THE GLASGOW SCHOOL OF ART

Outcome Agreement 2021 – 2022

and Self-Evaluation 2020 – 2021

Introduction

Our Outcome Agreement for Academic Year 2021 – 2022 reflect our position as a small specialist institution and the distinctive contribution and impact we make.

In developing our Outcome Agreement, the macro-environmental factors demanding action and requiring us to innovate and adapt sit alongside our Scotland-wide reach, contribution and impact. Our commitment to deliver what we do in an inclusive way implementing actions that achieve for all students, staff and the communities we are part of remains central to our approach to delivering the actions detailed in our Outcome Agreement 2021- 2022.

Creative people have a central role in economic recovery and social renewal, driving innovation across the whole economy, health and wellbeing, place-making and regeneration. The progression of our graduates to employment and professional practice, our research, innovation and knowledge exchange activity with a range of industry, public sector, third-sector and academic partners and the cultural contribution we make through exhibitions, events and public engagement is central to the contribution we make.

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 our programmes 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 (which incorporates our actions on gender equality and will over the period of our Outcome Agreement include our actions related to British Sign Language) aligned in terms of both actions and outcomes and the evidence base used. This links directly to our statutory reporting and our requirement to eliminate discrimination, advance equality and promote good relations.

Format of our Outcome Agreement 2021 – 2022

Under each of the SFC's expectations we have shared:

- Our actions for 2021- 2022.
- A case study that demonstrates how we are meeting the SFC's expectations.
- Our progress on the SFC expectation against our commitments in our Interim Outcome Agreement 2020-2021. This is the self-evaluation of our OA 2020- 2021.
- The SFC Measures and indicators of success shown in our National Measures Table in Appendix 1 unless otherwise stated.

Outcomes for Students

1. Fair access and transitions - Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways

SFC Expectations:
- People from deprived areas have fair access and are supported to succeed.
- People with experience of care have fair access and are supported to succeed.
- Prior learning is considered, and students are offered the best pathway for them.
- Transitions and pathways for students are supported and signposted.
- Institutions work with schools, SFC funded programmes and local communities to support successful pathways and effective transitions for students.

What we will do in 2021 – 2022:
- Review and maintain our momentum in meeting and exceeding our COWA targets reflecting the maturity of our approaches and institutional commitment.
- Continue to align our articulation and widening participation work to provide effective pathways where appropriate.
- Finalise formal articulation agreements with City of Glasgow College and Edinburgh College.
- Review our Student Associates Scheme with Forth Valley and renew our agreement, if appropriate, following the review.
- Seek to extend specific programmes and activities, in line with wider GSA equality outcomes, for other groups underrepresented at the GSA (dependent on funds and capacity) especially BAME students.
- Continue to monitor retention and success of students entering from diverse backgrounds to ensure they are at least on par with the wider student body retention rates.
- Re-engage with S4 pupils in developing creative related skills following prioritising of S5 and S6 pupils due to COVID-19.
- Review and embed changes in our admissions processes, introduced due to COVID-19, to address the longer-term impact of disruption on students learning and portfolio development.
- Enhance and monitor the 'guaranteed' offer to care experienced students where folios and interviews are part of the process alongside other colleagues through the Admissions Policy Group of Universities Scotland.
- Embed where it adds value to the learner, digital tools within our face-to-face activity for our outreach work with schools and colleges.
- Develop and deliver a bespoke Product Design portfolio development course in partnership with the Innovation School to support widening participation within this subject area.
- Align work with GSA's Community Engagement to provide a link between informal learning with refugee groups into more formal learning within widening participation activity through schools.
- Develop an e-module, as part of GSA's staff development programme for all staff to complete, to further embedded understanding and commitment to widening participation across the GSA.
- Work with other Access to Higher Demand Professions (AHDP) partners to support the development of a cohesive and coherent offer to schools in partnership with the Scottish Funding Council National Schools Coordinator.
- Continue to participate in ACES and FOCUS West (and successor programmes) and complete data sharing agreement with ACES partners to formalise a national programme of delivery and access to partner institutions for those across Scotland.

Case Study – Sean De Francesco, (Sound for the Moving Image 2020):

Within the GSA's specialist School of Simulation and Visualisation, the BDes (Hons) Sound for the Moving Image is a two-year degree programme that began in 2018. Applications are taken from students studying at Forth Valley College through Student Associate Programme, mature students with relevant experience, or directly through articulation with advance standing from HND (or equivalent level) programmes from college.

The programme creates a learning environment for students to develop their conceptual and technical skills in sound for the moving image. Students begin by recording and constructing soundscapes, then branch out to create original documentary/abstract/narrative film, eventually building interactive audio-visual installations. The fundamentals are taught in Year 3 (stereo sound production, fixed frame video, and interactive systems) before embarking on more complex practices in Year 4 (such as multi-channel spatial audio, 360 film, music for picture, as well as self-directed projects in the student's chosen medium). The programme shares the key pedagogical approaches fundamental to study at the GSA with an emphasis on collective studio practice with connected, active learning - spotlighting practitioner role models from art and science and allowing students to make their stamp on the film, broadcast and game industries – but also the art world.

Sean De Francesco (Sound for the Moving Image 2020) is an award-winning film maker and photographer. Born in Rome and now based in Glasgow, Sean began his journey at Adam Smith College in Fife and having obtained an HND in Sound Production in 2018 became among the first students to articulate into Year 3 of the new BDes Sound for the Moving Image programme.

Graduating with first-class honours in the first ever cohort of BDes Sound for the Moving Image in 2020, his digital Graduate Showcase 2020 film *Bosco Regina* led initially to a commission for GSA's 2020 Christmas card, which was delivered to over 30,000 people internationally and across social media. Subsequently Sean has developed further opportunities shooting in broadcast and with high profile clients, including the BBC (*Michael Palin: Travels of a Lifetime*), ITV, Channel 4, Google and directed the Scottish Government's *Independent Review into Adult Social Care* short film.

Sean is currently employed by Firecrest Films as the staff Camera Operator and Tech Supervisor, working on documentaries for all the major UK Broadcasters as well as working as a freelance filmmaker.

See Sean De Francesco's work on Graduate Showcase, his Christmas Card 2020 for the GSA and watch him discussing studying at and working with the GSA.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

Despite the continued impact of COVID-19 during Academic Year 2020-2021, our relationship and partnership with schools and colleges remained strong, adapting and responding to different priorities, ways of working and additional pupil and student demands to ensure that our delivery was impacted as little as possible and as many young people continued to benefit from participation and progression through the work of the GSA's widening participation and articulation team. Material packs were delivered to all students to support engagement and ensure students working from home had access to the necessary resources. We continued to:

- Implement and monitor our Fair Admissions Policy ensuring we took cognisance of applicants' access to materials and lack of digital infrastructure to engage with and upload portfolios to accompany UCAS applications. Changes included a reduction in the number

and format of images required for portfolios, extending portfolio submission dates and additional guidance being made available to pupils and students in order to support their applications. Internally, staff were provided with additional information in order to assess applicants in line with the changed submission requirements to ensure no student was disadvantaged.

- Work with ACES partners and FOCUS West and to align activities in preparation for a School Engagement Framework:
    - Outreach activity funded through ACES and FOCUS West continued to be delivered fully online in 2020 – 2021 and embedded to ensure we will continue to deliver our outreach activity to as wide an audience as possible alongside a return to physical, face-to-face learning post-COVID-19.
    - In-person activity with S4 pupils was minimised, focusing activity and resources more explicitly with S5 and S6 pupils with additional support offered via digital platforms for skills and portfolio development, applicant and interview support reflecting identified needs and priorities for learners at this stage of their applicant journey. The net outcome was a more intensive engagement but with a slightly reduced number of school pupils (270 against 337 in AY2019-2020).
- Enhanced the digital resources openly available to support applicants including practical 'How to' Guides. Our digital delivery saw an increase of 38% attending interview support workshops from schools and colleges, a 131% increase in those accessing mock interviews and a 77% increase in attendance digitally at the Transitions into the GSA week immediately prior to Freshers' Week.
- Initial work was undertaken around the Guaranteed Offer and the specific challenges with portfolio/interview-based programmes for care experienced young people via the Admissions Policy Group of Universities Scotland. The GSA's Head of Professional and Continuing Education sits on this Group.
- Undertook internal awareness raising and Continued Professional Development for academic staff, which has already had significant benefits with the GSA increasing care experienced applications and matriculations (9 students enrolled in AY2017-2018 to 17 in AY2020-2021 representing 6% of home enrolled students). Eight students are currently enrolled on widening participation outreach activity who identify as care experienced, again an increase on previous years. Staff Development for admissions staff on widening participation and articulation is now embedded within the staff development cycle.
- Our Student Associates Scheme with Glasgow Clyde College (GCC) was renewed for a further five years, recognising the strength of the programme and the successful progression of students with advance standing from GCC. In AY2020-2021 all 19 Glasgow Clyde College students on the Associates Programme were offered places at the GSA.
- Eight of 11 students on the Associate Programme at Forth Valley College (FVC), our second Student Associate Programme, now in its third year and focused within our School of Simulation and Visualisation, accepted places to study with us. Engagement by students with the GSA while at FVC increased in the year as a result of enhanced digital delivery.

Our Student Associate Schemes are one dimension of our commitment to articulation and entry with advanced standing. While we continued to progress new Articulation and Associate Programme partnerships alongside our existing Student Associate schemes during 2020-2021, as a specialist institution it is important that students from any college across Scotland can progress with advance standing to study at the GSA. This commitment was reflected in the number of offers made to students with advance standing, exceeding our internal set targets (56 against 34 in AY2019-2020).

Applications via advanced standing from other colleges continue to grow and remain a strong aspect of the GSA home (Scotland domicile) recruitment and approach to fair admissions. While access to

the GSA via College continues to support the achievement of our widening participation targets (and is a key element of widening participation successful transition), we continue to value the work of Colleges across Scotland as a valid route to study at the GSA for any learner.

Both the GSA's Widening Participation and articulation work were commended in the QAA Scotland ELIR report in April 2020, recognising this as particular strength the GSA has developed in recent years.

Our measures and indicators of success for 2021-2022. Please see our national measures table in Appendix 1.

---

2. High quality, learning, teaching and support - Students at all levels experience a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience

---

SFC Expectations:
- The student experience of learning, teaching and support is protected in the ongoing public health context.
- There is rigour and quality in learning and teaching processes.
- Arrangements for quality assurance and enhancement support standards expected by students.
- Enhancement and improvement of learning, teaching and support is informed by data and evidence – including the outcomes of quality assurance.
- Well-developed strategies and approaches for digital and blended learning are in place.
- Staff have the skills and support to deliver a high-quality learning, teaching and support experience for students.
- Students have good experiences of transitions into and through tertiary level learning.
- Students are supported in their mental health and wellbeing.

What we will do in 2021 – 2022:
- Continue to implement our ELIR Action Plan developed in AY2020-2021 with planned QAAS ELIR Re-Review scheduled for May 2022.
- Implement actions responding to the National Student Survey and our own internal Student Experience Surveys.
- Academic continuity plans (encompassing our approaches to digital and physical delivery and learning) in place across all academic programmes, Technical Services Department, Library, Student Support and Enterprise Studio to ensure we can maintain teaching, learning, student support and on-campus access in the event of enhanced local or national restrictions being re-introduced.
- Support staff development in learning and teaching through:
  - the Postgraduate Certificate in Learning and Teaching with additional CPD opportunities led by the Learning and Teaching Team through School-based consultancy support and sharing practice events and resources.
  - a range of CPD opportunities for staff (collaboratively between the Learning and Teaching Team and the Learning Technology Team) to support academic planning and curriculum development as we transition from remote online learning to a blended approach (digital and on-campus) consisting of a two-part curriculum development workshop for Programme Leaders and Programme teams as well as skills-based session in relation to core learning technologies.

- Continue to develop our mental health workshop provision taking cognisance of the impact of the COVID-19 pandemic on student mental health.
- Engage with NUS Think Positive to develop a co-created Mental Health Agreement and are committed to achieving NHS Healthy Working Lives.
- Implement Report and Support Regional Model supplied by Culture Shift and embed the Scottish Universities GBV module for staff .
- We will continue to implement and mainstream our commitments in our BSL Plan.

Case Study – Embedding Enhanced Mental Health Support introduced during COVID-19:

The Glasgow School of Art recognises that student mental health requires timely, appropriate, and individually tailored assistance. Our longstanding mental health support service has been enhanced since 2019 by addition of a fulltime equivalent Mental Health Advisor/Nurse (DBT/BA/ACT/CBT informed practice) and Mindfulness teacher. These services have supplemented counselling, enabling the provision of one to one and groupwork sessions, individual mental health support plans for students with complex and enduring mental health needs, and mental health monitoring.

In academic year 2019/20, 85 students participated in the newly launched mindfulness-based stress reduction sessions, totaling 170 hours of student contact. More broadly, 106 students were referred to the mental health support service during the academic year. All were offered an appointment within an average of one week and students were offered a cumulative total of 453 individual appointments. Demand for support increased further in academic year AY2020-2021, with 139 students attending the mindfulness-based stress reduction sessions and 149 student referrals to the mental health support service. In AY2020-2021 a total of 591 individual mental health advisor appointments were offered to our students.

The portfolio of available sessions was also increased in AY2020-2021 to include anxiety management, sleep hygiene and five steps to wellbeing workshops as well as an emotional regulation group programme. Available data shows high uptake, with 58 students attending five separate anxiety management workshops and 34 students attending nine separate mindfulness workshops (which were made available to the whole of the GSA). Student feedback demonstrates the importance of the student mental health support at GSA:

"… these services made a significant difference in my well-being, the support was incredible, I felt listened too with compassionate and knowledgeable staff and think this service goes beyond what is expected." (Glasgow School of Art Student).

*"...Support for long term mental illness, having regular check ins allows me to manage my symptoms" (*Glasgow School of Art Student)

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Extended our contract with Big White Wall, rebranded TogetherAll for a further two years.
- Invested in a three-year licence for SilverCloud, an online self-help programme using Cognitive Behavioural Therapy (CBT) based techniques.
- Recruited 0.8FTE Counsellor in 2020 using SFC funding.
- Three of the four Counsellors plus the Mental Health Advisor have undertaken a 13-week Online Counselling Services and Training Diploma (OCST-www.ocst.co.uk) to support the delivery of effective, safe remote counselling.
- Increased delivery of mental health workshops, anxiety management, sleep deprivation and mindfulness sessions.

- Committed to achieving NHS Healthy Working Lives and commenced actions to do this.
- Responded quickly to the identified need for mental health support over the festive period. The Mental Health team extended their service and a dedicated phoneline and email staffed by Mental Health First Aiders was implemented, running every day (except Christmas and New Year's Day). This was supplemented by a service level agreement with ICS Digital Therapies.
- We invested in a suite of assistive technology site licenses including Grammarly, Claroread, Audio Notetaker and Mind view. Three of these packages can be accessed remotely by students and staff if required, to support an inclusive and accessible learning environment. This suite of software will also be installed on every laptop purchased and loaned via the Digital Inclusion Strategy.
- We joined Fearless Glasgow, which was formed in November 2019 as a multi-agency, regional partnership to tackle gender-based violence (GBV).
- We developed, implemented and equality impact assessed a new student conduct and misconduct policy.
- Introduced our new Student Conduct Policy and Misconduct Procedure which takes into account the evidence considered by the UUK Taskforce to examine violence against women, harassment and hate crime affecting university students.
- Embedded in our eLearning platform, the student GBV module from Rape Crisis.
- In line with our BSL plan we continued to make progress ensuring the accessibility of information and ensuring reasonable adjustments are in place for all events.
- Reviewed the use of student experience surveys to inform enhance activities both as a result from ELIR as well as from internal evaluation activities. As a result, we have developed a Student Surveys Policy to provide a consistent and clear framework for the use, analysis and sharing of surveys as well as their consideration and action planning. This new approach will begin with a new Survey Season bringing together all institutional student surveys into one survey period with the aim of increasing student participation and providing clear communications to student and staff as to the purpose and outcomes of surveys.
- We continued to evolve our programme support process for low performing programmes (based on NSS performance) instigating a series of threshold which trigger a support response with the Deputy Director Academic and the Head of Learning and Teaching.
- We continued to maintain our sector-leading student retention (greater than 90%) for all students including a comparably high retention for widening participation and articulating students.

Our measures and indicators of success for 2021-2022. Please see our national measures table in Appendix 1 with exception of:
- Achieve a successful QAAS re-review.
- Undertake periodic review of Enterprise Studio employability, careers and enterprise services and identify enhancements to introduce from AY2022-2023, aligned with enhanced GSA academic frameworks.

3. Partnership, participation and student experience – students find it easy to participate, have their voice heard and valued, and influence their educational and student experience (new expectation for 2021 – 2022)

SFC Expectations:
- Students have their voice heard and valued and are able to influence their educational experience.
- Effective partnership arrangements exist between institutional leadership teams and student bodies.
- Student partnership is valued across the institution and plays a key role in enhancing the student experience.

What we will do in 2021 – 2022:
- Review student representation across the GSA, expanding student representation across our committee and governance structures, introduced guidance to staff on student engagement and partnership working, and brought in-house student rep training and induction led in partnership by the GSASA and the Learning and Teaching Team.
- Ongoing work centred on the development of our first Student Partnership Agreement, with staff and student consultations ongoing as to our principles for partnership and key priority projects for AY2022-2023.
- GSA and GSASA are working in partnership to introduce a partnership Teaching Awards Scheme for late spring 2022.

Case Study – Student Partnership:
In developing our first Student Partnership Agreement for AY2022-23 we have established a series of projects for the current academic session to further develop our partnership approach and to pilot our underlying principles of partnership as we progress the development of the SPA. Core to this work is the development of a teaching awards scheme, led through our Student Partnership Group, and supported directly by students and staff within the GSA Students' Association and Learning and Teaching Team.

The project aims to give students a strong and meaningful voice in the recognition and sharing of quality practice in learning and teaching, and to raise the profile of teaching across the GSA, recognizing the contributions of staff and students to our enhancement agendas.

The teaching award scheme will be the first of its kind at the GSA and will be open to all students for nomination of academic and professional support staff who have made a significant contribution to the student learning experiences as well as to students and student representatives.

The project is in its initial planning stage with categories of awards and nomination process being identified and development, with a schedule launch for nominations in early spring 2022, awards ceremony in June 2022, and an analysis and outcomes report by the end of summer 2022.

The Student Partnership Agreement will be overseen by the newly constituted Student Partnership Group reporting directly to the Education Committee and jointly chaired by the Deputy Director (Academic) and the Students' Association President.

Our measures and indicators of success for 2021-2022. Please see our national measures table in Appendix 1 with exception of:

- Commence implementation of actions in our ELIR Action Plan in relation to student engagement (including training for Lead and Student Reps) and experience.
- Have a new Partnership Agreement in place with The Glasgow School of Art Students' Association.

---

4. Learning with impact – students at all levels are equipped to flourish in employment, further study and to lead fulfilling lives

SFC Expectations:

- Students are supported to successfully complete their courses in the ongoing public health context.
- Students are supported to progress to positive next destinations.
- Institutions implement appropriate support arrangements for graduating cohorts who will experience a challenging labour market in coming months/years.
- Institutions ensure their curriculum and pedagogical offer remains fit for purpose and is responsive to changed need and demand
- There is a good understanding of the needs of business and industry and Scotland's economic recovery needs.

What we will do in 2021 – 2022:

- Ensure academic continuity plans (encompassing our approaches to digital and physical delivery and learning) in place across all academic programmes, Technical Services Department, Library, Student Support and Enterprise Studio to ensure we can maintain teaching, learning, student support and on-campus access in the event of enhanced local or national restrictions being re-introduced.
- Continue to develop mental health workshop provision.
- Continue to deliver our Digital Inclusion support (established for AY2020-2021) providing IT equipment to students who need it and review its impact ensuring enhancements in place for AY2022-2023. Our approach was commended in the ELIR Report in April 2021.
- Maintain our commitment to student mobility by introducing a rigorous risk-based approach to allow students to safety access international opportunities in the current COVID-19 landscape.
- Complete our ERASMUS+ project funding covering EEA outbound student mobility (study and work placement) and inbound mobility from Israel. We will also fund outbound student study mobility through the Turing Scheme grant.
- Continue to fund language grants using our existing ERASMUS+ funds and Turing funds.
- Participate in Entrepreneurial Scotland Saltire Scholar Scheme.
- Complete and evaluate our pilot graduate professional mentoring scheme (collaboration between GSA Enterprise Studio and GSA Creative Network of alumni practitioners and SMEs) with aim of mainstreaming provision from AY2022-2023.
- Support physical exhibitions and events for 2020 graduating students though to the end of 2022.
- Review our approach to Degree Shows to successfully combine digital graduate showcases alongside physical exhibitions and events, enhancing the impact and reach of creative graduates and supporting their transition from student to professional practitioner.
- Deliver SHIFT 2021 and plan for the delivery of the SHIFT creative enterprise summer school in 2022, in partnership with QMU and RCS, and with participation from other Scottish HEIs.

- Maintain active participation in Converge Challenge, including as continuing member of Steering Committee.
- Deliver a Working Spaces programme of extra-curricular professional practice talks and presentations open to current and recently graduated students to support successful transition to employment.
- Continue to monitor and evaluate creative economy labour market conditions during the pandemic and recovery period and adapt and develop provision as appropriate in response particularly but not exclusively within Enterprise Studio and Open Studio (upskilling programmes) and the GSA Creative Network.
- Redevelop our Business Skills and Entrepreneurship postgraduate elective, with an enhanced version to be introduced in AY2022-2023 including potential for delivery as part of our Upskilling portfolio.
- Continue to provide programme level and one-to-one advice sessions on careers, enterprise and employability, and maintain a digital portfolio of information and guidance resources and communication channels.

Case Study – Working Space: Connecting GSA's Creative Network:

The GSA's Creative Network, with support from Enterprise Studio, developed a Working Space Programme: a series of professional practice and creative sector networking events, in 2018. These early evening talks were designed to bring together students, graduates, industry experts and employers to explore a range of career and professional development themes. The Working Space programme is most useful to recent graduates and final year students, but is open to all students interested in learning key tactics, tips and strategies to help support the transition from higher education and beyond graduation.

Guest speakers from across GSA's Creative Network are invited to share their expertise along this series of themed events. Guests are invited to attend live and ask questions, following the live broadcast the events are captioned and available on the GSA's Working Space website as a resource.

Working Space: The Future of Networking

"It's widely recognised that personal networks are key to the development of a creative career. A strong network of contacts can get you your first job interview, recommend you for a commission, or help you to secure a first solo exhibition. During a time where when these valuable interactions at exhibition openings, talks or conferences aren't happening, how can people across the Creative Industries continue to develop personal networks at a time of restricted public gatherings and online events? In this session we've invited three professionals with backgrounds in Fine Art, Design and Innovation respectively to share their thoughts on this topic."
You can watch the Working Space event online here.

Guest Speaker David Freer (Communication Design 1997) - Graduate David started his career at Saatchi & Saatchi in London before co-founding O Street in 2005. O Street now have desks in Glasgow, London and Denver Colorado. Their previous work includes the new Scottish Banknote series from RBS, and work with Spotify, Google and Last.fm.

Following the Working Space event, David was invited to become a mentor and was connected with Communication Design Graduate Jack Batchelor - under the GSA's new Graduate Mentoring Scheme.

In addition, David worked with the GSA for O-Street to be put forward for the new 'Graduate Career Advantage Scotland' GCAS Scheme assisting O Street to give an opportunity to one of our graduates for paid full time internship for approximately 6 months.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Delivered SHIFT creative enterprise summer school in partnership with QMU and RCS, successfully adapted to a live online delivery model in response to COVID-19; 38 GSA graduates participated (selected from 93 applicants) and prepared for SHIFT 2021 – 2022.
- Developed a pilot Graduate Mentoring Programme to support graduating cohorts facing a challenging labour market due to COVID-19, for implementation in AY2021-2022.
- Undertook analysis of impact of pandemic on creative economy labour market for Senior Management and GSA Board, with internal reporting to inform development of new/adapted provision in response including the Graduate Mentoring Programme (see actions above).
- Increased participation in Entrepreneurial Scotland Saltire Scholars scheme resulting in five successful internships; GSA achieved the third best applicant-to-placement conversion rate in Scotland.
- Supported Creative Network to adapt the Working Space programme of professional practice talks for online delivery, , and deliver eight successful events.
- Supported development of professional and workplace skills through in-programme placement initiatives with external partners, such as Project Ability, Art in Hospitals and Glasgow Life.
- Delivered Live projects in the curriculum, for example Future Experiences: Sustainable Development and the Global South with University of Glasgow Prof of Molecular Oncology (see https://researchdata.gla.ac.uk/1019/) and Glasgow City Council Centre for Civic Innovation (from 2019 but continuing). See https://www.gsainnovationschool.co.uk/project/future-experiences-2021
- With Creative Scotland support, adapted Artquest fine art professional support materials for the Scottish context.
- Provided programme level and one-to-one advice sessions on careers, enterprise and employability, and maintained portfolio of online information and guidance resources and communication channels.
- Supported Alternative Degree Show Festival, Interlude Film Festival and In-real Life exhibition delivered by graduating undergraduate students. These self-initiated exhibitions contributed to the restarting of Glasgow's cultural economy post-COVID-19.

Our measures and indicators of success for 2021-2022. Please see our national measures table in Appendix 1.

---

5.   Public health emergency – institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students, staff and communities and remedy situations as they arise.

SFC Expectations:

- Institutions take steps to ensure the health and well-being and best interests of their students and staff during the emergency period.

What we will do in 2021 – 2022:

- As a specialist, practice-based institution our priority is to ensure, through our academic planning, safe-campus mitigations and effective communication maintain on-campus access to students.

- We will participate in sector-wide COVID-19 groups to ensure the specific needs of specialist institutions and programmes are considered when guidance, instruction or policy is determined.
- We will provide students with clarity on their programme delivery for AY2021-2022 prior to the start of the academic year and ensure effective communication channels are employed to ensure they are kept up to date on changes.
- Our Safe Campus Group (chaired by the Director of Estates or Deputy Director Academic) will continue to meet fortnightly as long as is required and oversee adjustments needed to maintain a safe working environment for staff and students.
- We will continue to monitor COVID-19 absence in line with our established reporting procedures for staff and students reporting to Public Health Scotland as required.
- We will continue to apply our 'Safe Return to the Workplace' for staff and update our COVID-19 staff development e-module.
- We will join the Healthy Working Lives programme provided by NHS Scotland to help us improve health and wellbeing in a structured and productive way for our staff.
- We will continue to apply and update (in line with Scottish Government guidance) our Covid Risk Assessments and include a COVID-19 overlay as required in other risk assessments for example major and minor event risk assessments.
- We will update and implement our Self-Isolation and quarantine guidance for students in line with Scottish and UK Government Guidance, applying appropriate measures in our student accommodation and work collaboratively with the Universities of Glasgow, Strathclyde, Glasgow Caledonian and Royal Conservatoire of Scotland and private accommodation providers to ensure all students are appropriately supported.
- We will continue to develop our mental health support including engaging with NUS Think Positive to develop a co-created Mental Health Agreement Commitment to achieving NHS Healthy Working Lives.
- We will review our Business Continuity Plan and arrangements to reflect on the pandemic experience.

Case Study – GSA Graduate Showcase 2021:

Launching on 9 June, the Graduate Showcase 2021 comprised a digital platform and a promoted programme of digital core and fringe events. The events programme ran until 20 June, and the site will remain online for an additional 12 months, during which period graduates may continue to update work.

Graduate Showcase 2021 took key learnings from previous digital Showcases held over 2020 and earlier in 2021 (UG and PG Showcase 2020, PhD Showcase, Portfolio Prep Showcase) and developed a robust framework for supporting students and schools with uploading to the digital Showcase platform, developing content for their pages, and organising digital events. In addition, a digital toolkit of supporting materials, workshops, contacts and resources from Creative Network, Exhibitions, TSD, Library, Health and Safety and Marketing was in place and signposted on the Student Intranet, Canvas and through directive bulletin updates.

A team of external contractors was engaged to form part of the Graduate Showcase team including Don't Google It (Digital Producer and Events Coordinators), engaged to survey and conduct dialogue with staff and students and GSASA to inform the production of a core series of school-specific digital events, a celebratory opening launch event and a closing/wrap event. Susanna Beaumont, Design Exhibition Scotland, founder Doggerfisher Gallery (Digital Curator) was engaged to help curate the show, inform the events and support students directly through a range of workshops, meetings and one to one sessions.

The Showcase was developed with GSA graduate-founded web developers Rectangle using feedback from the previous Showcases, and trialed with Class Reps in order to develop the site functionality to reflect student feedback prior to general student release. This development allowed the showcase pages to become much more flexible, with a range of different page templates available to suit all, options to add group projects, preferred name and pronouns, tag and theme work to improve site navigation, and allowing further accessibility and aesthetic improvements including an optional dark mode.

Core events were produced by DGI in collaboration with GSA Communications as either live or pre-recorded events and either live captioned or captured, captioned and archived post event. Student-led events were facilitated by GSA Communications in terms of funding, equipment, promotion, advice and support as applicable. Events included a recorded projection onto the Mackintosh Building, solo performances, digital publications and film previews. Events were targeted at drawing to the showcase our international audience database of 26,000 industry, VIPs, gallerists, buyers, employers, funders and the GSA's wider Creative Network, critical to creating the networks and contacts for our graduates' transition from art school.

In addition, a media partnership with The Skinny created professional practice experience for third years participating in The Skinny supplement project, written and curated by students under mentorship from The Skinny and the GSA.

For a full report on the GSA Graduate Showcase 2021 including analytics and audience reach, click here.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):
- Our COVID Gold Group (established in Summer 2020) ensured academic and professional support preparedness for AY2020-2021. During academic year COVID Gold transitioned into an operational group Safe Campus Group chaired by the Director of Estates or Deputy Director Academic as our actions around COVID-19 became more embedded and operationalized the changes to the Scottish Government guidance and Universities COVID leads groups and translated them into actions for the GSA to deliver.
- Safe Campus Group met fortnightly and covered academic delivery, communications, estates, accommodation and Health and Safety, people, financial and scenario planning and recruitment, admissions and enrolment. There was also student representation. Significant changes and regular updates were provided to Senior Leadership Group and communicated to GSA staff and students as required.
- Taking cognisance of national and local level protection levels (Glasgow was in either national or local protection levels 4 or 3 for the majority of AY2020-2021), we made changes to our academic delivery, on-campus studio access, library, access to technical support and student support to ensure priority was given to final-year and taught postgraduate students.
- We delivered an enhanced digital graduate showcase with small-scale physical exhibitions and events in line with Scottish Government Guidance for Universities and cross-referenced with Scottish Government Guidance for Museums, Galleries and Events.
- We supported graduating students with their own self-initiated and delivered physical exhibitions in venues across Glasgow over Summer 2021 - for example see Alternative Degree Festival.
- The GSA COVID Risk Assessment was regularly reviewed and approved through our Health and Safety Committees with input from our Trade Union Forums and our Safe Campus meetings. Each academic and professional support areas completed local COVID Risk Assessments.

- Our use of Display Screens and Mobile Devices policy was updated and a new policy of safely working and studying at home aimed at students created, approved and implemented.
- We supported staff who required specific equipment to continue to work from home with Human Resources bulletins reminding staff of good homeworking practice, ensuring they remained connected to colleagues and a programme of regular All Staff Meetings by zoom was introduced.
- Additional rest days were implemented for staff and students.
- Additional mental health support information and helplines were put in place as well as student hardship funds.
- We implemented support for students requiring to self-isolate, providing specific support for students in GSA Halls and support for students in the private rental sector. This included laundry and food service, digital social events, weekly small treats and a COVID food allowance. Learning from this approach was applied to our plans for AY2021-2022.
- Significant changes our admissions processes were made to ensure no student was disadvantaged due to COVID-19. Changes were made to the amount and kind of work students submitted for consideration, portfolios were able to be submitted in easier digital formats, extensions to the deadlines for submission were made in line with UCAS extensions. All interviews were held digitally, and students were not expected to have additional work to show. The GSA partnership with its widening participation schools and with Castlehead High School in Paisley helped to inform this new approach and took cognisance of SQA changes so our processes were more aligned with changed expectations in schools.
- We continued to deliver our widening participation, articulation and community work and Open Studio programmes digitally.
- We continued to undertake scenario planning considering the impact of COVID-19 on student recruitment, admission, enrolment and finance including increasing our offer and enrolment targets to mitigate potential impact.

Our measures and indicators of success for 2021-2022:
- Academic continuity plans (encompassing our approaches to digital and physical delivery and learning) in place across all programmes, Technical Services Department, Library, Student Support and Enterprise Studio to ensure we can maintain teaching, learning, student support and on-campus access in the event of enhanced local or national restrictions being re-introduced.
- Ensure Student Mobility can be safely undertaken.
- Demonstrable evidence of good practice in our use of blended and online learning.

---

6.   Equalities and inclusion – every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect.

SFC Expectations:
- All students are supported to achieve their full potential.

What we will do in 2021 – 2022:
- Commence actions around our Equality Outcomes for 2021-2025 which commit us to:
  o **EO1**: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged.

- o **EO2**: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.
        - o **EO3**: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body.
        - o **EO4**: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.
        - o **EO5**: Develop a comprehensive and robust equality and diversity data set which enables us to inform action, assess progress and measure impact.
- Further develop our Equality Diversity and Inclusion Committee.
- Appoint a new Equality Officer to support our commitment to equality, diversity and inclusion and the progression of activity identified in the Equality Outcome Action Plans.
- Audit and review the current Equality impact assessment process and paperwork.
- Evidence use of data sets in yearly Programme Monitoring Annual Reviews (PMAR), Quality Enhancement Action Plans (QEAPS) and Equality Impact Assessments. monitored by the Validations and Modifications Committee.
- In line with current project funding, WP priorities have been low socio-economic and care experienced, with other groups targeted where they form an intersection with the targets above, such as BAME. Work is underway as to how this is best broadened to be more inclusive,support wider recruitment to increase diversity and to look at how this is funded going forward.
- Continue our commitment to digital inclusion taking cognisance of equality, diversity and inclusions.
- Maintain and work towards our commitment of maintaining gender equality within our Board of Governors and plan how we can increase the diversity of our Board across a range of protected characteristics.
- Develop our capacity to collect and analyse qualitative and quantitative data in relation to protected characteristic profiles of students and staff to enable us to inform action, assess progress and measure impact.

Case Study - Digital Inclusion:

The Digital Inclusion Policy was developed in order to support these students who were hardest hit by lack of access to hardware and software during lockdown and required additional resources to ensure equal access and parity of learning experience with their peers**.**

Supported by investment from the GSA itself and some additional funding from the Scottish Funding Council, 388 laptops with the necessary software were purchased. These were made available to students through an application process on long term loan for the duration of their programme.

This saw 67 laptops distributed to students identified as having the greatest need, and who will have the laptops for the duration of their studies regardless of COVID.

In addition to the long-term loans administered above, shorter term loans were agreed with the support of academic tutors and distributed directly by IT, with a small number also being agreed with Student Support. Requests for these increased in line with lockdown after the Winter break and with the academic cycle of submissions such as dissertation. This has seen an additional **91** students supported.

In total 158 students have benefitted from the long- and short-term loan scheme enabling them to continue with their studies at the GSA.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- We completed our commitments in our Equality Outcomes 2017 – 2021 and published our [Equality Outcomes 2017-2021 Final Progress Report](#).
- A new Equality, Diversity and Inclusions Committee was formed reporting directly to SLG.
- Agreed our new Equality Outcomes to 2025 (see above).
- We committed significant investment in digital platforms and software: specifically, universal and free access to Zoom, Adobe Cloud, Rhino (3D CAD), Otter AI, Padlet (research and visualisation) and Miro (collaborative tool for the paperless classroom). This investment of circa £200,000 is in addition to the Digital Inclusion investment of £320,000, making laptops available to up to 15% of the student population at any one time, in addition to existing fixed digital resources in labs and studio.

Our measures and indicators of success for 2021-2022:

- Publish and commence implementation of our Equality Outcomes 2021-2025
- Continue to publish our Equality Impact Assessments:
  - All Equality Impact Assessments are available online at https://www.gsa.ac.uk/about-gsa/key-information/equality/mainstreaming-equality/equality-impact-assessment-summary-reports/
- Complete review of our approach to Equality Impact Assessment and implement actions.
- Evaluate and maintain the Digital Inclusion investment for AY2021 – 2022.
- Enhance the collection and analysis of qualitative and quantitative data in relation to protected characteristic profiles of students and staff to enable us to inform action, assess progress and measure impact.

Outcomes for Research

1. Research Excellence

SFC Expectations:
- Institutions produce excellent research outputs.
- The research impact reaches beyond academia.
- The research environment supports excellence and impact.

What we will do in 2021 – 2022:
- Building on the progress of the new GSA institutional Strategic Plan, develop our updated strategy for research, knowledge exchange, impact and innovation.
- Develop and start to implement improved impact strategy and plans for enhancing impact-related staffing, training and understanding, supported by more systematic methods of tracking impact.
- Review alignment of institutional procedures for data monitoring and analysis with REF requirements and introduce enhanced practices to support tracking of progress towards the next research assessment exercise.
- Review research ethics policy, code of practice and guidance, and introduce enhanced set of procedures.
- Review research misconduct procedures and develop updated research misconduct policy, aligned with the requirements of the Concordat to Support Research Integrity.
- Complete approval and implementation of research leads in all specialist schools, including to support ongoing cross-school mentoring, training and guidance to enhance research quality, impact and environment.
- Identify priorities, as an aspect of the development of our new research strategy, to increase the early-career researcher cohort, with enhanced support, aligned with the principles of the Concordat to Support the Career Development of Researchers.
- Continue expanded programme of researcher development training sessions.
- Redouble efforts to support new research development, including through strategic growth of grant funded research portfolio, following period when institutional resources were diverted to REF submission priorities and responding to COVID-19.
- Following the pilot phase in 20/21, implement revised GSA research mentoring scheme as an annual initiative.
- Instigate improved approach to capturing and disseminating research to multiple national and international audiences and potential collaborators, including through case studies, showcasing activities, research repository enhancements and database of visual assets.

Watch - GSA Research Stories

Case Studies from researchers and practitioners across the GSA that reflect the range of research being undertaken across the academic disciplines, often in collaboration with other disciplines and partners. They demonstrate how creative, practice-based, research can have an effect on, change or benefit the economy, government policy, culture, public services, health, the environment and wider society.

Watch our Research Stories [here](#).

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- We completed two phases of REF 2021 submission in March and May 2021, providing the strongest possible account of our research culture, expertise, achievements and impacts between 2014 and 2020.
- Completed peer review, selection and preparation of highest quality outputs by 61 staff identified with significant responsibility for research or as independent researchers.
- Selected and prepared four Impact Case Studies (ICS) reflecting the diversity of our research across our five schools:
    - Improving Indoor Air Quality and Ventilation Standards in UK Housing.
    - Deepening Public Understanding of the Global Refugee Crisis through Curatorial and Arts Practice.
    - Transforming the Commercial Marketing, Sales and Cultural Understanding of the Modern Shipping Industry through Design History.
    - Using Participatory and Co-design Processes to Improve User Experiences for Health and Care Services across Scotland.
- Undertook further refinement of inter-disciplinary research themes, informed by strategic objectives, SDGs and strengths highlighted during REF review: Sustainable Environment and Economies; Cultural Landscape and Identity; History, Heritage, Archives and Collections; Health and Care.
- Established structure and principles for revised (REG-funded) research leads in each School, to support ongoing enhancement of local research and researcher development, aligned with institutional objectives.
- Completed pilot phase of revised GSA internal research mentoring scheme.

Measures and indicators of success:

- Successful REF2021 outcome.
- New Research and Innovation Strategy in place in line with GSA Strategic Plan taking cognisance of our REF2021 outcome.

2. Research sustainability (incorporating collaboration) – institutions ensure they protect their world-leading research programmes against the impact of COVID-19

SFC Expectations:

- The research environment supports excellence and impact.
- Institutions implement the Research Integrity and Researcher Development concordats.
- Support for PhD students, who are the pipeline of talent for future research and who have been adversely affected by the instability created by the pandemic.

What we will do in 2021 – 2022:

- Complete applied COVID-19 related research projects and disseminate outcomes and case studies for the benefit of the wider sector, economy and society.
- Provide a further round of PhD hardship funding.
- Maintain extensions of fixed term research staff on applicable projects and support the work of researchers in receipt of no-cost extensions to grant funded projects.

- Develop and launch revised research leave scheme, including objectives to support those whose research progress was curtailed during pandemic, and the promotion of equality, diversity and inclusion in research.
- Provide an enhanced programme of researcher development training, including further writing retreats and impact training, practice research, strategic research planning, managing researchers, research integrity, grant management and research-related EDI issues.
- Enhance research repository to support better (and more accessible) and remote/online highlighting of GSA research to potential collaborators, partners and beneficiaries; in tandem, develop improved suite of research showcasing and promotional assets.
- Continued membership of SGSAH, including creative arts and design Discipline + Catalyst and creative economy KE Hub.

Case Study - Designing Distributed Community Participation:

In light of the Coronavirus outbreak in early 2020 and the constraints imposed by social distancing, unique and complex challenges have emerged in participatory research and community engagement practices. In response to these restrictions, and the attendant health, socio-economic and cultural impacts of the pandemic there has been a rapid development of hybrid approaches (both digital and analogue) to re-orientate methods and interventions that would have previously taken place in-person.

The 'Designing Distributed Community Participation' (DDCP) project facilitated knowledge exchange workshops with design, public health, and community engagement professionals from the public and third sector and academia.

Over three workshops, this newly assembly community of practice explored distributed participation through the lenses of practice, process and partnerships; collectively identifying common themes, challenges and characteristics of participation across our work; sharing our adapted approaches, key learning and practical skills; as well as prototyping what the future legacies are for practice as we incrementally transition back into in-person contexts post-pandemic.

Read more on Designing Distributed Community Participation here.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Invested a portion of GSA's allocation of £75m increase in funding in Collaborative, applied Covid-19 research projects focusing on the immediate needs of the pandemic and net zero economic, social and cultural recovery. These included:
  - o Analysis of remote, online research methodologies for participatory design and community engagement, resulting in recommendations for good practice (see case study above).
  - o A study of priorities for the economic and social resilience of Glasgow, Edinburgh and Aberdeen in terms of future travel, retail, workplace and leisure patterns, from an urban design and planning perspective, as they seek to recover from COVID-19 impacts.
  - o Exploration of the potential for real-time creative collaboration via digital communication platforms such as Zoom, that were widely adopted by remote workers during the pandemic, focusing initially on distributed musical and moving image improvisation.
  - o Development and evaluation of remote augmented and virtual reality 3D anatomical teaching practices for tertiary education and CPD during a period when physical

cadaveric dissection was not possible. Complemented by expanded free access of Scottish students in medical disciplines to GSA's full 3D virtual model of the human anatomy.

- o Novel 3D modelling prototype for improved modelling of forest respiration to support more accurate calculation of carbon impacts of woodlands, to support net zero planning.
- o Investigation into priorities for the sustainability of the contemporary visual arts sector during and in the aftermath of COVID-19, in collaboration with the Scottish Contemporary Art Network.
- o Study of the role of localised, open-source, multi-disciplinary maker networks in the production of PPE during the first phase of the pandemic, and the lessons to be drawn about potentially more sustainable future supply chain models.

- Provided supported extensions to seven self-funding final year PhD students (34 months in total) and six AHRC-funded students whose research had been constrained by the pandemic.
- Provided two rounds of PhD-specific hardship funding to those who faced financial challenges arising from the pandemic.
- Extended fixed term contracts for three early career researchers where progress on projects has been delayed by pandemic-related disruption, including those working on our Creative Engagement/Unlocking Creativity project, through which we are researching the development of novel methods of teaching digital creative skills to Scottish school pupils via online and hybrid modes of delivery (which we were able to prototype in response to periods of home schooling during pandemic lockdowns).
- Supported the roles of two researchers whose funded time on a major GCRF project (the One Ocean Hub, led by University of Strathclyde) was reduced from April 2021, in part due to the impact of the pandemic on GDP, and thus on ODA budgets.
- Provided additional support to researchers whose research time is part-funded by project grants that have received non-costed extensions, for example a six-month extension for Leverhulme Research Fellow undertaking research into commercial textiles archives, and a secondment to support un-costed continuations of two linked AHRC projects.
- Provided programme of remote research writing retreats, researcher development training and mentoring, including on peer review, practice research and research impact.
- Maintained our role in SGSAH, including creative economy KE Hub and Discipline+Catlyst

Measures and indicators of success:
- Reports submitted on time on use of one-off research funding to help secure the jobs and training needed to support ongoing and future research work when requested by SFC.
- Evidence submitted of progress towards compliance with the Researcher Development Concordat.

Outcomes for Economic Recovery and Social Renewal

---

1. Responsive institutions – institutions are responsive to employer and industry needs and to current and future skills requirements

---

SFC Expectations:
- Institutions make use of labour market intelligence and employer/industry engagement to align provision.
- Institutions play their part in upskilling and reskilling the existing workforce.
- People have the necessary meta skills and attributes to succeed.
- There is appropriate provision to help people upskill and reskill.
- Institutions help find pathways for people without work to study and move into employment.

What we will do in 2021 – 2022:
- Continue to monitor creative economy labour market and economic studies and assess employer/industrial needs in the ongoing/post pandemic context and reflect this in our upskilling work and our Strategic Plan published in spring 2022.
- Continued support of fixed term researchers (to December 2021) through GSA's allocation of the £20m additional capital funding for research, for continued research into remote, digital delivery of creative skills education in schools.
- Continued implementation and evaluation of pilot professional practice mentoring scheme, with intention of introducing as mainstream provision in late 2021-2022 and into 2022-2023 (see our actions under Learning with Impact above) (aligned UIF Outcome 4).
- Expand our Open Studio programme, including a return to in-person events, as Scottish Government restrictions allow.
- Continue to implement our upskilling programme of professional development courses.
- Continue to deliver and enhance the SHIFT Creative Enterprise Programme.
- Publish and disseminate the findings of research into priorities for the Scottish contemporary art sector post COVID-19 (aligned UIF Outcome 5).
- Support the reopening of Glasgow's cultural and tourism economy through our support of 2020 and 2021 graduates (financial, space and professional development) in delivering physical exhibitions and events (aligned UIF Outcome 5). .

Case Study – Digital Creativity Upskilling:
Led by Professor Steve Love in the School of Simulation and Visualisation, a pilot project with six primary schools across Scotland (in Glasgow, Dumfries and Moray) was undertaken to explore upskilling primary and secondary school teachers in Scotland to use a creative digital design process in their teaching and enable pupils to develop their own digital creativity skills.

A total of 138 pupils and 6 teachers participated in the pilot with the range of range of digital outputs from the schools included animations, interactive maps of local places of interest (accessed using QR codes) and short animated films.

The teachers involved in the pilot all felt that they had become more digitally upskilled by taking part and that the creative design approach had also encouraged the children to explore and develop their own digital creativity too. Positively, they all agreed that a Continuing Professional Development qualification for teachers (primary and secondary) would be something they would undertake themselves and recommend to others. Professor Love, working with GSA's Open Studio will now start the development of a CPD qualification delivered by The Glasgow School of Art in digital

creativity that will equip teachers with the skills, knowledge and confidence to deliver their teaching through a digitally creative practice approach. The CPD courses will be held online and also offered at the GSA in both the Glasgow and Altyre campus.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Supported a project researching priorities for the sustainability of the contemporary art sector in the aftermath of Covid-19, funded via GSA's allocation of the additional £75m for research (see Research Sustainability above) and in partnership with the Scottish Contemporary Art Network.
- Undertook an analysis of the pandemic impacts on creative economy for Senior Management and GSA Board to inform the provision of careers and employability advice, guidance and activities (see enhanced Working Space Series and GSA Mentoring Programme above) and informed by current literature from initiatives such as Creative Scotland, the Creative Industries Policy and Evidence Centre, membership organisations (e.g. Creative Industries Federation) and professional networks.
- Delivered our Working Spaces programme digitally. Working Space is a collaboration between GSA Enterprise Studio and GSA Creative Network to support students in employability and transition from art school. See GSA Working Space.
- Developed and commenced implementation of pilot professional practice mentoring scheme (see Learning with Impact above). See GSA Mentoring.
- Supported ongoing research into the development of remote, digital delivery of creative skills education in schools, including by supporting the employment of fixed term researchers through GSA's allocation of the £75m additional funding for research.
- Continued to deliver our sector-leading SHIFT Creative Enterprise programme (see Learning with Impact above).

Measures and indicators of success:

- Potential new programmes aligned to economic and skills needs and the modes of learning will be identified within our new Strategic Plan launched in Summer 2022.
- We will continue to develop our upskilling programmes and report on this to the SFC though the regular upskilling reporting already in place.
- Reports submitted on time on use of one-off research funding to help secure the jobs and training needed to support ongoing and future research work when requested by SFC.

2. **Confident and highly capable – work-ready – graduates – work ready graduates are confident and ready to secure success in their careers, meeting employer needs and making a positive contribution to our economy and society: students are equipped to take up employment and succeed when the job market opens up**

SFC Expectations:

- There is a pipeline of technically skilled people for key industries where skills gaps identified.
- Programmes should equip graduates with the skills, knowledge and capabilities to be successful in their chosen career.
- Effective support should be in place to enable students to understand their careers options, to self-assess and to undertake career planning.
- Wherever relevant or beneficial, students should have opportunities to engage in work-informed or work-based learning.

What we will do in 2021 – 2022:

- Please refer to our actions under Outcomes for Students:
    - High quality, learning, teaching and support.
    - Learning with Impact.

Case Study – Graduate Mentoring Programme:

The GSA Graduate Mentoring Programme was piloted in September 2021 and is a collaboration between GSA Enterprise Studio (which brings together our careers, enterprise and employability work) and the GSA Creative Network, our global network of graduates, alumni, industry and friends.

The Programme was developed as a direct response to the challenging post-pandemic employment landscape but seen as a pilot which following evaluation, could be developed further for graduates from AY2021-2022 and embedded as a core part of the GSA's post-graduation offer. It aims to support graduates to establish their creative career and develop new professional practice and networks and 69 applications were received from AY2020-2021 graduates for the 13 available mentor spaces.

Each of our 13 Mentors offers advice and guidance during four one to one meetings over a four-month period (pilot: September – December 2021) and is drawn from the GSA's Creative Network from a wide range of professional backgrounds. All the mentors completed training from the Scottish Mentoring Network.

2021 Mentors include Josephine Lohoar Self (Painting and Printmaking 2017) - a Scottish BAFTA-nominated writer and director working predominately in stop motion animation; Jyni Ong (Communication Design 2017) associate editor at It's Nice That; Chris Strachan (Masters in Design Innovation and Citizenship 2015) a design researcher and co-founder of Glasgow Tool Library; Danny Campbell (Bachelor of Architecture 2012) founder and Director of HOKO Design, Andrew Flynn (MEng 2014) co-founder of POTR, launched in 2019 with Martin Flynn; and Martin Clark (Fine Art Photography 2003) a BAFTA Scotland and Sundance nominated filmmaker. His most recent short film, Jealous Alan, featured on BBC iPlayer as a short and is currently being developed into a feature film.

A full list of mentors and more information on the programme can be found here.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Provided programme level and one-to-one advice sessions on careers, enterprise and employability, and maintained portfolio of online information and guidance resources and communication channels, including jobs information:
    - 30 curriculum sessions reaching 397 students.
    - 27 co-curriculum sessions reaching 646 students.
    - 43 Enterprise Studio email bulletins (including 764 jobs).
    - Social media engagement: blog (33.1k), twitter (43.2k tweet impressions), Facebook (10.6k engagements).
- Delivered SHIFT creative enterprise summer school in partnership with QMU and RCS, successfully adapted to a live online delivery model in response to Covid-19; 38 GSA graduates participated (selected from 93 applicants). Prepared for SHIFT 2021 in early AY2020-2021, also as an online programme.
- Developed pilot graduate mentoring programme to support graduating cohorts facing a challenging labour market due to Covid-19, for implementation in AY2021-2022.
- Increased participation in Entrepreneurial Scotland Saltire Scholar scheme, resulting in 5

successful internships; GSA achieved third best applicant-to-placement conversion rate in Scotland.
- Adapted Working Space programme of professional practice talks for online delivery, with Creative Network alumni colleagues, and delivered 8 successful events.
- Supported development of professional and workplace skills through in-programme placement initiatives with external partners, such as Project Ability, Art in Hospitals and Glasgow Life, Institute of Cancer Sciences at University of Glasgow and Centre for Civic Innovation, Glasgow City Council – see https://www.gsainnovationschool.co.uk/project/future-experiences-2021
- With Creative Scotland support, adapted Artquest fine art professional support materials for Scottish context.
- Supported Alternative Degree Show Festival, Interlude Film Festival and In-real Life exhibition delivered by 2021 graduating undergraduate students. These self-initiated exhibitions contributed to the restarting of Glasgow's cultural economy post COVID.

Our measures and indicators of success for 2021-2022. Please see our national measures table in Appendix 1.

---

3.   Knowledge Exchange and Innovation

SFC Expectations:
- Colleges and HEIs are focusing and prioritising their knowledge exchange and innovation activity on Scotland's economic and social recovery.

What we will do in 2021 – 2022:
- Complete the development of new institutional strategy for research, knowledge exchange, impact and innovation.
- Recruit to Knowledge Exchange and Impact post in central research office, to address current vacancy and re-establish capacity to respond more fully to UIF agenda. (aligned to UIF Outcome 1, 2 and 3).
- Continue our role as a core partner in the Digital Health and Care Innovation Centre, with University of Strathclyde, including through new associated work as part of Moray Growth Deal (aligned to UIF Outcome 1, 2 and 3).
- Continue our involvement as member of the wider consortium of Construction Scotland Innovation Centre partners and maintain involvement of Mackintosh School of Architecture, School of Simulation and Visualisation and Innovation School in CSIC projects to support industrial innovation in the sector (aligned to UIF Outcome 1, 2 and 3).
- Maintain membership of Energy Technology Partnership research pool (Energy Efficiency in Buildings theme) and promote associated opportunities for collaboration with industry (aligned to UIF Outcome 1, 2 and 3).
- Continue contributions to UIF challenge fund network, particularly when there is a focus on challenges or relevance to GSA disciplines and expertise; work with the UIF Collaboration Manager to develop greater understanding in Scotland of the foundational role of design in the UK's new Plan for Action for UK Business Innovation, and Innovate UK's Design in Innovation Strategy (aligned to UIF Outcome 1, 2 and 3).
- Engage more closely in UIF initiatives to enhance researcher skills for business engagement, to help build impact and innovation capacity at GSA (aligned to UIF Outcome 1, 2 and 3).
- Develop and provide enhanced GSA training on impact and KE, including online materials.
- As we develop our new research strategies, consider the scope for alignment on KE and innovation objectives with the Knowledge Exchange Concordat and developments around the KEF.

- Maintain our successful support of new product development by SMEs, though continued collaboration with Interface.
- Redouble efforts to support development of new KE and Impact projects, including through increased funding from Innovate UK and equivalent sources, following period when institutional resources were diverted to REF submission priorities and responding to COVID-19 (aligned to UIF Outcome 1, 2 and 3).
- Aim to establish at least one new KTP project.
- Continue to invest a proportion of Universities Innovation Fund grant in the GSA Research Development Funding Impact Fund, which supports activities to enhance the positive social, cultural, economic or public policy value of research that has been undertaken at GSA
- Support graduate entrepreneurs, including through Universities Innovation Fund initiatives such as the Entrepreneurialism subgroup and SHIFT, and participation in Converge Challenge (see sections above).
- Continue membership of Scottish Universities Insight Institute.
- Continue membership of Praxis Auril.
- Complete HESA HEBCI, and enhance our institutional approach to collecting and monitoring KE and impact-related data.

Case Study – VIPVis: Veterinary Infection Prevention through Visualisation:

Led by the GSA's Professor Alasdair Macdonald, this UKRI AHRC funded project examines the major threat to human health of Antimicrobial-resistance. Increasing numbers of resistant infections are leading to many existing antibiotics becoming ineffective. AMR is a challenge in veterinary medicine and AMR bacteria are more likely to emerge and transmit AMR genes where there are higher microbial densities.

In previous work, Professor Macdonald's team developed and evaluated an innovative training intervention, supported by a new type of digital tool, for training veterinary practice staff in infection prevention and control (IPC). This comprised an interactive mode of presentation and delivery supported by a 3D graphical simulation tool recreating the interior of a vet practice and the interactions of humans, animals, and microbes, according to rules observed from real-life. Additional visual layers, able to be toggled on/off, enabled normally invisible bacteria to be 'seen' as they spread via contacts within the indoor environment, and allowed the effect of various IPC measures to be seen easily. By 'making visible the invisible' our intention is to reduce microbial contamination in small animal vet practices, hence reduce reliance on antibiotics, and contribute to decreasing the risk of AMR developing.

Our aim is to now maximise the impact of this work by migrating our innovative software tool to platforms where it is fit for deployment into a variety of self-paced learning environments to support the on-going training of veterinary practitioners in IPC and extend this further to students undertaking their veterinary studies. The use of the tools we are developing could change the perception of risk of infection to positively influence behaviours to minimise the risk of infection and ultimately the reliance on antimicrobials. By engaging with students at the beginning of their training, and by revisiting the themes throughout their curriculum, we intend to embed best practice as a matter of habit in the next generation of veterinary practitioners.

The current tool is a laptop-hosted digital animation designed to support a trainer delivering a short in-house workshop session. In 2019, our intervention was delivered to 51 vet staff during a trial within a large referral vet practice. Participants found the novel approach taken to discussing IPC increased their awareness and appreciation of the issues: comments such as 'very clear', 'informative' and 'showed easy steps on how to prevent infection' were typical of the feedback

received. Our trial demonstrated that our prototype intervention was able to meet its training objectives within a 30-minute trainer-led session. However, we found potential barriers to its adoption, but also suggestions for improved flexibility of delivery. Consequently, the objective of this follow-on project is to translate our trainer-led, single device-based activity onto alternative platforms for more flexible, scalable and cost-efficient modes of delivery, specifically mobile, tablet, and web-based use. These would facilitate stand-alone, self-paced learning to be used for professional training and for use in educational settings, e.g. for vet students and nurses at different stages of their education.

It is envisaged that the tool will be available to professional practitioners and veterinary students in mobile or tablet form, and as an online resource forming an innovative element of more extensive and comprehensive training packages.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Continued our role as a core partner in the Digital Health and Care Innovation Centre, with University of Strathclyde, and a member of the wider consortium of Construction Scotland Innovation Centre partners. Following on from work commenced in late 2019-2020 contributed to DHI's support of Scottish Government test and trace programme; also supported proposal for DHI's expanded operations as part of Moray Growth Deal.
- Continued to contribute to collaborative UIF initiatives with Scottish HEIs and Universities Scotland, including through:
    - SHIFT (see above).
    - participation in the SFC review of coherent provision and sustainability
    - Active role in UIF Entrepreneurialism subgroup of Universities Scotland RCDG, to scope joint programmes of support and share best practice between Universities in Scotland for the creation of new enterprises which includes both spin-out and start-up companies, including graduates.
    - Involvement in the UIF challenge fund network and initiatives to support researchers' KE skills.
- Offered internal GSA Research Development Impact Funding to support activities to enhance the positive social, cultural, economic or public policy value of research that has been undertaken at GSA.
- Worked on seven Interface Innovation Voucher projects with Scottish SMEs, including an advanced innovation voucher and student placement project.
- Successfully completed School of Simulation and Visualisation's KTP with Loretto Housing Association, which was assessed as Very Good.
- Maintained membership of Energy Technology Partnership research pool, with focus primarily on low energy buildings.
- Actively participated as a member of Scottish Universities Insight Institute.
- Completed HESA HEBCI.

Measures and indicators of success:

- Updated **UIF plan**.
- Completion of the HESA HE-Business and Community Interaction survey and the SFC KE data return.

4. Collaboration – there is active collaboration with other SFC funded institutions and across the education and skills system

SFC Expectations:
- Institutions consider and pursue meaningful opportunities for collaboration which fit with their mission and vision and supports the delivery of coherent, sustainable provision and research.
- Institutions consider collaboration on estates assets that could: improve local coherence and sustainability of provision; reduce carbon emissions and be a part of place-based approach to economic recovery

What we will do in 2021 – 2022:
- Through our collaboratively developed new Strategic Plan (visit our strategic plan website), identify potential areas for collaboration across academic, professional support, our estates and sustainability ambitions with universities and colleges across Scotland and with cultural and creative partners in Scotland, the UK and internationally.
- Continue to collaborate and engage internationally, cultivating mutually beneficial relationships with academic partners whose involvement complements and enhances the quality, reach, value and impact of the GSA's expertise. As a small, specialist institution we often add the most value by bringing specific knowledge, skills, capacity and capabilities to projects and initiatives led by researchers in other disciplines in Scotland, the UK and globally.
- Continue to work in partnership with Royal Conservatoire of Scotland and Queen Margaret University on SHIFT (see above) (aligned to UIF Outcome 4).
- Conclude our Associate Student Schemes agreements with City of Glasgow College and Edinburgh College and commence implementation.
- Maintain and develop our relationship with the University of Glasgow.
- Continue to progress our strategic relationship with Castlehead High School and Renfrewshire Council.
- Finalise the redrafting of our partnership agreements with European partners following the UK's withdrawal from the European Union.
- Complete an Estates Strategy for the GSA which will consider zero-carbon approaches, spaces for collaboration and urban realm.
- Engage with Glasgow City Council in our Estates Strategy to align with the Glasgow City Council Strategic Development Framework, which recognises the impact of the GSA for its potential to continue to shape Glasgow's cultural economy and to 'restore the GSA campus and strengthen its engagement with Sauchiehall Street.
- Continue to work with Glasgow City Council on the Underline project as part of the Glasgow City Deal funded Avenues Project.
- In partnership with University of the Arts London, develop a year-long programme of exhibitions and events as part of COP26.
- Contribute to the restarting of Glasgow's cultural and visitor economy through our exhibitions and events programme and the reopening of our galleries to the public.
- Maintain our contribution to the work of the Glasgow Partnership for Economic Growth, Glasgow Economic Leadership, the GEL Creative Industries Work stream and the Moray Growth Deal.

Case Study- COP26 Close of Play:

In response to Glasgow hosting the 2021 United Nations Climate Change Conference (COP26), GSA Exhibitions devised and delivered 3 in-person exhibitions, 6 online public events and 4 drop-in student workshops during the two weeks of COP26 as part of a year-long programme online public talks, 'Close Of Play: Climate Emergency and Creative Action'.

This year-long exhibition and events programme explores the ways in which creative actions and multi-disciplinary practice can address climate emergency, sustainability, and climate justice with input from all academic areas of The Glasgow School of Art including to date the School of Fine Art Sculpture and Environmental Art, Master of Fine Art and MLitt Art Writing programmes, the Cross-GSA First Year Experience, GSA Archives and the Mackintosh School of Architecture. This is the first GSA year-long programme that is Cross-School, with an ability to showcase different areas of the GSA and their work around sustainability themes.

Over COP26, nearly 600 people attended the first six events online delivered with our partners including the University of the Arts, London (UAL), Glasgow Women's Library (GWL) and Glasgow Art Club. The collaboration between GSA and Glasgow Art Club (GAC) delivered an in-person exhibition of three parts, with events running until 4 Dec 2021 co-devised and delivered by GSA Exhibitions – the 'Art of the Possible' exhibition.

The exhibition shows the work of 20 GSA students and staff who responded to an open call for work relating to climate change and sustainability. Their work is shown alongside GAC members in The Main Gallery at Glasgow Art Club. On the first floor of Glasgow Art Club, there is a focus on sustainable making processes through two exhibitions: 'Silver Narratives Worth Celebrating' by silversmith and GSA alumna Karen Westland and 'In-Process', in the Billiard room, by the new FIX Photography Collective. FIX Photography Collective has been established by GSA lecturer Christina McBride and MFA alumna Jess Holdengarde.

The GSA also facilitated a project with artist Lucy Orta, where 50 GSA students customised suits in a series of workshops in the GSA's Reid Gallery. These were then sent to University of the Arts London where students continued to work on the costumes, with a subsequent action in London. This project was covered in Vogue.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Participated in sector-wide meeting with Scottish and UK Governments on COVID-19 ensuring the specific requirements of practice-based creative disciplines were considered in Scottish Government guidance.
- Worked in partnership with the University of Glasgow on the provision of COVID-19 testing.
- Contributed to the work of Universities Scotland on sector-wide branding, student recruitment and internationalisation and Admissions Policy Group.
- Actively engaged with ACES and FOCUS West partners in delivery and planning for School Engagement Framework in AY2021-2022.
- Maintained our partnerships maintained with colleges across the central belt in addition to the Student Associates Scheme partners which contributed to increased advanced standing applications and matriculations at the GSA.
- Continued to develop our work with Castlehead School in Paisley which was key to informing our shifting policy in relation to fair admissions during CVOID-19.
- Contributed to Glasgow's COVID-19 economic and social recovery through engagement in Glasgow City Council COVID-19 Recovery Group, Glasgow Economic Leadership and associated work streams, the Glasgow Partnership for Economic Growth, the work of

Glasgow Life and the wider cultural and creative sector in the city and city-wide activity in relation to COP26.
- Supported individual research project collaborations and our engagement with Scottish Graduate School for Arts and Humanities, Digital Health Institute and Universities Innovation Fund.
- Maintained our commitment to achieving alignment with sectoral benchmarks as appropriate to our Small Specialist Institution status and disciplines.

Measures and indicators of success:
- We will report on new or planned collaborative arrangements detailing the impact for the GSA, our staff and students, our partners and wider stakeholders.

---

5. Climate emergency – institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures

---

SFC Expectations:
- Colleges and universities demonstrate innovative approaches in their response to the climate emergency. Evidence of transformative leadership and the empowerment of sector communities, building capacity in institutional structures across the sectors, developing a placed- based approach to the climate emergency.
- Colleges and universities outline how they are engaging with the Sustainable Development Goals

What we will do in 2021 – 2022:
- Complete the GSA Strategic Plan with sustainability as a core theme but also embedded across all that we do.
- Complete a Sustainability Strategy for the GSA including our commitments as signatories of the EAUC Race to Zero.
- Complete an Estates Strategy for the GSA with a route to net zero and estates optimisation as two key outputs.
- Further develop the Sustainability strategy for the Mackintosh Project as part of RIBA Stage 1.
- Develop the technical design and start on site with the SFC loan funded energy improvements to the Stow Building.
- Measure our indirect Scope 3 emissions, including those derived from travel specifically around student travel in line with Universities Scotland sector-agreed approach.
- Improve our management information to inform our strategies and actions to support our sustainability commitments.
- Sign a Memorandum of Intent with the Eden Project.

Case Study – The Eden Project and The Glasgow School of Art:
The Glasgow School Art (GSA) is developing a series of academic courses and collaborative research practice in partnership with the Eden Project and international architecture practice Grimshaw. The courses, named Biomimetic Design, will derive inspiration from nature and deliver a developing and investigative approach to design to instill a resilient and regenerative approach across the full spectrum of architecture, design, and fine art.

The courses are a response to the environmental and climate challenges we face today. According to the United Nations 2018 Revision of World Urbanization Prospects the percentage of the worlds'

population living in urban areas is expected to increase from 55% today to 68% by 2050. This rapid change, to an urban based civilisation, demands greater synergies and dependencies between our urban and rural environments. The Biomimetic course will map an approach to design which harnesses nature to help deliver urban growth that is truly sustainable: restorative and regenerative.

Over the next year the GSA will develop an initial set of optional postgraduate courses. These will sit within the existing academic programme and draw across multiple disciplines from the design industry. Content will build on the Eden Project's existing relationship with GSA artists and the designers-in-residence at The Eden Project in Cornwall.

The Eden Project will also be developing research residences at GSA's Highlands and Islands campus on the Altyre Estate near Forres, northeast of Inverness in Scotland. The new Biomimetic Design course will launch in September 2022 and continue to build on a spectrum of courses and partnerships across the art, design and architecture industries.

What we achieved in 2020 – 2021 (please refer to our Interim OA 2020 – 2021 to see our commitments):

- Commenced the development of our Strategic Plan working with AndThen to engage with over 380 internal and external stakeholders.
- Building on our existing work around sustainability, commenced initial development of a Sustainability Strategy including a high-level sustainability brief for GSA.
- Agreed the procurement for the development of an Estates Strategy for the GSA with a route to net zero and estates optimisation as two key outputs.
- Commissioned and completed building condition and access audits for a base-line assessment of the GSA estate.
- Completed post-occupancy evaluations of the Reid and Stow Buildings.
- Completed a Strategic Outline Business Case for the Mackintosh Building project including a high-level sustainability strategy.
- Secured a £10m SFC loan for the Stow Building to improve the energy performance of the building.
- Commissioned Energy Performance Certificates for buildings across the estate which are now displayed in each building.

Measures and indicators of success:

- Publish our Strategic Plan including our sustainability ambitions.
- Publish our Estates Strategy and sustainability plans and timelines for our buildings and estate and reductions in our carbon footprint.
- Progress the next stages of the Mackintosh Project including further work around the building as an exemplar project on sustainability for heritage.
- Publish and commence implementation of our commitment to net zero.
- Gather and make available data around our internationalisation activities in line with our Universities Scotland commitment.

Appendix 1 - Measures and indicators of success:

University Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A	Number of Scottish-domiciled Undergraduate Entrants	183	189	180	203	225	249	214	315
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		59	62	62	78	84	86	124
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		12	27	24	32	38	32	51
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		20.3%	43.5%	38.7%	41.0%	45.2%	37.2%	41.1%
C	COWA measure:Total number of Scottish-domiciled full-time first degree entrants	181	185	175	201	223	246	212	313
	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	40	27	37	28	42	52	55	72
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	22.1%	14.6%	21.1%	13.9%	18.8%	21.1%	25.8%	23.0%
D	Number of Scottish-domiciled undergraduate entrants with care experience	0	0	0	2	2	3	3	9
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.0%	0.0%	0.0%	1.0%	0.9%	1.2%	1.4%	2.9%
E	Number of Scottish-domiciled full-time first year entrants	153	180	186	175	200	220	246	313
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2	149	173	180	170	195	209	241	
	Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	97.4%	96.1%	96.8%	97.1%	97.5%	95.0%	98.0%	
F	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	-1	-9	-11	-13	-11.8	-20.9	-18.8	
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey					97	85		
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination					93	78		
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination					95.9%	91.8%		
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment					85	69		
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment					34	30		
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment					40.0%	43.5%		
H	Number of Scottish-domiciled Undergraduate Qualifiers	177	174	170	190	158	185	202	

Please note that 2018-19 and 2019-20 figures for measure G2, 2019-20 figures for measures F and H and all 2020-21 figures are impacted by the COVID-19 pandemic and may not be directly comparable to other years

Outcome Agreement between the Glasgow School of Art and the Scottish Funding Council for AY 2021-22

On behalf of the Glasgow School of Art:

Signed: P. Macbeth

Print name: Professor Penny Macbeth

Position: Director

Date: 01/07/22

Signed: Kirsten Bennie

Print name: Kristen Bennie

Position: Vice - Chair

Date: 22/07/22

On behalf of the Scottish Funding Council:

Signed: K V Watt

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022