

**THE GLASGOW
SCHOOL OF ART**
Scottish Funding Council
Outcome Agreement 2023 - 2024

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Introduction

Our Outcome Agreement 2023 – 2024 details at a high-level our contribution, impact and outcomes and assurance on our use SFC Funding in Academic Year 2023 – 2024. It is contextualised against our own [Strategic Plan 2022 - 2027](#), [Annual Implementation Plan 2023-2024](#) and [aligned strategies and plans](#) all of which set out our future ambitions for The Glasgow School of Art. It is a continuation of our Outcome Agreement 2022 – 2023, responding directly to the SFC's ambitions and outcomes for Scotland's higher education sector, building on our strengths and national and international standing across a range of outcomes including:

- In widening access to higher education, where we have already exceeded the Scottish Government's ambition of 20% of entrants from SIMD in advance of the 2030 target.
- Our relationships with Scotland's colleges and commitment to articulation. Over 40% of Scottish domiciled entrants have advanced standing articulating to the GSA through our associate student partnerships and direct articulation from colleges across Scotland.
- Our sector-leading, high student retention which we have sustained as we continue to grow and diversify our student body.
- Our research excellence with 82% of the GSA's research assessed as world-leading and internationally significant. The GSA is the top-ranked specialist, practice-based Art and Design HEI in the UK and demonstrates the importance of small specialist institutions to both Scotland's and the UK's research power.
- Our contribution to Scotland's research and innovation through collaborations and partnerships for example the [Digital Health and Care Innovation Centre](#) and [BE-ST](#).
- Our standing as one of Europe's leading specialist higher education institutions, consistently ranked as one of the top 20 art and design institutions in the world with partnerships with 80 of the world's leading art and design universities alongside academic partners in science, engineering, business, industry and the third sector.
- The value and importance to our Scottish students who benefit greatly from studying within a global creative community and world-class learning environment. The educational, cultural and social impact of this cannot be underestimated.

As a small, specialist higher education institution, ensuring alignment with our own strategic actions is important, focusing our resources so we can deliver for all students the highest quality of experience, access and opportunity and through our research, deliver impact with outputs of international standing and partnership which are mutually beneficial and sustained.

Equally, as a globally recognised, world-leading specialist higher education institution for the visual creative disciplines, our staff are central to what we can and do achieve. Through ethical leadership and a shared ambition for the GSA and our students, we will continue to attract, develop and retain our staff and recognise their contribution to the continued international standing of the GSA. Through our people we will sustain and build our world-leading education and research alongside our commitment and contribution to the economic, social and cultural life of Glasgow and Scotland.

Our Ambition

Through our people, our education and our research, we empower change and create impact that is both transformative and collaborative.

Our Values

Our values guide our behaviour, decision making and relationships with each other, our staff, students and the people and organisations we work with.

- Rooted in studio, making and collaboration.
- Deep specialism alongside interdisciplinary practice.
- A rich partnership approach to education, research and innovation.
- A culture that enables and empowers us in everything we do.
- A responsible and caring culture that values our people and our environments.
- A sustainable and equitable approach to our work.
- Always looking forward, while celebrating our past.

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 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 2023 – 2024

- Our actions for 2023- 2024.
- Where appropriate, links to GSA Strategies and Plans where more detail can be found.
- Short case studies that articulate what we do, how we do it and our impact.

Outcomes for Students

Priority area 1 - Fair access and transitions

SFC Expectations 2023-2024:

- Delivery of the Commission on Widening Access (COWA) 2026 and 2030 sector target.
- Engagement with the SFC funded National Schools Programmes.

What we will do 2023 – 2024. We will:

- Maintain our COWA targets for 2030. We will build on our approach, progress and success to date and engage with a greater diversity of SIMD20 students especially in relation to ethnicity and other protected characteristics ensuring we continue to develop additional activity to support greater diversity in the student body is identifiable and central to future developments.
- Continue to deliver ACES as part of the National Schools Programme. In AY2022-2023 280 ACES participants from the West of Scotland were involved in 745 learning hours. We will aim to maintain this with the current unit of resource, exploring where growth is possible through online learning, building on materials developed during COVID in online specialist portfolio development programmes in Architecture, and Art and Design, expanding our reach to Highland and Island Communities and elsewhere in Scotland where students are unable to access this kind of specialist support elsewhere within their localities.
- Continue to develop our relationships with Scotland's colleges, maintaining existing relationships and consider new agreements where curriculum match is possible.
- Further develop our approach to Fair Admissions reflecting changes in our Fair Admissions Policy (see [GSA Annual Implementation Plan 2023 – 2024](#)).
- Continue to support the work of the National Schools Programme and work closely with FOCUS West and other ADHP partners including identification of opportunities for joint work and extension of activity to other areas by digital delivery to achieve economies of scale and enhanced geographical reach.
- Continue to support SIMD20 and articulation students transitions into art school, building resilient learning communities from pre-arrival, welcome, induction and beyond and so contribute to high retention rates for these groups at same rate as other Scottish students.
- Continue to support our students through our approach to digital inclusion.
- Ensure the retention and progression of widening participation and articulation students continues to be in line with our overall student progression and retention.
- Continue to develop our partnership with Castlehead High School, Renfrewshire Council and Future Paisley (see [The Glasgow School of Art and Castlehead School of Creativity](#)).
- Embed our CPD offer for GSA staff around widening participation, articulation and fair admissions.
- Continue the development of our application, with Glasgow School of Art Students' Association, for *University of Sanctuary* further enhancing our work with Refugees and Asylum Seekers in line with Glasgow City Council's Commitment for Glasgow as a City of Sanctuary.
- Continue to progress our actions embedded within our [Equality Outcomes for 2021-2025](#) and implementation of our revised approach to [Equality Impact Assessments \(EqIA\)](#) and deliver Equality Impact Assessment training to support EqIA review and completion.

Our measures and indicators of success for 2023-2024:

- See also our Equality Progress Reports available on our [website](#).

Priority area 2 – Quality Learning and Teaching

SFC Expectations 2023 - 2024:

- Institutions will demonstrate that students at all levels experience a high-quality, and supportive learning experience that enables them to succeed.
- Student participation and engagement in their educational experience.
- Enhancing the student experience.

What we will do 2023 – 2024: We will

- Continue our commitment to educational enhancement through delivering on the new Education Strategy developed as a core strategy of our Strategic Plan 2022 - 2027. The few remaining recommendations from the Enhancement Led Institutional Review [Re-review] are incorporated as measurable actions within the Education Strategy Action Plan (see [GSA Education Strategy](#)).
- Continue to implement our Student Partnership Agreement and evaluate its effectiveness. Our Education Strategy commits us to ambitious, creative partnership with our students by strengthening the partnership with our Students' Association through our Student Partnership Agreement and delivery of ambitious student partnership projects supporting our students to become effective representatives, advocates and thought leaders to effect change, shape their educational journey and be ready for future creative lives and careers.
- Engage in meaningful partnerships and co-creation, supporting and developing our staff to recognise partnership, celebrating practice and embedding partnership in all enhancement activities.
- Implement stage two of the GSA's Common Academic Framework (CAF) leading to the review and development of all taught programmes including a full review of curriculum and assessment with a plan to revalidate provision in spring/summer 2024 and launch amended provision from September 2024.
- Through implementation of the Common Academic Framework (CAF) ensure appropriate transitions support throughout the learner journey in our curriculum.
- Build on our progress in AY2022 – 2023 on improving the student experience demonstrated in our Student Experience Survey and the National Student Survey, by continuing to develop and enhance the work we have undertaken since AY2020 – 2021. We will continue to mainstream National Student Survey (NSS) action planning into our annual programme monitoring and quality enhancement action planning, to ensure data driven enhancements, appropriate responses to student feedback and use of our Student Experience Performance Indicators to identify low performing programme and specific enhancement action plans.
- Continue to monitor quality and standards through our quality assurance processes including External Examination, annual programme monitoring, institution led review and complaints and appeals monitoring. These are reported through our Committee structures with monitoring undertaken on a six-monthly basis through School-based

Boards of Studies.

- Put into action, the Data Strategy as part of the Digital Strategy, bringing together ambitions and approaches to the use of data to drive enhancement and to build sufficient capacities in our staff to use data and evidence effectively to inform enhancement actions.
- Prioritise support for transitions into art school and building resilient learning communities from pre-arrival to welcome – building on induction and welcome work, and through updated and consistent courseware across all Programmes.
- Maintain our sector-leading student progression and retention (see also Priority 1 Fair Access and Transitions).
- As part of our Internationalisation Strategy build on and develop our international mobility opportunities in the context of our international partnerships, the value of international and inter-cultural experience, global nature of our disciplines, the positive impact on learning, progression and future careers and the availability of funding from the UK Government Turing and Scottish Government mobility funding schemes.
- Prioritise actions to continue to build upon effective learning and teaching supported through learning technologies as we explore new ways of teaching and potential new online provision of programmes, courses and micro-credentials.
- Implement the GSA's first Student Mental Health Agreement co-created with the GSASA which aims to *'grow our understanding of students' learning experiences...foster a sense of trust, honesty and reciprocity...identify and take forward a range of partnership projects to improve learning, teaching and the wider student experience'* and continue to enhance resources available through our student and staff intranets and deliver GSA's first Wellbeing Day.
- Implement the Student Communication Strategy.
- Continue to prioritise the Programme Leader Forum to support CPD needs for Programme Leaders, institutional and sectoral briefings; and continue to enhance and develop capacities in academic and educational leadership aligned to our new People Strategy.
- Develop our people to deliver the highest student experience and quality of learning and teaching:
 - Embed consideration of appropriate TELT approaches with continued offering of VLE support and inductions from Learning Technology and support within our PG Cert Programme and ongoing CPD offering.
 - Utilise redevelopment of our PG Cert programme to allow for accreditation with AdvanceHE and support award of fellowships for all eligible staff.
 - Enhance regular CPD offering through Learning and Teaching Enhancement Seminars and continuation of the annual learning and teaching conference

Our measures and indicators of success for 2023-2024.

- Our Lead Indicators within our Education Strategy including:
 - NSS and SES Overall Satisfaction;
 - Admissions, retention, attainment and Graduate Outcomes;
 - Student Partnership Agreement measures of success.

Priority 3 – Coherent learning provision

SFC Expectations:

- Secure coherent learning provision planning and delivery.
- Using data and intelligence and engaging with stakeholders to adapt, develop and align provision to meet the needs of students, industry and other stakeholders.

What we will do 2023 – 2024: We will:

- Undertake a Portfolio Review of existing provision at all levels. Using our own performance data (applications, enrolment, retention, progression and graduate outcomes) alongside external data (for example HESA, UCAS data on current and future demand, Skills Development Scotland) we will identify opportunities and gaps in our current portfolio, which support our ambition to grow well, provide opportunities to a range of learners through a range of modes of delivery, meet social, environmental and economic needs and opportunities for progression to further study.
- Launch the new School of Innovation and Technology bringing together the internationally recognised education, research and innovation strengths of the Schools of Innovation and Simulation and Visualisation. The School of Innovation and Technology will explore, challenge and reinvent tomorrow's questions through collaboration and partnership, developing new academic programmes, research and knowledge exchange and graduates, expanding the reach and impact of the GSA. The new School will develop the opportunities for new programme development to support the future economy, programmes in partnership with other disciplines and will build on our existing education and research strengths in innovation, simulation and visualisation, technology and collaboration.
- Continue to develop our relationships with Scotland's colleges, maintaining existing relationships and consider new agreements where curriculum match is possible, ensuring new programme developments consider articulation including associate student routes at the early stages of development to support alignment of provision and progression for Scotland domiciled students.
- Explore the potential of delivering learning and teaching art, design and architecture practice in a virtual space, which meets the needs of future skills and economies.
- Implement our institutional Data Strategy bringing together ambitions and approaches to the use of data to drive enhancement and to build sufficient capacities in our staff to use data and evidence effectively to inform enhancement actions, strategies, plans and decision making.

What we would like to explore with the Scottish Funding Council in 2023 – 2024:

- Additional funded places to support new programmes in School of Innovation and Technology while maintaining access of opportunity across the GSA's existing programmes which already have high demand for places from Scotland-domiciled applicants.

Our measures and indicators of success for 2023-2024:

- New programmes and courses aligned to learner and industry needs.
- Delivery of upskilling programmes and demonstrable participation.
- Progress on securing additional funded places to ensure access of opportunity for Scotland-domiciled students in the School of Innovation and Technology.

Priority 4 Work-based learning and skills

SFC Expectations:

- Plans for work-based learning and apprenticeships, including areas of development or future collaboration.
- Working with key partners to understand and respond to the current and prospective skills needs of individuals through all stages of life, address employer, industry and regional skills needs and contribute to workforce planning.

What we will do 2023 – 2024. We will:

- Prioritise actions to continue to build upon effective learning and teaching supported through learning technologies as we explore new ways of teaching and potential new online provision of programmes, courses and micro-credentials (see [GSA Education Strategy](#)).
- Implement our revised thematic approach to our upskilling offer:
 - Using creativity to support a just transition to Net Zero
 - Digital skills for individuals and small and medium sized enterprises
 - Supporting creative entrepreneurship across the creative industries
 - Modern craft and technical skills.
- Ensure an ethical approach to coordinating student and graduate opportunities and promoting fair work practices through a new Employer Engagement Strategy, which would include enhanced institutional policy on fair work opportunities for students and graduates on projects promoted or delivered by us.
- Continue to provide and enhance 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.
- Continue to develop our [Working Space](#) events and networking programme for students and recent graduates, featuring established creative professionals and entrepreneurs. Supported by a dedicated website and library of recorded resources Working Space is delivered in partnership between GSA Creative Network and [GSA Enterprise Studio](#).
- Continue to deliver:
 - [SHIFT](#) (in partnership with RCS, QMU and Creative Entrepreneurs Club).
 - Primer Scotland – a free, professional, peer-to-peer online community for visual artists which provides advice and guidance on building and sustaining careers as artists.
- Provide all GSA students access to Enterprise Studio suite of Creative Business micro-credentials training via our on-line learning platform CANVAS.
- Continue to participate in Entrepreneurial Scotland Saltire internship programme and participate in, and support, the Converge enterprise programme.
- Continue to develop our physical and digital Degree Show offer as an important part of professional practice and engagement with future employers and the creative and cultural sectors, recognizing the impact and global reach of the [GSA Digital Showcase](#) in this space.
- Continue to monitor and analyse HESA Graduate Outcomes survey results alongside our own information on graduates' career destinations, responding to any emerging trends or identified needs for example development of our Working Space Programme, mentoring or placement opportunities and demonstrating the impact of creative graduates beyond the cultural and creative industries to the wider economy and society.
- Continued engagement with the Creative Economy sector, funding and policy bodies and professional bodies to monitor skills and employment trends, needs and requirements

including for example the proposed changes by the ARB on the requirement for a prescribed or accredited Part 1.

Case Study: Outcomes for Students – Using student feedback and data to enhance learning, teaching, and the student experience

Building upon work to enhance our use of student survey data to inform institutional enhancement activities, we have continued to implement our Student Experience Performance Indicators. These indicators are used to identify high performing programmes (green), programmes requiring action (amber), and programmes requiring additional support and intervention (red). Indicators are based on overall satisfaction scores for programmes within the National Student Survey. This approach saw initial success in NSS 2022 with increases in satisfaction for the majority of programmes identified red rated and was taken forward for AY 2022 - 2023 with three programmes. Alongside the introduction of the Student Experience Performance Indicators, we introduced a requirement for all Programmes to explicitly develop an action plan in response to their NSS and internal Student Experience Survey (SES) results, recording these within annual Quality Enhancement Action Plans. Monitoring of these action plans is undertaken by each School's Boards of Studies.

Alongside this we continued to implement our new approach to student surveys through an annual Survey Season. This approach brings together all student experience surveys (SES), allowing a targeted campaign to promote and encourage students to participate. Overall satisfaction scores for our internal SES have also shown strong improvements over the past two years for both UG and PGT programmes up 14% for UG and 20% for PGT compared to SES 2020 scores and this is reflected in our overall satisfaction in the National Student Survey. In 2023, with a response rate of 78%, the GSA's overall satisfaction came in at 73.31%, up nearly 9% on 2022, just under our benchmark figure and ahead of our planned progress detailed in our Strategic Plan 2022-2027.

<https://www.gsastrategicplan.co.uk/our-strategic-focus-to-2027>

Priority 5 – Net zero and environmental sustainability response

SFC Expectations:

- Provide the net zero target and commentary or data on progress in implementing a whole-institutional climate emergency response:
 - learning and teaching;
 - skills; research, innovation and entrepreneurship;
 - estates and supply chains;
 - partnerships and place making;
 - institutional governance and leadership;
 - staff and student engagement and participation.
- Profile total estimated or actual baseline greenhouse gas emissions arising from their total operations and activities, any institution-specific net zero target, and a summary of emissions totals under scope 1, 2 and 3.

What we will do in 2023 – 2024. We will:

- Continued implementation of GSA's Environmental & Social Justice Framework (see [GSA Environmental and Social Justice Framework](#)) aligned to the GSA Strategic Plan 2022 – 2027 with actions articulated across the GSA's core and enabling strategies and comprising five Pillars:
 - **Pillar 1 – An efficient, robust, resilient estate**
 - Better use of energy and other resources across the GSA.
 - **Pillar 2 – Circular campus**
 - Establishing circular loops for resource use across all sections of the GSA.
 - **Pillar 3 – A transformed curriculum**
 - Embedding core literacies and competences in all subjects.
 - **Pillar 4 – Working for climate and social justice**
 - Supporting action by our community in our communities.
 - **Pillar 5 – Creating a fair and just institution**
 - A more diverse and equitable GSA.
 - Progress in line with agreed and costed plan, estates projects that support our commitment to net zero including SFC Loan funding for the Stow Building.
 - Through our new Energy and Sustainability Manager establish quantitative evidence of our current emissions and route to net zero. This will include full carbon measurement of our Scope 1 and 2 emissions, and aspects of our Scope 3 emissions including:
 - Waste generated from operations;
 - Staff and Student Commuting;
 - Purchased good and services;
 - Investments and capital goods.
- This will be reported upon for November 2023 for our 2021 data. Using the SBTi and Scope 3 spend based emissions calculation used by the APUC, we will set science-based targets in our carbon reduction plan, which will also demonstrate how we aim to meet our net zero year on year percentage reduction from 2024-2037.
- Within our new Internationalisation Strategy identify actions and plans to address Scope 3 Business Travel emissions and develop approaches to measuring student carbon emissions.

- Continue to develop our cross-GSA approach to practical delivery of sustainability actions through our student and staff '[Green-team](#)'.

Our measures and indicators of success for 2023-2024:

- Reduction in operational carbon footprint (GSA Strategic Plan 2022 – 2027 Lead Indicator)

Case Study: Social and Economic Impact – A campus embedded in the community

The GSA is embedded into the Garnethill neighbourhood. Walking around the campus there is a feeling of community and activity within which the GSA plays a significant part. There is, therefore, a consideration and sensitivity towards the community and the neighbours with which the life of the campus interacts on a daily basis.

A campus embedded into the community is what differentiates the GSA from other educational establishments across the city, that also form a presence and purpose within their locality. The GSA campus intersects with the daily life of schools, GPs, living, working, commuting, learning and playing - a unique quality that should be embraced.

Our Estate Strategy sets out a development framework for the Glasgow School of Art covering a fifteen-year period from 2022 to 2037 focusing on providing the appropriate physical infrastructure to meet our vision, proud of our place in the rich history and heritage of this fantastic, vibrant city. It supports the strategic priorities for the future of the GSA Glasgow campus and the wider vision for Glasgow City Centre, supporting working being undertaken by Glasgow City Council including the development of a new vision and plan for the city centre's iconic 'Golden Z', the new City Centre Strategy to 2030, the Garnethill and Sauchiehall Regeneration Frameworks all of which read directly into the GSA's Estate Strategy.

'A Plan for the Golden Z' identified three areas of focus one of which is the area around the GSA and the ABC site including a conceptual response based on work the GSA commissioned to explore the scale and massing of this site in relation to the Mackintosh Building and our direct engagement with Glasgow City Council on the 'Golden Z' and the wider City Centre Strategy work with the City Council seeing the GSA as a core social, cultural and economic driver in the city centre, something which will be evidenced in 2024 through the publication of the GSA's commissioned Economic Impact Study.

This economic impact work will also directly engage with Glasgow Life, the city's body responsible for culture, tourism and sports, work aligned to the 'Golden Z' and City Centre Strategy which aims to secure the future of the iconic Sauchiehall Street by focusing on its strong physical and cultural heritage to connect with contemporary audiences and future proof its buildings.

See – [GSA Estates Strategy Summary](#); [A New Life for Glasgow's Golden Z](#); [Glasgow City Centre Strategy \(CCS\) 2024- 2030](#) and [Heritage Places – Heritage Lottery Fund](#)

Priority 6 – High quality research and innovation

SFC Expectations:

- Research Excellence Grant (REG) allocations support the research capacity and strategy and how your institution will use and distribute REG funding in AY 2023-24 and the functions that will be supported.
- How do Research Postgraduate Grant (RPG) allocations support the postgraduate research capacity and strategy and how your institution will use and distribute RPG funding in AY 2023-24 and the functions that will be supported.
- What are you prioritising/what are you doing to ensure your institution remains a viable research organisation into the future?
- How is your institution creating an excellent research environment and positive research cultures? Concordats: Please provide a link to the updated annual statement on research integrity on your institution's website.

What we will do in 2022 – 2023. We will:

- Make effective use of SFC core research grants in AY 2023-24:
 - Continue to invest the Research Excellence Grant (REG) in the underpinning infrastructure which enables the creation of excellent research at the GSA, and provides the support and resources which help our research community to develop and grow. REG is essential to the GSA's capacity to produce world-leading and internationally significant research, secure investment from research funders and generate social, cultural and economic impact. At the GSA, REG funds our central research office and grant support staff (expanded for 2023-24 – encompassing research and KE grant development and post-award support, research staff development, open research, leadership, management and administration), our distributed team of research leads (one senior research academic in each School), key systems for the management and promotion of research activity, researcher training and internal grant schemes to support researchers across the GSA.
 - Continue to use the Research Postgraduate Grant (RPG) to deliver a centrally coordinated PhD programme in partnership with each of our Schools. At GSA, the RPG is invested in core Doctoral Studies staff (academic leadership/management and administration), programme expenses and some of the costs of Scottish Graduate School for Arts and Humanities membership.
- Support sustainability and future research excellence:
 - Continue implementation of our [Research Strategy](#) and development and implementation of local academic school research plans aligned to the GSA Strategic Plan 2022 – 2027 focusing on:
 - Core values of integrity, partnership and inclusivity.
 - Interconnected development areas of research excellence, impact and leadership.
 - Capacity building, training and development.
 - Clearly defined objectives and metrics
 - Establishing two Research Lab – Rural Lab and Civic Lab
 - Increased high quality funding proposals, grants and projects supported by our recently expanded research and innovation funding team.

- Develop our impact infrastructure following the appointment of a new KE and Impact Officer, formation of a GSA Public Engagement group, development of an Impact Case Study pipeline and scoping of an Impact Tracker.
- Develop the narratives and business cases for two new place-based labs: Rural Lab and Civic Lab, focused on mission-orientated research, innovation and impact.
- Develop our approach to recruiting and retaining post-graduate research students increasing our PGR community to 85 by 2027.
- Enhance research partnership opportunities, through development of two MoUs with local/regional cultural sector partners.
- Enable an excellent research environment and positive cultures:
 - Continue to ensure that the ongoing enhancement of GSA's career framework will support the development and growth of staff involved in research, innovation and KE, and will complement institutional objectives relating to REF 2028 and the research Concordats.
 - Continue to invest in leadership training and development for researchers at every career stage – enabled by our newly appointed Researcher Developer – with a particular emphasis on ECRs to ensure the ongoing sustainability and vitality of the GSA's research community.
 - Continue to develop our approach to Research Leave (with REG investment), to ensure that opportunities are available to less experienced researchers, those from under-represented groups and those with a well-established track record.
 - Continue to enable staff to apply to an internal Research Development Fund (with REG investment) to support the development and dissemination of high-quality research and complete the review and enhancement of RDF schemes to improve their accessibility and alignment with our strategic goals.
 - Support the growth of our community of researchers with significant responsibility for research through the research mentoring scheme and (through investment of REG) targeted, structured training and development e.g. building research networks; understanding impact; open research; developing better funding applications; EDI, wellbeing and mental health in research management; and career progression.
 - Showcase our research through events, seminars, publication, exhibition and digital platforms.
 - Continued development of our digital research communications relating to wider redevelopment of the GSA external website, enhancing our research narrative, demonstrating impact and enhanced integration of our research repository.
- Concordats
 - In preparation to becoming a signatory to the Concordat to Support the Career Development of Research, complete a new gap analysis to assess our preparedness and objectives for enhancement.
 - Finalise, approve and implement revised and enhanced GSA policies and procedures relating to research ethics, integrity and misconduct, informed by recommendations of the UKRI Funding Assurance exercise, the Concordat to Support Research Integrity, UKRIO guidance and other examples of good practice.
 - Continue to provide research integrity training and guidance to staff, and to research students through our Research Degrees Training Programme.
 - Enhance the visibility and accessibility of our research and Public Engagement with Research (PER) through our exhibitions programme and GSA research showcase.
 - Undertake a gap analysis to assess our alignment with the KE Concordat.
 - Review and update the GSA Research Data Policy, with reference to the Concordat on Open Research Data.

- Note that, pending approval of our new Research Integrity Policy and Procedure in the current year, an annual statement on research integrity is not yet approved by GSA Board of Governors (at time of publication of this Outcome Agreement). A statement for 2022-23 is available on our [website](#).

Measures and indicators of success:

- Maintain our position as the top-ranked specialist, practice-based Art and Design HEI in the UK;
- Increase to 85% our research outputs ranked ‘world leading’ or ‘internationally excellent’ (baseline REF2021 - 82% of our research was judged to be either ‘world leading’ or ‘internationally excellent’);
- Increase to 87.5% our research impact ranked ‘world leading’ or ‘internationally excellent’ (baseline REF2021 - 87.5% of our research impact was judged to be either ‘world leading’ or ‘internationally excellent,’ putting us above both the Scottish (86.71%) and the UK (87.18%) average for the whole sector);
- Maintain 100% of our research environment ‘world-leading or internationally excellent’ (baseline REF 2021 – 100% was judged to be either ‘world leading’ or ‘internationally excellent’).
- Compliance with the Researcher Development Concordat through OA process and Research Integrity Concordat through engagement with Universities UK and UKRIO. See annual statement on research integrity available on our [website](#).

Case Study: High Quality Research – Augmented Reality Patient Leaflets - Making patient information leaflets accessible to everyone

The Problem of Health Literacy

The traditional approach to patient education in cleft lip is the patient information leaflet. This is despite criticism that *“The NHS’s multifarious patient information leaflets are inaccurate, inconsistent, and confusing”*. Furthermore, written patient information leaflets often fail to convey information to the most vulnerable in society, with 10% of the UK population affected by dyslexia and 20% having the lowest level of literacy. *“Health literacy”* - the ability to understand, act on and communicate health information - is even poorer at 40%.

Augmented Reality: A purely visual solution

Our work looks to bypass the problem of health literacy using an entirely visual means of communication - Augmented Reality (AR) – to create a life-sized 3D model of a child with cleft lip, as if they were actually present in the room. One of the key goals of the Cleft Lip AR Leaflet was to *“Leave nobody behind in a digital world”*. As such, the AR leaflet was developed for ubiquitous technology such as smartphones and tablets. A national collaboration between The Glasgow School of Art, Cleft Care Scotland, The National Cleft Service, and West of Scotland NHS Innovations Hub, commenced in 2019. This placed patients and families at the heart of the development process, together with involvement from cleft clinicians and nurses, over the course of 1 year.

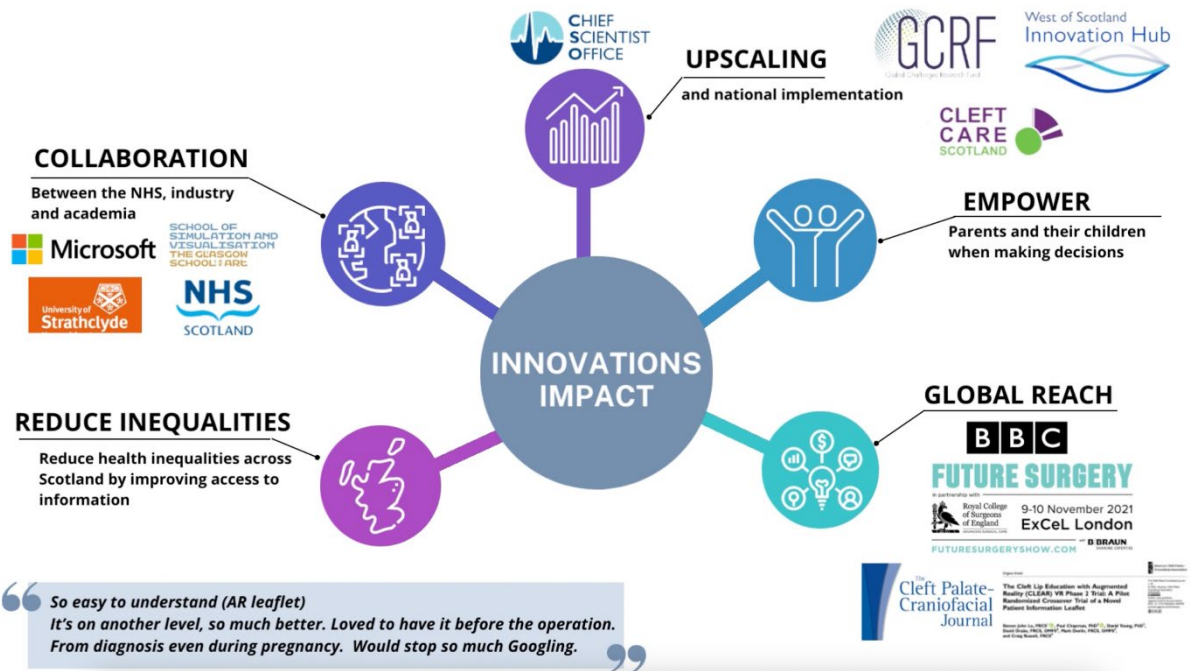
Augmented Reality Patient Leaflets outperform traditional written leaflets

A pilot randomized trial took place in 2021, comparing the Cleft Lip AR leaflet with the traditional written leaflet given to all parents in Scotland. This found overwhelming positive feedback from parents, and significant superiority of the AR patient leaflet in helping parents understand their child’s operation, reduction in anxiety, and higher satisfaction. This research was published in the world’s leading Cleft Lip journal in 2022.

Global Impact: A future paradigm shift in Patient Information leaflets

The Cleft AR patient leaflet is currently being rolled out nationally via The National Cleft Service, and will have the greatest impact on families that need this the most – those with lower literacy,

geographic deprivation, dyslexia, and learning difficulties – thereby reducing inequalities in the UK. Moreover, it is accessible to all, with 100% parents in the parental age group “Gen Z” owning a smartphone. This pioneering research in Glasgow School of Art will deliver a future paradigm shift in how patient information is delivered to patients on a global scale, and is translatable to multiple fields in children’s health and other aspects of global healthcare including cancer care patient leaflets.



See – [Royal Hospital for Children Hospital](#); [Cleft Nurse Feedback](#) and [BBC Reporting Scotland](#)

Priority 7 – University Innovation Fund

SFC Expectations:

- Institution's planned contributions individually and collectively to UIF outcomes in line with renewed priorities

The Glasgow School of Art's UIF plan for AY2023-2024 represents the continuation and further enhancement of our AY2021-2023 plans, while also anticipating the transition to KEIF in 2024-25 and responding to the National Innovation Strategy and Entrepreneurial Campus Blueprint, including through collaborative activities supported by the UIF Uplift allocated by SFC this year.

Additionality Supported by UIF Uplift

The GSA is pleased to confirm our commitment to playing an appropriate role in the achievement of aims identified in the National Innovation Strategy and Entrepreneurial Campus Blueprint, and welcomes this year's UIF Uplift. In 2023-24, the uplift will be used to support our involvement in the following institutional and collaborative initiatives:

- Participation in the pilot Founders Fund for Creatives programme for early stage commercialisation projects in Arts and Humanities, which is led by University of Glasgow, in collaboration with the GSA, Royal Conservatoire of Scotland and potentially other regional partners. With significant investment in the scheme from University of Glasgow, the GSA will provide match-funding for non-eligible costs, such as (potentially) backfill for staff who receive funding.
 - Expanding access to SHIFT (the enterprise programme for creatives delivered by the GSA, RCS, QMU and Creative Entrepreneur's Club) to graduates from a wider range of Scottish HEIs.
 - Increased funding for our Working Space graduate professional development programme to support more intensive participation by a wider range of successful alumni entrepreneurs, as a form of 'entrepreneur in residence' activity appropriate to the GSA's disciplines and existing Entrepreneurial Campus/Creative Network activities.
 - Increased participation in Entrepreneurial Scotland Saltire Internships scheme.
 - Potential participation in an expanded regional Demola initiative, subject to the outcome of a recent Ecosystem Fund application led by CEED.
 - Exploring the potential formation of a Glasgow City Region KE & Innovation group with other regional HE providers and other strategic partners.
 - Scoping how the GSA's expertise could potentially be applied to help design how elements of Scotland's innovation and entrepreneurship infrastructure could more effectively work together.
 - Scoping the formation of a potential Creative Industries innovation initiative linked to Entrepreneurial Campus, working with other key HE and enterprise support partners.
 - Scoping the potential for a student enterprise internship/ambassador scheme.
- **Outcome one (demand stimulation):** working with Scotland's Enterprise Agencies (EAs), Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.

- Outcome two (simplification/commercialisation): in partnership with the EAs and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities.
- Outcome three (simplification/greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond STEM).

What we will do 2023 – 2024. We will:

- Support the well-being economy by continuing our role as a core partner (with Host institution, University of Strathclyde) in the Digital Health and Care Innovation Centre, and its continuing development as an element of Scotland's innovation structure. Maintain our associated work, through DHI, as part of the Moray Growth Deal Rural Centre of Excellence for Digital Health and Care Innovation.
- Continue our involvement as a member of the wider consortium of BE-ST partners through the involvement of School of Innovation and Technology and Mackintosh School of Architecture in projects to support industrial innovation and environmental sustainability in the built environment sector, and the strategic development of the Innovation Centre itself.
- Develop, complete, approve and implement an updated and enhanced IP and commercialisation policy for the GSA, to facilitate clearer and more streamlined business access to the GSA's knowledge and expertise.
- Continue to participate in the Universities Scotland IP Commercialisation Peer Network to identify common goals around IP Commercialisation, share good practice, and contribute to the sector's role in creating a Research Commercialisation Framework for Scotland.
- Led by our recently appointed (and UIF funded) KE and Impact Officer, complete a gap analysis to assess alignment with the KE Concordat and identify objectives for further development.
- Working closely with our newly appointed Director of Emerging Technology, we will identify opportunities to expand the GSA's involvement in commercial industrial partnerships focused on innovative digital technologies, taking into account the priorities highlighted in the Scottish Technology and Ecosystem Review, the National Strategy for Economic Transformation and the National Innovation Strategy.
- Maintain our successful support of new product development and capability by SMEs, though continued collaboration with Interface.
- 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 the GSA. This activity is aligned with impact objectives in our Research Strategy and our institutional Strategic Plan, including the ongoing development of impact case studies linked to our strategic research themes, which include Health and Care and Sustainable Environment and Economies.
- Continue to instigate an enhanced approach to capturing and disseminating our research and impact to multiple national and international audiences and potential collaborators – online and offline – including through case studies, showcasing activities, research repository enhancements and a database of visual assets.

- **Outcome four (entrepreneurialism):** Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses.

What we will do in 2023 – 2024. We will:

- Participate in a range of initiatives and collaborations in response to the Entrepreneurial Campus Blueprint and UIF Uplift, as detailed above.
 - In collaboration with Royal Conservatoire of Scotland, Queen Margaret University and Creative Entrepreneurs Club, invest UIF in delivering the SHIFT creative enterprise programme (<http://shiftintoyourfuture.com/>) in September 2023. Plan and develop the next iteration of SHIFT (for delivery in early 2024-25) and build on the successful SHIFT Plus micro-credentials programme piloted in 2022-23; extend access to SHIFT within the sector as an Entrepreneurial Campus action.
 - Continue to use UIF investment to underpin the GSA Enterprise and Employability Manager’s work to support graduate enterprise and business capacity, particularly in creative and digital sectors.
 - Continue to play an active role in the UIF Enterprise Support Group of RCDG. At the GSA, our main priority is to provide advice and guidance to support innovative, creative graduate start-ups.
 - Continue to participate in Converge challenge, including as a member of the Steering Committee, and by contributing to costs through UIF investment.
 - Support ECRs and PhD students to develop creative enterprise skills through ongoing co-leadership of the Scottish Graduate School for Arts and Humanities Creative Economy KE Hub.
- **Outcome five (international):** in partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally (operating under Scotland’s International Framework).

What we will do in 2023 – 2024. We will:

- Continue to build on our international reputation as one of Europe’s leading higher education institutions for education and research in the visual creative disciplines. Historically our internationalisation has been predominantly student-related with some research collaboration and networking. Through our Internationalisation Strategy currently under development and aligned to our Strategic Plan 2022 – 2027 and core Education and Research Strategies, we will develop our international collaboration, partnership and engagement, cultivating mutually beneficial relationships with academic partners whose involvement complements and enhances the quality, reach, value and impact of the GSA’s expertise and where this can provide direct and indirect benefits to innovation and enterprise in the Scottish economy.
- Where relevant to our disciplines and facilities, however, we would be pleased to contribute to the UIF Internationalisation group’s coordinated approach to opportunity areas – e.g. in response to the Scottish Government inward investment plan and forthcoming Innovation

Strategy. 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 other disciplines and institutions in Scotland, the UK and globally.

- **Outcome six (inclusive growth and social impact):** building on current and good practice, Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.

What we will do in 2023 – 2024. We will:

- Maintain our contribution to the work of the Glasgow Partnership for Economic Growth, Glasgow Economic Leadership, the GEL Creative Industries Work stream, Glasgow City Council and the Moray Growth Deal.
 - As a potential outcome of recent Entrepreneurial Campus discussions, explore the potential formation of a Glasgow City Region KE & Innovation group with other regional HE providers and other strategic partners.
 - Through the above group, contribute to the emerging Innovation Action Plan for Glasgow City Region.
 - Maintain membership of the Scottish Universities Insight Institute, and contribute to funded networks and projects.
 - Contribute to research- and innovation-related economic development in Moray and the Highlands and Islands of Scotland through work centred on our campus at Altyre, including through our plans for the Rural Lab research and innovation hub.
- **Outcome seven (equality and diversity):** building on current and good practice, HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.

What we will do in 2023 – 2024. We will:

- Continue to contribute to the implementation of the GSA's revised Mainstreaming Equality Action Plan, which includes objectives relating to Research and Knowledge Exchange, aligned with relevant sector standards and benchmarks, including the Concordat to Support the Career Development of Researchers.
- Ensure that Equality Impact Assessments of GSA-led UIF-related activities are undertaken, in accordance with GSA policies and procedures.
- Participate in Scottish UIF initiatives to enhance researcher skills for KE and innovation, and in particular the next round of the Scottish Knowledge Exchange and Innovation Mentoring (SKEIM) programme (GSA's KE and Impact Officer was not appointed in time to take part in the pilot phase).

Confirmation of GSA's Ability to Utilise University Innovation Funding

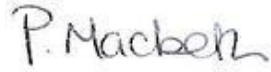
The GSA is pleased to confirm our ability to utilise the UIF grant and the 2023-24 uplift for the purposes outlined above. As a small specialist institution, the GSA is not in a position to match the UIF in cash terms. As in previous years, however, we will contribute to in-kind match funding through time spent on relevant activities by staff paid for by other cost centres, including research

managers and developers, academic researchers, input from professional support services (including technicians and members of our Finance team), as well as through use of our estate and specialised facilities.

Outcome Agreement between The Glasgow School of Art and the Scottish Funding Council for AY 2023-24

On behalf of The Glasgow School of Art

Signed:



Print name: Professor Penny Macbeth

Position: Director

Date: 31 October 2023

Signed:



Print name: Ann Priest

Position: Chair

Date: 31 October 2023

On behalf of the Scottish Funding Council:

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 15 January 2024