - Ethnicity not known	2								
Not known/refused - Retained	0								
Proportion retained - Ethnicity not known	100.0%								
Disability									
Entrants - No Known Disability	124								
No Known Disability - Retained	120								
Proportion retained - No Known Disability	96.8%								
Entrants - Disability	29								
Disability - Retained	29								
Proportion retained - Disability	100.0%								
Entrants - Not known/refused	0								
Not known/refused - Retained	0								
Proportion retained - not known/refused									
Care Leavers									
Entrants - Care Leavers	0					2	3	4	4
Care Leavers Retained	0	2	3	4	4				
Proportion retained - Care Leavers		100%	100%	100%	100%				

PRIORITY 2

**High quality learning and teaching
– an outstanding system of learning
that is accessible and diverse where
students progress successfully with
the ability, ideas and ambition to
make a difference**

The Glasgow School of Art defines itself as the creative producer of creative producers. We welcome a diverse range of students based on talent, ability and potential and through our specialist, studio-based, practice-led learning, teaching and research we continue to produce influential, successful and impactful creative practitioners.

Over the period of our next Strategic Plan and Outcome Agreement we will implement sustainable initiatives and where appropriate projects with sustainable outcomes (identified during 2017 and confirmed in our Outcome Agreement 2018- 21) which:

- Maintains our already sector-leading student retention for all students as we continue to increase the diversity of our student community and extend the range of specialisms and academic programmes we teach, with a focus on the identified attainment, retention and progression gap within specific protected characteristic groups based on evidence of retention, progression and achievement. This action links to our Equality Mainstreaming and Outcomes 2017-2021 (Outcome 2)
- Increases student numbers within STEM disciplines (UCAS programmes A-K and includes existing GSA programmes in Architecture, Interaction Design, Product Design and Product Design Engineering and new programmes in Sound for Moving Image and Immersive Design) through innovative and progressive new academic programmes with new partners out with the creative disciplines
- Enhances digital and technology skills within our existing programmes alongside a refreshed commitment to tradition practice
- Focuses on the highest levels of student experience and student satisfaction through the highest quality and internationally benchmarked teaching, studio-space, workshops and technical facilities
- Further internationalises our curriculum ensuring equity of opportunity, maintaining and developing student mobility with our existing 75 international partners (specifically developing enhanced linked to those within the EU), creates new international projects and opportunities within the curriculum, defines international opportunities and partnerships within new programme developments and develops opportunities for real-time collaborative working with international peers. This action links to our Equality Mainstreaming and Outcomes 2017-2021 (Outcome 1)
- Defines professional and positive graduates destinations for creative disciplines and supports our students, through enhanced curriculum and extra-curricular activity, our work on Glasgow's creative eco-system, Glasgow Economic Leadership and city-wide innovation and incubation opportunities, and the student and graduate strands of our University Innovation Fund plans to support successful and sustainable graduate employment, entrepreneurship and innovation

Draft milestone and targets using the SFC published proforma (as we develop our new Strategic Plan and Outcome Agreement these will be finalised in discussion with the SFC)

	2014-15 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration
Measure 6: Retention - The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two					
Total number of full-time first year SDUE (based on a no-change position to SFC funded places and our numbers of SDUE)	153	153	153	153	153
Number of full-time first year SDUE retained	149	145	>145	>145	>145
Proportion retained	97.4%	95%	>95%	>95%	>95%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey					
% Satisfaction	80%	>80%	>80%	85%	85%
Measure 8: STEM - The number and proportion of Scotland-domiciled undergraduate entrants to STEM courses					
Proportion of SDUE to STEM courses	0.0%	GSA programmes UCAS coded A-K should be identified as STEM disciplines i.e. Architecture; Product Design; Product Design Engineering (GU coded). As new programmes are introduced during the period of the OA we expect our numbers in these areas to increase			
Number of SDUEs to STEM courses	0				
Measure 9a: Graduate Destinations - The number and proportion of Scotland-domiciled graduates entering positive destinations					
Eligible population (based on a no-change position to SFC funded places and our numbers of SDG)	136	136	136	136	136
Proportion of graduates in positive destinations	94.1%	94.1%	>95%	>95%	>95%
Number of graduates in positive destinations	128	128	128	128	128
Measure 9b: Graduate Destinations - The number and proportion of Scotland-domiciled graduates entering professional occupations					
Eligible population	tbc	Our OA commitment in this area will be defined after the sector-wide changes to the DLHE survey has been agreed and professional occupations for creative industries have been defined			
Proportion of graduates in professional occupations	tbc				
Number of graduates in professional occupations	tbc				

PRIORITY 3

World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research

In the period to 2021, we will build on the progress made during the last Strategic Plan 2015-2018 and Outcome Agreement 2015-2018. This included the development of annual research plans for all academic staff, securing the award of HR Excellence in Research and restructuring the Research and Doctoral Studies Office, merging it with our Student Enterprise and Employability Office, to establish a new Research and Enterprise Office. We will have:

- 75% of research active staff operating at a world-leading or international level, enhancing our position as one of the UK's largest concentrations, and most impactful, researchers in the visual creative disciplines
- An increased number of staff from diverse ethnic and cultural backgrounds and balanced gender split contributing to our research output (building on our HR Excellence in Research Award, a commitment to a progress towards a successful application to Athena Swan). This action links to our Equality Mainstreaming and Outcomes 2017-2021 (Outcome 5a) and our actions through years 1 – 3 of our HR Excellence in Research Action Plan
- Continue to invest REG in GSA Research Development Fund grants that support academic staff to produce research proposals, projects, outputs and partnerships; including through our Research Leave and Research Leadership schemes and continue to improve internal planning and support for the preparation of proposals, such as the availability and timing of peer review.
- Ensure that we continue to consider research capacity when recruiting new academic staff, and maintain professional development opportunities, especially for early career researchers
- Maintain our commitment to Universities UK Concordate to Support Research Integrity reflected in our updated Research and Knowledge Exchange Ethics Code of Practice (2016)
- Strategically invest in our areas of research excellence specifically:
 - Architecture, urbanism and the public sphere
 - Contemporary art and curating
 - Design innovation
 - Digital visualisation
 - Education in art, design and architecture
 - Health and wellbeing
 - Material culture
 - Sustainability

PRIORITY 3

- Collaborate with partners of quality to increase participation in RCUK-funded projects and similarly competitive, high-prestige research funding schemes
- Establish and support new areas of research excellence around Mackintosh and Glasgow: City of Creative Production
- Deliver with colleagues across the sector a Creative Industries Innovation Centre (or similar initiative pending outcome of SFC commissions reviews by EKOS)
- Increase contributions where possible to RCUK strategic initiatives, such as the development of highlight notices, cross-disciplinary research, participation in sandpits, membership of panels etc.

Draft milestone and targets using the SFC published proforma (as we develop our new Strategic Plan and Outcome Agreement these will be finalised in discussion with the SFC)

	2014-15 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration
Measure 10: The number of research postgraduate students					
RPG students	28	34	>36	>38	>40
Measure 11: Total income from the UK Research Councils					
RCUK income	£424k	£420	£441	£463	£486
Measure 12: Total research income from all sources					
Research income	£3,959k	£3,612	£3,793	£3,982	£4,181

PRIORITY 4

Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

The ability to transform thinking, generate new knowledge and give shape and form to things that currently do not exist, are all the characteristics of the creative practitioner. Through a restructured Research and Enterprise Office, we aim to create the conditions to support creativity and innovation with our staff, students, industry and the third-sector through:

- Better support for industry and the third-sector to collaborate with students and with research and knowledge exchange including a 'single point of contact' for all external engagement and simplified processes and systems
- An annual research showcase, presenting city-wide to industry and the wider public the research output of our staff and doctoral students and its impact
- Develop our CPD portfolio to support innovation and creativity out with the creative industry sectors
- Play an active leadership role in Creative Industries Work stream of Glasgow Economic Strategy supported by research activity in the creative ecology and eco-system of Glasgow
- Work collaboratively with universities in Glasgow, public and private partners across the City, to support the needs of creative graduates through shared incubation, innovation and enterprise activities and work collaboratively across the sector as appropriate
- Through our international and European partner, our campus in Singapore and office in the People's Republic of China, maintain and extend the mobility of our staff and collaboration in cross-border research bids
- Explore the potential and the benefits of collaborative appointment with industry through the Industry Professorships, doctoral students and other opportunities for industry/academia staff exchange
- Continue the value both the social and cultural impact of innovation and the output of our staff and students as much as the economic
- Continue to provide RDF Impact Fund to support academics to undertake impact generating activities, including dissemination to and partnership building with industry, development of CPD, prototyping and early proof-of-concept projects (supported by UIF)
- Through US Scotland RCDG, identify collaborative activities with other HEIs to simplify access to academic expertise for companies and the innovation support that HEIs can provide

PRIORITY 4

Draft milestone and targets using the SFC published proforma (as we develop our new Strategic Plan and Outcome Agreement these will be finalised in discussion with the SFC)

	2014-15 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs and H2020 IVs					
Innovation Vouchers (IVs)	8	6	>7	>7	>7
Follow-on IVs	0	1	1	1	1
H2020	0	0	0	0	0
Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting					
For 2017-18 institutions are asked to provide a narrative on progress with their contribution to University Innovation Fund priority outcomes (these will be identified during consultation with the sector during the latter part of 2016 and signed off by the SFC's Research and Knowledge Exchange Committee by January 2017)					

PRIORITY 5

High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements

The Glasgow School of Art is a small, specialist studio-based institution with a global reputation and reach. We aim to maintain this unique position within UK higher education through the quality of our studio-based teaching, learning and research but also the quality of our professional services and governance, our estates and digital infrastructure and our people.

Maximising the benefits of our estates developments completed between 2014 and 2018-2019 in the period to 2021 we will:

- Commence the second phase of our estates redevelopment
- Continue to reduce our Gross Carbon Footprint primarily through:
 - the delivery of our two capital projects – Mackintosh Restoration and Stow Redevelopment
 - bringing forward plans to refurbish the Bourdon Building including measures to improve both the student experience and the building's energy efficiency
 - implementing energy saving campaigns
- Continue to support GSA Sustainability and their work with students, staff and the wider community
- Reduce our operating costs through efficiencies and shared services and release funding for investment
- Introduced enhanced management information systems to better inform our strategies, operational performance and governance
- Continue to ensure the highest levels of governance, health and safety and financial stability
- Implement our Equality Mainstreaming and Outcomes 2017-2021

Draft milestone and targets using the SFC published proforma (as we develop our new Strategic Plan and Outcome Agreement these will be finalised in discussion with the SFC)

	2015-16 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration
Measure 15: Carbon - Gross carbon footprint (3-year period)					
Tonnes CO2e	2,438	2,455	3,069	3,452	3,630

Due to the current configuration, planned changes and growth of our estate, we anticipate that our total Tonnes CO2e will increase over the period. Our ambition would be to see a decrease in the Tonnes CO2e per square meter of estate achieved through energy efficiency measures, building maintenance and energy saving campaigns.



Outcome Agreement between The Glasgow School of Art and the Scottish Funding Council for AY 2017-18

On behalf of The Glasgow School of Art:

Signed:

Print name: Professor Tom Inns

Position: Principal

Date: 4/7/17

Signed:

Print name: Dr Muriel Gray

Position: Chair

Date: 4/7/17

On behalf of the Scottish Funding Council:

Signed:

Print name: John Kemp

Position: Interim Chief Executive

Date: 11th July 2017