

**THE GLASGOW
SCHOOL OF ART**

**Interim Outcome Agreement 2020 – 2021
January 2021**

Our Interim Outcome Agreement for Academic Year 2020 – 2021 reflects and adjusts the commitments made in our Outcome Agreement Academic Year 2020 – 2021 (submitted May 2020), reflecting the revised guidance from the Scottish Funding Council (December 2020).

In developing our Interim Outcome Agreement to reflect the revised guidance, our Scotland-wide reach, contribution and impact remains a consistent thread as does our commitment to deliver what we do in an inclusive way implementing actions that achieve for all our students. Our small size and the specialist nature of our disciplines makes this approach appropriate and is reflected in how we continue to deliver our Public Sector Equality Duty, our all-student approach to Fair Admissions and maintaining coherent and equally valued routes for entry for all students, supporting their entry to art school at the level appropriate to their individual circumstances.

The coronavirus pandemic is one of a number of macro-environmental factors, alongside equality and diversity, environmental sustainability and the UK withdrawal from the European Union that demand action at this time and require us to innovate and adapt. Specifically, COVID-19 has introduced uncertainty over student numbers for current and future academic years with the associated reduction in tuition fee income. Tuition fee income will be further impacted from 2021 – 2022 by any decision by the Scottish Funding Council to reduce SFC funded places as a result of the UK withdrawal from the European Union and increase the GSA's already high application to place for Scottish applicants.

Our global reach and impact is reflected locally, with approximately 59%¹ of students remaining in Glasgow after graduation contributing to the city's cultural and creative economy; an important dimension of Glasgow's standing as a UK and European 'creative capital'². Prior to the COVID-19 pandemic, the creative industries were one of the fastest growing parts of the UK economy and they will have a central role in the post-COVID-19 economic recovery and social renewal operating at the intersection between creativity and technology; driving innovation across the whole economy, health and wellbeing, place-making and regeneration.

Therefore the successful progression of our graduates to employment and professional practice and the development of our programme of CPD courses (allowing a diverse range of learners to access the creative, analytical and problem-solving capabilities and communication skills that are key to the development of a highly skilled workforce) will be an important part of our contribution to post-COVID-19 economic recovery. This is alongside 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.

¹ <https://www.centreforcities.org/blog/what-lies-behind-glasgows-graduate-retention-success-story/>

² <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/cultural-and-creative-cities-monitor-2019-edition>

Measures to Assess Impact

Please see National Measures table submitted with this Interim Outcome Agreement.

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.

Outcome 1

Fair Access and Transitions – education is accessible to students from all backgrounds and students are supported through successful pathways. We will:

- Maintain and improve on our current application and conversion performance for SIMD20/SIMD40, articulation and students from care experienced and other priority groups.
- Continue to implement and mainstream our response to COWA and ‘A Blueprint for Fairness’:
 - Review our Fair Admissions Policy (approved 09/2019) - recommending and implementing changes as appropriate (COWA 5 &11) and taking into account the impacts of COVID-19 on school pupil and college student learning, examination, portfolio preparation and interview preparedness.
 - Implement specific sector-wide actions on Fair Admissions including inter-alia:
 - Finalise adoption of the recommendations of the Language Sub-Group, achieving common use and understanding by staff and applicants (COWA 12).
 - Monitor the implementation/outcome of applying minimum entry requirements/ access thresholds in interview and offer making, implementing changes and amending our Fair Admissions Policy to ensure no student is disadvantaged.
 - Implement our revised widening participation strategies and activities linked to our agreed ACES and FocusWest activity and achieve the internal synergies with our wider Scotland-based student recruitment activity. (COWA 4). See [Widening Participation](#) for our ACES and FocusWest activities and with the emerging National School Engagement Framework.
 - Improve collection, analysis and presentation of data to ensure our widening participation work is aligned to Scottish Government core indicators.
 - Use Associate Student and Articulation to support Scotland-domiciled students to access the GSA through a route appropriate to them ensuring progression from College is not purely a defined route for disadvantaged learners (COWA 8 and 9).
 - Continued enhancement and synergy between Bridging Summer Schools and our international summer schools where appropriate, to enhance the cultural and student experience for all participants and provide opportunities for Scotland-domiciled student to build their international creative networks.
 - Continue to fund our Widening Participation and Articulation activity beyond the core funding through ACES and FocusWest including working with the Development Office on securing philanthropic support for scholarships.

- Continue to work, taking cognisance of our size and specialisms, and with intermediaries and third sector organisations as appropriate, to ensure that all groups currently under-represented within the GSA (identified through our Equality Plan (which includes gender) and Equality Impact Assessments are considered in the broad outreach work offered by Open Studio including an inclusive and where appropriate mainstreamed approach to:
 - Veterans and their families.
 - Estranged young people including actions specific to the GSA's commitment to the Stand Alone Pledge.
 - Care experienced students and applicants, implementing our committed to providing care experienced young people with a guaranteed offer if they meet the entry requirements (COWA 21).
- Continue working towards achieving uniform participation in Associate Student and articulation/advance standing across all programmes areas through (COWA 8, 9 and 10):
 - Further Development of Associate Student route with Glasgow Clyde and Forth Valley Colleges.
 - Progressing the development of appropriate relationships with Colleges in Glasgow, the West of Scotland and Dumfries and Galloway College.
 - Continue to maintain the balance between students entering via our Associate Student Routes and advance standing, ensuring we maintain a diversity of routes to access a creative education at the GSA for College students across Scotland.
 - Staff development on widening participation and articulation for academic and admissions staff to ensure GSA's commitment to widening participation and gender balance across programmes is embedded and achieved.

Quality, learning, teaching and participation – students get 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 education experience. We will:

- Reflect on and continue to develop our remote and digital approaches to learning for practice-led, studio-based programmes implemented in response to COVID-19.
- Maintain our commitment to delivering professional and accessible mental health and wellbeing services to students and wellbeing support for students with enduring mental health difficulties and improve our range of resources and guidance available to students.
- Build on our approach to equally safe initiative (through city-wide further and higher education approaches and through our Students' Association) and reporting systems and data capture.
- Deliver against our commitment to the promotion of British Sign Language, detailed within our approved [BSL Plan](#).
- Review our new Year 1 curriculum model introduced in 2019-2020 and the changes made in 2020 – 2021 resulting from our response to COVID-19.
- Maintain our sector-leading student retention for all students.

Learning with impact – Students are equipped to flourish in employment, further study and to lead fulfilling lives. We will:

- Develop our post-graduation offer to support successful transition from art school to employment and professional practice:
 - Short courses and masterclasses;
 - enterprise and entrepreneurship;
 - digital curation and exhibition.
- Engage our Creative Network in Enterprise Studio as a valuable resource to current students and graduates in their transition from art school.
- Ensure professional and workplace skills at each stage of a student’s education through in-programme content and extra-curricular activities that take cognisance of the structural characteristics of the creative industries and needs of the creative and wider economy.
- Continue to develop formal and informal work-placements within academic programmes encouraging and support students to undertake extra-curricular internships and placements, and seek to include work-related activities.
- Continue to ensure the GSA provides an internationalised student experience through:
 - Maintaining the diversity of our international and EU students providing Scotland-domiciled students an internationalised, culturally diverse learning environment and creative network;
 - Implement our response to BREXIT specifically around:
 - Maintaining diversity in recruitment of European students;
 - Developing more strategic relationships with EU partners;
 - Continued participation in ERASMUS+ and plan for UK replacement;
 - Maintain high levels of outward and inward student mobility with EU partners taking into account both BREXIT and COVID-19.
 - Identify how and maintain our ability to partially fund students to study a language with a range of partners in Glasgow (currently funded through our ERASMUS + funding).
 - Ensure our curriculum development continues to integrate a global perspective, expanding internationalisation at home (and intercultural competencies) by engaging with the multicultural composition of our student body and acknowledging the variety of knowledge generation of both the practical and theoretical from diverse cultural contexts.
 - Continue to grow our summer programme ‘English for Creative Disciplines’ and our support for students for whom English is not their first language including digital and remote delivery.
 - Deepen our relationship with key global partners beyond student and staff mobility to include teaching, learning and research partnership.

Equalities and Inclusion – Institutions ensure through effective equality impact assessment that the needs of the diverse student body are considered in every aspect of the student experience. We will:

- Continue to address gender inequality at subject level, reflecting the larger number of female students across the GSA and within specific subject areas through:
 - Mainstreaming approach around equality impact assessment. Equality impact assessment is central to GSA’s approach and continues to contribute to an increasingly informed and nuanced awareness of equality concerns in all areas and is integral aspect of policy and practice development and enhancement. See our [Equality Impact Assessment Summary reports](#).
 - Ensure our Undergraduate and Postgraduate Committee monitor the progress and impact of Equality Impact Assessment actions as a mainstream element of quality assurance and enhancement.
 - Implement changes to home (Scotland) recruitment maximising synergies between Open Studio (Widening Participation; Articulation and Pre-degree and Portfolio) and Home Student Recruitment reflecting changes to SIMD 20 targeting across a wider range of schools funding requirements post 2020, priority targets around equality (including gender and BAME) and care experienced young people. (COWA additional measure).
 - Complete the [GSA Equality Outcomes 2017-2021](#). Our current Plan commits us to:
 - An organisational culture in which respect for self and others is understood and practiced, and where identity-based ignorance or prejudice is challenged and confidence promoted.
 - An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.
 - An increase in the number of students from currently under-represented groups and achieving successful outcomes.
 - A fair pay and career progression framework, which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.
 - An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at the GSA and engaging with diverse local communities.
 - Finalise and agree our next Equality Outcome Plan taking cognisance of our progress in our Equality Outcomes 2017-2021 and current priorities.
 - Maintain the equality and diversity of our Board (the Board considers its own membership and recognises its responsibility regarding the balance and diversity of the members it appoints, regularly reviews its performance against these goals and policies and operates an open and transparent recruitment processes).

Outcome 2 Research

Research excellence. We will:

- Submit a robust and high quality REF2021 submission that positively reflects our strengths, achievements and distinctive characteristics in research and impact including a range of Impact Case Studies that can be used for public audiences, building a robust evidence base for showcasing the positive cultural, social, policy and commercial impacts of research in GSA disciplines.
- Continue to focus investment and support on the development of the GSA's updated themes for research and impact: Health and Care; Heritage and Archives; Curation and Community; Landscapes and Place; Responsible Development.
- Invest in our researchers, early career researchers and doctoral students:
 - Support and develop research leadership roles in each of our academic Schools.
 - Support the development of early career researchers through the revised GSA mentoring scheme developed in 2019/20, and on-going implementation of the 'emergent researcher' designation, with associated targeted training activities.
 - Maintain a vibrant research culture through a programme of researcher development resources, including our in-house programme of talks, workshops and writing retreats, and externally sourced resources, such as Vitae, Research Professional and the University of Dundee's Research Integrity training modules.
 - Maintain our commitment to ethical research integrity and equality and diversity.
- Invest Research Development funding in:
 - Competitively awarded seed investment for pilot projects and new collaborations.
 - Match-funding towards relevant grant schemes, research leadership projects, research leave.
 - National and international dissemination of research.

Research Sustainability (incorporates Collaboration) – Institutions ensure they protect their world-leading research programmes against the impact of COVID-19. We will:

Research Sustainability

- Strategically use additional SFC Research Funding³ to:
 - Deliver an enhanced programme of training, support and professional development for our academic staff to promote Resilient Researchers with access to resources to help them maintain their research under the challenging circumstances resulting from the pandemic. Measures will include additional resources to assist with research undertaken through remote and online methods; an expanded research leave scheme to help staff get delayed research back on track; input from experts in researcher development; and regular, facilitated writing retreats. Those most affected by pandemic disruption will be prioritised for support, with a particular focus on reducing inequality of opportunity across protected characteristics.

³ Scottish Government £75m additional research funding as result of COVID-19 pandemic. GSA received £447,455

- Fund GSA Covid-Response projects, to enable GSA researchers with relevant expertise to contribute to the societal response to Covid-19 and the subsequent recovery, in fields such as: medical visualisation, design for health and care, indoor air quality, urbanism, and cultural sector development.
- Support fixed-term, early-career researchers and those whose funded projects have been delayed due to the pandemic to maintain planned research activities.
- Provide supported extensions to PhD students whose research has been delayed by the COVID-19, and additional PhD hardship funds for those facing financial challenges as a result of the pandemic.
- Invest in strategic research development staff time and activities in order to optimise our ability to contribute to sustainable social and economic recovery through research and innovation in the longer term, as appropriate to our specialist disciplines.

Collaboration

- 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:
 - We will develop plans to establish more strategic, multi-project relationships, that help us to achieve our longer-term research objectives while contributing to the national research and innovation mission.
 - Deliver on our existing UKRI⁴ research partnerships (UKRI projects), build on our role in existing GCRF projects⁵ and explore the opportunities for further collaboration to develop international research collaborations that contribute to COVID-19 response and recovery, sustainable development in lower income countries and particularly through the application of architectural and design research, creative digital technologies and the role of cultural heritage.
 - Continue our role as partners in the Scottish Graduate School for Arts and Humanities, including shared leadership of the creative arts and design 'Discipline + Catalyst' and creative economy KE Hub, with Edinburgh College of Art, University of Edinburgh and Duncan of Jordanstone College of Art and Design, University of Dundee.
- Maintain our commitment to achieving alignment with sectoral benchmarks as appropriate to our Small Specialist Institution status and disciplines.

⁴ Partners include University of Strathclyde, University of Glasgow, University of Stirling, Heriot Watt, Ulster University, University of Surrey and Imperial College

⁵ Work package leads in the [One Ocean Hub](#) led by the University of Strathclyde

Outcome 3 Economic Recovery and Social Renewal

Responsive institutions – Institutions are responsive to employer and industry needs and to current and future skills requirements. We will:

- Through the development of our Strategic Plan, consider our approach to and the appropriateness of part-time and Graduate Apprenticeships routes to study at the GSA including how digital and remote delivery and partnerships with the creative industries and employers can support this.
- Continue to deliver our commitments to the Upskilling Funding, undertaking a review our approach and development of our long-term strategy as part of our Strategic Plan which will include:
 - Developing blended learning including on-campus, digital and remote delivery.
 - The development of new CPD linking with specific employers, industry groups and third sector partners out with the creative industries, reflecting the role of creativity and innovation to other sectors of the economy.
 - Enhance work related learning opportunities for those within the creative sectors including technical skills and activity with other university partners e.g. business schools.
- Build on our development of and deliver a CPD programme for teachers (within Upskilling Funding) by progressing our ambitions around ‘creative learning as a creative practice’ and the application of creative studio-based pedagogical models across the School curriculum including STEM.
- Continue our work on placed based creative research activity, through the work of Glasgow Urban Lab with Glasgow City Council and the Academy of Urbanism, and our programmes of research in the Highlands and Islands of Scotland.
- Further develop our activities within the Highlands through our campus in Altyre including delivery of our upskilling commitments appropriate to that region.
- Develop our strategy for activity in South of Scotland, linking to the ambitions of South of Scotland Enterprise.
- Maintain our contribution to the work of the Glasgow Partnership for Economic Growth, Glasgow Economic Leadership and specifically to the Creative Industries Work stream and the Moray Growth Deal.

Work-ready – Work-ready graduates are ready to meet employer needs: Students are equipped to take up employment and success when the job market opens up. We will:

- Develop our post-graduation offer to support successful transition from art school to employment and professional practice.
- Maximise our Digital Graduate Showcases with a range of online events targeted at employers and key industry sectors supporting graduates reach key employers and networks.
- Deliver on our commitment to physical graduate showcases (for graduates from 2019 – 2020 and 2020 – 2021) to support graduates in the presentation of their work to a public audience and development of their creative networks .
- Deliver the second SHIFT Creative Enterprise Summer School with the Royal Conservatoire of Scotland and Queen Margaret University in a form appropriate to the post-COVID-19 situation. We will expand the programme to enable

participation by additional HEIs; further develop (year-round) online materials, for the benefit of graduates in Scotland.

- Continue to develop the GSA Creative Network as a source of role models, mentors, employment, project sponsors and research partners.
 - Allocate UIF funds to Converge Challenge and Saltire Internships, supporting applications to RSE Enterprise Fellowships, and participation in SIE, Scottish Edge and a range of other graduate enterprise programmes as appropriate to the GSA Creative Network⁶ to support graduate employability.
 - Actively contribute to Glasgow City Council Post-Pandemic Economic Recovery planning ensuring the role of the cultural and creative industries, innovation, creative research and creative graduates is emphasised and supported.

Innovation. We will:

- Increase grant income to promote academic/industry collaboration and commercial investment in innovation from Innovate UK, UKRI Follow-On Funding and Scottish Government schemes.
- Continue 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.
- 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, including:
 - Working with partners (beyond higher education) to co-produce research-based knowledge which they can use in industry or professional practice;
 - Transfer of research knowledge to non-academic audiences, for instance producing reports for specific audiences, design guides, policy briefings;
 - Educating public policymakers about your research through participation in consultations, working groups, committees, enquiries, short secondments;
 - Commercialising intellectual property (IP) derived from GSA research, e.g. prototyping, proof-of-concept projects, business planning;
- Continue to contribute to collaborative UIF initiatives with Scottish HEIs and Universities Scotland, including through active participation in the SFC review of coherent provision and sustainability (research and innovation).
- Developing CPD courses or training materials for learners beyond higher education based on research knowledge.
- Small pilot projects designed to lead to larger, externally funded Knowledge Exchange.
- Participate in coordinated efforts to secure higher levels of investment in innovation in Scotland from sources such as Innovate UK and the Industrial Strategy Challenge Fund (ISCF), as appropriate to our disciplinary expertise, for example our research strengths in simulation and visualisation, design innovation and sustainable building, and in collaboration with others.

⁶ GSA Creative Network is the GSA's specific approach to alumni relations. For more information see www.gsa.ac.uk/creativenetwork

Outcome 4 Responsive and Collaborative

Public health emergency: Institutions are responsive, have assurance mechanism in place to comply with guidance, communicate well with students, staff and communities, and remedy situations as they arise. We will:

- Maintain a specific COVID oversight and planning group, as part of our Senior Leadership Group, to ensure an academically-led and practice-aware response to the pandemic, set in a context of Scottish Government guidance and requirements with specific work streams covering academic delivery, communications, safe campus including estates, accommodation and H&S, people, financial and scenario planning and recruitment, admissions and enrolment.
- Regularly review our Risk Assessments and approach to safe campus ensuring we are maintaining a safe working environment for staff and students, enhancing access to on-campus facilities and resources (studios, technical facilities and library), maintaining safe workspaces, Technical Services Bureau Service and Library Service during Local Protection Level 4 and Lockdown.
- Continue to model and monitor the financial impacts of a range of scenarios (short falls in tuition fee, residential and other earned income) and formulate responses based on implementing a programme of savings.
- Continue to enhance our support for staff covering working from home and health and wellbeing.
- Continue to develop our student support services included enhanced mental health and wellbeing support including digital resources, increased financial support and hardship funds
- Have in place support our students in GSA Halls during lockdown, self-isolation and quarantine.
- Develop resources and guides for students on making and creating work remotely.
- Maintain our existing channels of communicating ensuring staff, students, Trade Unions, local community and wider stakeholders are kept up-to-date on the actions we are taking.
- Introduce COVID-19 specific student engagement and communication channels (GSA Lead Reps Meeting and Academic School Student Liaison Meeting) in addition to our existing student engagement and consultation channels.
- Take into account the impacts of COVID-19 on school pupil and college student learning, examination, portfolio preparation and interview preparedness aligned to our approach to Fair Admissions supporting all students in their application to study at art school and successful enrolment.
- Develop our post-graduation offer to support successful transition from art school to employment and professional practice.
- Deliver on our commitment to physical graduate showcases (for graduates from 2019 – 2020 and 2020 – 2021) to support graduates in the presentation of their work to public audiences.

Collaboration – there is active collaboration with other institutions. We will:

- Engage with sector-wide and local strategic discussions as appropriate on collaboration at institutional, academic subject or professional services level.
- Continue to work with the University of Glasgow on COVID-19 Asymptomatic Testing for students.
- Participate in sector-wide meeting with Scottish and UK Governments on COVID-19.
- Progress our relationships with college partners through the development of articulation agreements and arrangements (formal advanced standing or Associate Student routes) focusing on subject areas linked to economic priorities or skills-gaps including innovation, architecture, simulation and visualisation and design.
- Continue to develop our relationship and work with Castlehead School in Paisley applying the pedagogical models of creative education across the curriculum piloting activity that can be evaluated and have a wider sector impact and/or application/adoption.
- Ensure compliance with our Procurement Strategy 2018-2021 ensuring we secure value for money in all that we do.
- Play an active role in Glasgow’s post 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.
- Through our Highland Campus and work with Highlands and Islands Enterprise contribute to the COVID-19 recovery in that region.

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

We will:

- Embed sustainability within our next Strategic Plan taking cognizance of:
 - Our plans for the Mackintosh Building.
 - Development of our new Estates Strategy.
 - Planned improvements to our existing estate.
 - Our Internationalisation Strategy and travel policy.
 - Our procurement.
 - Our curriculum around sustainability and the circular economy and where the GSA has distinctive research strengths.
 - On-campus, remote and hybrid programme delivery.
- Contribute to the Glasgow-wide activity relating to COP26 in 2021 and also in partnership with other UK art schools and our international partners, wider creative engagement and responses to COP26 and sustainability.

National Measures Table

University Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*	
A	Number of Scottish-domiciled Undergraduate Entrants	183	189	180	203	225	249	225
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	55	59	62	63	0	89	89
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	9	12	26	22	0	32	32
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	16.4%	20.3%	41.9%	34.9%		36.0%	34.9%
C	COWA measure: Total number of Scottish-domiciled full-time first degree entrants	181	185	175	201	223	249	243
	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	40	27	37	28	42	52	52
	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%	20.9%	18.8%
D	Number of Scottish-domiciled undergraduate entrants with care experience	0	0	0	2	2	3	3
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.0%	0.0%	0.0%	1.0%	0.9%	1.2%	0.9%
E	Number of Scottish-domiciled full-time first year entrants	153	180	186	175	200	171	171

	Number of Scottish-domiciled full-time first year entrants returning to study in year 2	149	173	180	170	195	168	168
	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%	98.2%	97.5%
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		-12
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey	0	0	0	97	0		97
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination	0	0	0	93	0		93
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				95.9%			95.9%
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment	0	0	0	85	0		85
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment	0	0	0	34	0		34
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				40.0%			40.0%
H	Number of Scottish-domiciled Undergraduate Qualifiers	177	174	170	190	158	177	158

* in line with Interim Outcome Agreement Guidance national measures set at 2018-2019 performance as a baseline target we are working to exceed.

