

**THE GLASGOW
SCHOOL OF ART**

Outcome Agreement 2022 – 2023

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Introduction

Our Outcome Agreement 2022 – 2023 details at a high-level, contributions, impact and outcomes and provides assurance on our use SFC Funding in Academic Year 2022 – 2023.

While our Outcome Agreement responds directly to the SFC’s ambitions and outcomes for Scotland’s higher education sector, for The Glasgow School of Art our actions are set in the context of our own Strategic Plan 2022 - 2027, our Annual Implementation Plan 2022-2023 and our aligned strategies and plans. As a small, specialist higher education institution, it is important that we take this approach, focusing our resources so we can deliver for all student 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.

As a globally recognised, world-leading specialist higher education institution 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.

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 2022 – 2023

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

- Our actions for 2022- 2023.
- A case study that demonstrates how we are meeting the SFC’s expectations.
- The SFC Measures and indicators of success are 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 2022-2023:

- 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.
- Institutions outline how they will support the sector's delivery of the COWA targets.
- 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 2022 – 2023. We will:

- Continue to achieve our COWA targets for 2030. We will build on our approach and progress and 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 and fully integrate articulation and advanced entry with widening participation through a single reporting line to ensure internal synergy and efficiency.
- Review our Fair Admissions Policy, introduced in 2017, to reflect changes introduced resulting from COVID-19 and changes identified by Universities Scotland Admissions Policy Group aligned to agreed national priorities including ensuring widening participation work and student services are better aligned to ensure a more seamless support pipeline for care experienced students.
- Continue to develop our relationships with Scotland's colleges through maintaining existing (including renewing our Associate Student Agreement with Forth Valley College) and developing new formal associate student agreements alongside direct articulation routes supporting students from colleges across Scotland to study at the GSA.
- 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.
- Undertake development work with external partners and SCQF to accredit Creative Thinking Awards (SCQF levels 5 and 6) in schools to support the pipeline into creative education and support creative thinking more generally within the school curriculum.
- Continue to develop our CPD offer for GSA staff around widening participation, articulation and fair admissions.
- Develop with Glasgow School of Art Students' Association our application for *University of Sanctuary* to further enhance our work with Refugees and Asylum Seekers and in line with Glasgow City Council's Commitment for Glasgow as a City of Sanctuary.

Case Study: Reflecting on digital delivery to our Widening Participation work

Post-COVID, the return to physical activity within our widening participation work allowed us to reflect on how digital delivery had been utilised since March 2020 and how best we might coherently and positively integrate digital activity alongside physical engagement to enhance our work and extend our geographical reach.

While obvious benefits were increased flexibility, accommodating greater numbers of students, running concurrent events without being restricted by available campus space and having materials students can revisit after sessions to reinforce and enhance their learning, less obvious benefits were identified.

We are now able to run a greater range of short, more highly focused activity. These include artist talks, current students and graduates discussing their work and short documentaries on creative practice. It has also enabled us to access and showcase work with, and by a greater diversity of artists, designers and architects by gender, sexual identity and ethnicity giving a wider range of role models for prospective students.

Other activities have allowed us to focus on portfolio development, and essential part of the application process and now submitted digitally. Having digital delivery and resources is a very logical and efficient process, supporting students in rural and remote locations, with work constantly photo-documented and students actively building a library of digital images that can go directly into the digital portfolios.

These activities, while supplementing the more formal and structured engagement, brings together a socially and geographically diverse group giving them an experience of the wider aspects of studying in art school and becoming part of a wider creative network.

Our measures and indicators of success for 2022-2023. Please see our national measures table 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 2022 - 2023:

- The student experience of learning, teaching and support is protected.
- 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.
- Learning and teaching strategies are adapting to include approaches for digital skills and blended learning.
- 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 2022 – 2023: We will

- Continue to implement our Enhancement Led Institutional Review (ELIR) Action Plan and incorporate actions into our new Education Strategy developed as a sub-strategy of our Strategic Plan 2022 - 2027.
- Develop an 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.
- 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 continue to implement our Student Experience Performance Indicators to identify low performing programme and specific enhancement action plans.
- Continue to monitor key student experience data sets through annual monitoring and Student Experience Performance Indicators (see also our actions relating to the NSS).
- 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 six-monthly through School-based Boards of Studies.
- Implement the GSA's Common Academic Framework leading to the review and development of all taught programmes including full review of curriculum and assessment with 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 learner journey in curriculum.
- Prioritise Year 3 of enhancement themes to support transitions into art school and building resilient learning communities from pre-arrival to welcome – building on induction and welcome work.
- 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.
- Continue to enhance induction and welcome activities building upon successes of blended approach in summer 2022.
- Approve and 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'*, continue to enhance resources available through our student and staff intranets and deliver GSA's first Wellbeing Day.
- Introduce a new 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.
 - Progress 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 with an annual learning and teaching conference.

- To support CAF implementation, secure and deliver two external modules in inclusive curriculum and assessment for staff leading curriculum review. These modules will be delivered in autumn 2022 and spring 2023 by AdvanceHE.
- Proactively engage with developments in the wider sector relating to quality assurance and standards through the emerging tertiary framework including membership of SHEEC and US LTC, and membership of QAA advisory board on review method.

Case Study: Exploring creative future potentialities for technology enhanced learning and teaching at the Glasgow School of Art

Building upon developments through our pandemic response, and with the aim to reflect and learn from enhancements, developments and innovations in technology enhanced learning and teaching, GSA's Learning and Teaching Group (LTG) commissioned a short life working group (SLWG) to explore our practices as we recovered from our rapid shift to online and blended learning. The SLWG, comprising academic staff, professional service staff and students, facilitated a series of active workshops to explore practices, identify case studies and consider future opportunities for TELT within our studio-based education.

The groups work and findings established a series of principles and provocations capturing the opportunities of TELT for studio learning and teaching, as well as areas for investment and development in order to continue to grow our practice and innovation in this area. These principles have been disseminated through LTG, our learning and teaching enhancement seminars series and our Learning and Teaching Conference and have formed the basis for a new research project scoping innovation in TELT studio. The principles have also been integral to the development of our strategic ambitions with TELT, informing our Education Strategy and our emerging Digital Strategy, both aligned to fulfilling the ambitions of our [Strategic Plan 2022-2027](#).

Our measures and indicators of success for 2022-2023. Please see our national measures table in Appendix 1.

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.

SFC Expectations:

- 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 2022 – 2023: We will:

- Implement our new Student Partnership Agreement (SPA) developed through consultation and engagement with students and staff which will support and improve partnership working between students and staff to enhance the student experience.
- Explore, identify and implement ways of evaluating effectiveness of our SPA, monitoring our SPA success measures and developing project work across the GSA.
- Establish a Student Partnership Project Fund to support partnership work and enhancement work across Schools, Departments and programmes.
- Revise our Student Representation to support more effective committee representation and engagement with all training now offered internally by Learning and Team and Glasgow School of Art Students' Association (GSASA) with advice and support from sparqs (student partnership in quality Scotland).
- Develop a Student Engagement Policy to enhance student representation recruitment and training and support.
- Expand student consultant approach offering five consultants (one in each GSA Academic School) to support curriculum review work and internal priorities of a student engagement policy and teaching awards.

CASE STUDY: GSA Learning and Teaching Awards

Teaching Awards celebrate and recognise the work of staff and students who enhance and promote student learning and strengthen GSA's unique creative community. The awards launched in 2022 and developed in collaboration with GSA's Learning and Teaching Team and GSASA, as well as a student consultant who researched and developed the award categories, benchmarking against other initiatives nationally.

The Teaching Awards aim to give the student body a meaningful voice in identifying and sharing their views on what good teaching practice and support and community building looks like at GSA, with the ambition of using this feedback to develop and enhance teaching practice in particular across the school.

156 nominations were received in seven categories - Inspirational Tutor; Enhancing the Student Experience; Supervisor of the Year; Outstanding Feedback; Creative Network; Social Justice and a Student Life Award. In the Social Justice and Student Life Awards, students could nominate their fellow students. Students from the Students' Association Student Representative Council selected award winners and shortlisted commendations in each category.

Analysis from award nominations identified two overarching themes relating to what students valued as good practice in learning and teaching at GSA. Firstly, students valued the knowledge, skills and practice of the staff that support their learning, with students often praising things like

staff knowledge and expertise, ability to relate their subject to the wider world and their ability to create inclusive and welcoming environments for example. Secondly, student nominations revealed the importance of personal qualities and behaviours in staff for example passion and enthusiasm for their subject; qualities like care and support and staff's ability to nurture potential.

A report of the findings was produced for staff and circulated amongst key student and staff committees including Student Partnership Group and Learning and Teaching Group with staff encouraged to use the awards to find ways to enhance opportunities to share their views on good practice, and think about ways of recognising and sharing good practice at school level. Read more at [Teaching Awards 2023](#).

Our measures and indicators of success for 2022-2023. Please see our national measures table in Appendix 1 with exception of qualitative measures and indicators of success:

- Our approaches to enhance student engagement and experience.
- Training Student officers.
- Partnership working to secure and enhance the quality of the student experience.

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.
- 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.
- There is a pipeline of appropriately skilled people for the labour market.

What we will do 2022 – 2023. We will:

- Maintain our sector-leading student progression and retention and 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 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 Spaces](#) events and networking programme for students and recent graduates, featuring established creative professionals and entrepreneurs and 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). including a new blended service provision model (following two years of fully online provision, preceded by largely face-to-face delivery) and SHIFT Plus, a new micro-credentials programme. SHIFT is a progressive programme of interactive workshops, activities and break-out conversations and reflections facilitated by leaders in design

innovation, performing and production arts, screen, curation and creative project management and with Creative Scotland support and collaboration we will undertake an evaluation of SHIFT.

- Launch Primer Scotland with funding support of Creative Scotland, adapting the online Artquest resource (developed by University of the Arts London and Arts Council England) for the Scottish context. This free, professional, peer-to-peer online community for visual artists provides advice and guidance on building and sustaining careers as artists. The resource will be hosted by Creative Scotland and available to students and graduates of all of Scotland's HEIs, as well as those already pursuing their professional careers.
- Provide all GSA Students access to Enterprise Studio suite of Creative Business micro-credentials courses via our on-line learning platform CANVAS, building on an earlier Creative Business elective course that was only available to PGT students.
- Develop a pilot internship programme with NatWest/RBS's business support and development programme and a selection of the companies they work with, providing placement opportunities for GSA students.
- 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, creative and cultural sectors, recognising the impact and global reach of the [GSA Digital Showcase](#) in this space.
- Review our student mobility taking cognisance of Turing funding, ensuring equality of opportunity and increase participation to pre-COVID levels.
- Continue to monitor and analyse HESA Graduate Outcomes survey results, including to gain a better understanding of graduates' career destinations combined with their qualitative/subjective responses to identify and respond to any emerging trends.
- Continued engagement with Creative Economy sector, funding and policy bodies to monitor skills and employment trends and needs.

Case Study: Sculpture and Environmental Art Partnership with Midton

A key focus of discovery for Midton has been the need to reduce their own factory waste and increase their sustainable options. Extensive research and development was carried out to give this 'waste' a new life and Remade was created – a new sustainable product, providing a unique and eco-friendly alternative to virgin acrylic. This material is produced onsite at the factory, representing localised plastic recycling, and remanufacturing at its best.

Even with this high recycled content, Remade preserves its material purity, and Midton wanted to explore further its use as a sculpting material. As a company they already had a firm understanding of virgin cast acrylic within the sculpting realm, with optical clarity and strength in shape and form. With Remade, however, the possibilities opened further, especially for texture and depth and Midton were keen to work with different project partners to see what they could do with this new material.

In partnership with the Department of Sculpture and Environment Art, a year -long project was developed, focusing on the use of recycled plastics through:

- Work experience through site visits,
- Pre-production sampling and prototyping,
- Production: fully funded material costs, labour, and the support of the Midton team in the making of their pieces,
- An exhibition to showcase their final work alongside other renowned artists.

Following applications, Midton worked with a group of six SEA students, each bringing their own artistic edge to Remade producing a collection which demonstrates the wide range of abilities that using recycled materials brings to the world of art and design. From encapsulation of mixed materials, to creating a sculpture exclusively from recycled shards, to heat-bending strips of the material – the process has been one of invaluable learning for both the students, and Midton. See more at [Materials Matter – Remade](#).

Our measures and indicators of success for 2022-2023. Please see our national measures table in Appendix 1.

5. 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:

- Institutions assess the equality impact of their policies and procedures to ensure students are supported to achieve their full potential.

What we will do 2022 – 2023. We will:

- Continue to progress our actions embedded within our [Equality Outcomes for 2021-2025](#) and implementation of our revised approach to [Equality Impact Assessments](#) and deliver Equality Impact Assessment training to support EqIA review and completion.
- Enhance membership of the GSA Equalities Committee to reflect our ambitions, our community and action plans.
- Progress our working group formed under the direction of the EDI Committee to develop and approve our Anti-Racism Action Plan.
- Consider the impact of the SFC/EHRC National Equality Outcomes on GSA Equality Outcomes.
- Review the ‘Dignity and Respect at Work and Study’, ‘Equality, Diversity and Inclusion’ and ‘Trans and Gender Reassignment’ policies and review the format of the Staff Equality Monitoring Report.
- Develop the GSA Equality Mainstreaming / Equality Monitoring and Equality Outcome Progress Reports to ensure legislative duties are met.
- Introduce a monthly EDI Newsletter for students and staff and develop staff and student intranet pages with resources and collation of institutional EDI activity.
- Consider and agree new approaches to support the diversity of home and RUK students applying to the GSA based on evidence and application trends as part of our development of a new Student Recruitment Strategy.
- Review our Fair Admissions, ensuring it takes cognisance of our restated ambitions around diversity and ensures we can continue to support applications and enrolment from a diverse student community.
- Review our Digital Inclusion policy which aims to support students access to digital tools and equipment they would otherwise be unable to due to financial hardship, digital exclusion, or other relevant circumstances.
- Develop an 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.

- Through new Board member recruitment deliver on our commitment of maintaining gender equality within our Board of Governors and increasing the diversity of our Board across a range of protected characteristics.

CASE STUDY – Re-defining Glasgow as a Feminist City

[Missing in Architecture](#) is a collaborative research group of staff within The Glasgow School of Art's Mackintosh School of Architecture who challenge issues relating to education and the profession in relation to Equality Diversity and Inclusivity and the gaps that are missing. This project is a collaboration between staff and students across the GSA with the aim to foster skills in relation to co design, collaborative working and community engagement, supporting equality, diversity and inclusivity in working methodologies across disciplines.

A recent motion has been passed At Glasgow City Council with councillors backing a motion from Green Councillor Holly Bruce which will see Scotland's largest city making women central to "all aspects of planning, public realm design, policy development and budgets". [Missing in Architecture](#) and students across the GSA will examine the principles and theory behind 'the feminist urban realm' and how these can impact and redefine the city at a range of scales for the communities that live and work in Glasgow.

The documentation of these places, spaces and systems within the city of Glasgow will then frame discussions through a co-design event that aims to gather reactions, design interventions, capture responses and propose ideas for the feminist city, that can add to conversations with policy makers and urban strategists in Glasgow City Council, bringing a voice from the students to the City through the redefinition of Glasgow as 'UK's first feminist city'.

The project will go beyond one academic year and lead into future projects and co design methodologies that will become part of the curriculum.

Our measures and indicators of success for 2022-2023:

- [Equality Outcomes for 2021-2025](#)
- Publication of Equality Impact Assessments
- Develop GSA Data Strategy.
- The Student Equality Monitoring Report was revised to support greater emphasis on evaluation of data to inform action. Student, Staff and Board of Governors Equality Monitoring Reports (can be found [here](#))
- Corporate Parenting Report (can be found [here](#))
- GSA Equality Outcomes 2021-25 and Equality Progress Report 2022 (both can be found [here](#))
- GSA Equal Pay Review 2021 (can be found [here](#))

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 2022 – 2023. We will:

- Continue to develop a positive research culture. The GSA is home to a vibrant and collegiate researcher community, grounded in peer mentoring and support. We are committed to developing leadership at every career stage to ensure the sustainability of our research environment and we foster an inclusive culture where we learn together and from one another. Watch [GSA Research Stories](#).
- Commence implementation of our Research Strategy 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.
- Continue to invest the Research Excellence Grant (REG) in the underpinning infrastructure which enables the creation of excellent research at GSA, and provides the support and resources which help our research community to develop and grow. REG is essential to GSA's capacity to produce world-leading and internationally significant research, secure investment from research funders and generate social, cultural and economic impact. At GSA, REG funds our central research office and grant support staff, our distributed team of research leads, key systems for the management and promotion of research activity, researcher training and internal grant schemes to support researchers across GSA.
- Develop our approach to recruit and retain post-graduate research students increasing our PGR community to 85 by 2027.
- Restate our commitment to Early Career Researchers:
 - Invest in leadership training and development for researchers – aligned with the career framework and Concordat to Support the Career Development of Researchers - at every career stage, with an emphasis on ECRs to ensure the sustainability and vitality of the GSA's research environment.
 - Develop post-doctoral and ECR opportunities (e.g. supporting applications to SGSAH 2022-23 post-doctoral fellowship scheme; and through membership of the new Scottish BA ECR Network).
- Grow the number of researchers who have significant responsibility for research through research mentoring scheme, initiation of 'Coaching to First Bid' scheme, and (through investment of REG) targeted training and development e.g. building research networks; understanding impact; open research; and developing funding applications.
- Develop our impact infrastructure through appointment of a new KE and Impact Officer, formation of a GSA Public Engagement group, developing an Impact Case Study pipeline and scoping 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.
- Enhance research partnership opportunities, through development of two MoUs with local/regional cultural sector partners.

- Finalise and approve revised GSA policies and procedures relating to research misconduct, informed by recommendations of UKRI Funding Assurance exercise, the Concordat to Support Research Integrity and UKRIO guidance.
- Enhance the visibility and accessibility of our research and Public Engagement with Research (PER) through our exhibitions programme, a GSA-based research showcase and our participation in *Eureka! 2023* in London, a biennale of Design and Sustainability research coinciding with the London Design Biennale.

CASE STUDY – Dressing Above your Station

Between 2014 and 2019, The Glasgow School of Art invested a proportion of REG in a number of dedicated Research Fellow posts, to develop new areas of knowledge that would build research capacity in specific disciplines and enhance its impact. With those roles now fully integrated into our academic Schools, that investment continues to yield high quality research and impact.

A recent example from AY2021-2022 concerns the work of Mairi MacKenzie, Research Fellow in Fashion and Textiles, whose collaborative research on the painter and GSA School of Fine Art graduate Steven Campbell (1953-2007) examined the role of fashion in his work, aspirations and cultural identity, and culminated in an innovative, interdisciplinary digital exhibition, which enhanced public understanding of the artist's career and forged stronger links between GSA, cultural and civic partners and the creative industries.

With the support of GSA's REG-funded research office team, MacKenzie and independent curator Beca Lipscombe secured funding from Creative Scotland to develop the project, and an Interface Innovation Voucher which enabled curatorial organisation Panel to work with Ronan Breslin, from GSA's School of Simulation and Visualisation, to use gaming technology to create an immersive, 3D sound environment for the interactive exhibit.

Together with fellow project partners ISO Design, Rob Kennedy and the Tramway (part of Glasgow Life), the project team demonstrated the novel possibilities of digital exhibition in a post-pandemic context. See more at [Dressing Above your Station](#).

Measures and indicators of success:

- REF2021:
 - 82% of our research was judged to be either 'world leading' or 'internationally excellent'. The GSA is the top-ranked specialist, practice-based Art and Design HEI in the UK.
 - 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.
 - 100% of our research environment was judged to be either 'world leading' or 'internationally excellent.'

2. Research sustainability (incorporating collaboration) – institutions ensure that their world-leading research programmes are on a sustainable footing, particularly amidst the uncertainty supporting the UK’s future relationship with Horizon Europe.

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 and the economic climate.

What we will do 2022 – 2023. We will:

- Align with the Research Integrity and Researcher Development Concordats by undertaking gap analyses over 2022-23 and develop a plan to address gaps in 2023-24. The development of a revised GSA Research Integrity Policy and Procedure was approved in 2021-22, building on recommendations received following a UKRI assurance and this will be further developed in 2022-2023.
- Recruit a Researcher Developer (to be funded from REG) with responsibility for developing and coordinating a refreshed training and development programme, for staff and PGRs.
- Continue to provide research integrity training to PGRs through our Research Degrees Training Programme, and to PGRs and academic staff, including through online modules licensed from University of Dundee.
- Support the submission of three SGSAH Post-Doctoral Fellowship applications. These Fellowships are intended to enable those in receipt of DTP1 studentships to realise the full potential of their original funding awards, which was curtailed by the Covid-19 pandemic.
- Continue to develop our approach to Research Leave.
- Commence redevelopment of GSA external website, enhancing our research narrative, demonstrating impact and integrating our research repository.
- Deliver two research showcasing events:
 - Glasgow-based research showcase.
 - One of 16 Art & Design HEIs taking part in *Eureka!* 2023, a biennale of Design and Sustainability research, coinciding with the London Design Biennale in 2023.

CASE STUDY - Research Leadership: Developing the research infrastructure, cross-GSA collaborative leadership culture, capacity and capability

In 2021-22, The Glasgow School of Art allocated more than £175,000 of REG to the formation of a Research Leadership Group to enhance the research culture in each of our academic Schools and support a more integrated approach – between Academic Schools and the central Research Department – to the development and implementation of strategic plans for research, KE, and innovation. The Research Leads function evolved from the intensive and high-quality work undertaken by our REF Planning Group in the two years prior to the REF 2021 submission period.

Recognising the value of the insight and expertise that had been developed during that process, a strategic decision was taken to establish a permanent structure through which that knowledge could be deployed and further developed for the ongoing improvement of research at GSA.

As well as taking on responsibility, with Heads of Schools, for ensuring that the needs of each of GSA’s core disciplines are appropriately reflected in our research policies and objectives, the

Research Leads chair their school research committee, oversee the communication and implementation of good practice within their fields, play a key role in the mentoring and development of research staff, conduct and coordinate internal peer review, promote integrity and provide ethical oversight.

Watch an [introduction to the research environment and practice at the GSA in Glasgow and Forres](#).

Measures and indicators of success:

- Evidence of compliance with the Researcher Development Concordat through OA process and Research Integrity Concordat through engagement with Universities UK and UKRIO.

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.
- Institutions help find pathways for people without work to study and move into employment.
- Fair work - institutions to advance and promote Fair Work practices as employers.

What we will do 2022 – 2023. We will:

- Implement our plans to transform our already distinctive education. Our Strategic Plan 2022 – 2027 which was developed collaboratively during Academic Year 2021 – 2022 and informed by foresight research and data with plans for growth in new programmes informed by market intelligence primarily focused on the merged schools of Simulation and Visualisation and Innovation.
- Commence a curriculum review and major amendments/revalidation to align with the GSA Common Academic Framework. This will include refreshing the curriculum to ensure that all GSA students acquire a common set of Graduate Attributes. Amended/Revalidated programmes will commence for all students in AY2024-2025.
- Develop a business case to prototype a coherent portfolio of PGT programmes delivered in flexible/PT/low residency or fully online mode with the first phase in AY2022-2023 focusing on market testing and design and commencement of the validation process.
- Develop the infrastructure, policies and procedures to validate short courses/modules that can be marketed as credit-bearing stand-alone CPD or micro credentials in parallel with the business case and market research work associated with new learner markets.
- Implement our revised thematic approach to 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.
- Agree and commence implementation of our People Strategy, our approach to ethical leadership and nurturing talent and capability across the institution focusing on:
 - Embedding the behaviours of ethical leadership within everything we do.
 - Developing an evidence-based career framework that recognises diversity of contribution to the GSA, identifies, and nurtures talent and supports career progression, succession planning and continuous professional development.
 - Support and develop a skilled, sustainable resilient workforce by undertaking evidence-based strategic workforce planning, effective recruitment and induction.
 - Nurturing talent and capability through career review and development.
 - Deliver a positive employee experience - continually listen and regularly seek constructive feedback from colleagues; encourage ideas and engagement, recognise, celebrate and reward employee contributions and prioritise health and wellbeing.
- Link our People Strategy to our Equality Outcomes and will implement a Recruitment Strategy for the GSA that is focussed on widening reach of recruitment campaigns and positive impact. Recruitment outcomes will be analysed for positive impact on diversity of the GSA workforce.
- Develop our staff learning and development provision, informed by Career Reviews, and provide opportunities to support staff in developing an inclusive, anti-racist culture.
- Continue to develop our understanding of equal pay across the protected characteristics and our workplan includes actions to embed equal pay data into decision making and to ensure robust, consistent and transparent pay processes linked to job evaluation.
- Achieve the Real Living Wage accreditation and implementing a real living wage supplement for staff, effective October 2022.
- Continue to recognise the importance of employee voice in creating a collaborative and inclusive culture, working in close partnership with Trade Union Colleagues to develop transparent mechanisms for employee voice and engagement founded on trust and respect. Over the next 12 months we are committed to involving staff in the identification and development of mechanisms to facilitate regular staff engagement, dialogue and coming together (virtually/in person) e.g. surveys, meetings, webinars, newsletter, line manager briefings, intranet, staff spaces etc. Using a 'You Said, We Did' approach we will then monitor the impact on achieving increased staff engagement.
- Implement our new Staff Communication Framework, our shared approach to engaging, effective and impactful staff communications.
- Develop Research Leadership, including investing in leadership training and development for researchers, aligned with the GSA's career framework, Concordat for Researcher Development, and our commitment to emphasis on Early Career Researchers to ensure the sustainability and vitality of GSA's research environment.

Case Study Support for 2020 Graduate Physical Exhibitions

In 2020 the GSA committed to its graduating students that, in addition to the Digital Graduate Showcase which replaced the annual Degree Show, it would support physical exhibitions when COVID restrictions allowed.

Over the past 18 months, The Glasgow School of Art has supported 18 separate projects enabling over 400 graduates to participate in events taking place across Glasgow, the UK and Internationally

and contributing to the reopening of cultural and creative exhibitions eco-systems post COVID. Exhibitions have included:

- Future Lab - A 52 GSA graduate exhibition held at the West Bund Centre Shanghai.
- Interlude Films - Industry focussed film screenings in Glasgow.
- Project Wunderkammer - A six-part international project with curated exhibitions in Sweden, Thailand, South Korea, London and Glasgow.
- Graduate Drive Thru - A 22-person exhibition on top of a Glasgow city centre car park.
- Room, A Remix of Damage and Happy Tides will Come Again - Three separate exhibitions that took place in the GSA Reid Gallery in 2022.
- To Tease, To Hold These Stories Through and Through - A three-person exhibition being held at Glasgow Project Rooms, January 2023.
- Internal Interludes - A solo show taking place at Set Space, London, February 2023.

Watch [GSA Graduate Support](#) as graduates from three supported projects share their experiences.

Measures and indicators of success:

- New programmes and courses aligned to learner and industry needs.
- Delivery of Upskilling programmes and demonstrable participation.
- Implementation of GSA's People Strategy.

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 in the job market.

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 2022 – 2023. 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.
- Develop a business case to prototype a coherent portfolio of PGT programmes delivered in flexible/PT/low residency or fully online mode with the first phase in AY2022-2023 focusing on market testing and design and commencement of the validation process.
- Develop the infrastructure, policies and procedures to validate short courses/modules that can be marketed as credit-bearing stand-alone CPD or micro credentials in parallel with the business case and market research work associated with new learner markets.
- Implement our revised thematic approach to 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 Spaces](#) events and networking programme for students and recent graduates, featuring established creative professionals and entrepreneurs and 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) including a new blended service provision model (following two years of fully online provision, preceded by largely face-to-face delivery) and SHIFT Plus, a new micro-credentials programme. SHIFT is a progressive programme of interactive workshops, activities and break-out conversations and reflections facilitated by leaders in design innovation, performing and production arts, screen, curation and creative project management and with Creative Scotland support and collaboration we will undertake an evaluation of SHIFT.
- Launch Primer Scotland with funding support of Creative Scotland. We will adapt the online Artquest resource (developed by University of the Arts London and Arts Council England) for

the Scottish context. This free, professional, peer-to-peer online community for visual artists provides advice and guidance on building and sustaining careers as artists. The resource will be hosted by Creative Scotland and available to students and graduates of all of Scotland's HEIs, as well as those already pursuing their professional careers.

- Provide all GSA Students access to Enterprise Studio suite of Creative Business micro-credentials courses via our on-line learning platform CANVAS, building on an earlier Creative Business elective course that was only available to PGT students.
- Develop a pilot internship programme with NatWest/RBS's business support and development programme and a selection of the companies they work with, providing placement opportunities for GSA students.
- 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, creative and cultural sectors, recognising the impact and global reach of the [GSA Digital Showcase](#) in this space.
- Continue to monitor and analyse HESA Graduate Outcomes survey results, including to gain a better understanding of graduates' career destinations combined with their qualitative/subjective responses to identify and respond to any emerging trends.
- Continued engagement with Creative Economy sector, funding and policy bodies to monitor skills and employment trends and needs.

Case Study GSA Enterprise Studio - Working Space Graduate Mentoring (WGSN)

The Working Space Graduate Mentoring (WSGM) was developed in direct response to challenges that 2020/2021 GSA graduate cohorts faced as they transitioned from study into a graduate job market affected by the pandemic.

Led by the GSA Careers service with support from the GSA's Creative Network the mentoring model brought together the GSA's alumni and 2020/21 graduates for 4-months of mentoring activities. Receiving four times as many applications per available mentoring place, graduate applicants were chosen based on professional practice need and carefully matched to the alumni's expertise. 14 mentoring partnerships were created with each partnership receiving training, guidance and support before commencing on their mentoring relationship.

The project was highly successful, receiving positive feedback from both mentors and mentees who all felt that the partnerships that they have established have been productive and supportive of the professional practice needs of the mentees. This is evidenced by the immediate impact the project had on the destinations of the graduate mentees. By the end of the four-month mentoring period, mentees reported progression to postgraduate study and multiple graduate employment destinations and opportunities. This project is now currently being reviewed for further development and future mentoring opportunities.

"It's honestly hard to articulate just how useful the sessions were for me. My mentor not only provided practical suggestions for moving forwards as a freelancer but also helped to shift my mindset towards believing in myself in order to attain practical solutions"

"Just to say, I absolutely loved working as a mentor for the Working Space Graduate Mentoring Programme. My mentee was really well matched and over the course of our working together he was able to identify and clarify his goals for professional development and onward plans for further education at MSc Level."

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 the top priorities of a green recovery, a well-being economic and a just transition to net zero carbon society.
- Institutions are evolving their strategies for knowledge exchange and innovation working with key stakeholders, for example enterprise agencies to progress the priorities of a green recovery, a well-being economy and transition to a net zero carbon society

What we will do 2022 – 2023. We will:

- Continue to develop and progress our collaborative research and KE Projects in the context of our new Research Strategy (which covers KE and Innovation) and the development of Rural and Civic Labs which will bring together research and KE activity within the context of place.
- Complete recruitment of Knowledge Exchange and Impact post in the Research Office (through UIF investment), to address current vacancy and re-establish capacity to respond more fully to UIF and emerging KEIF agenda, including by enhancing our contribution to helping Scotland achieve a green recovery, a well-being economy and a just transition to a net-zero carbon society.
- Support the development of a well-being economy by continuing our role as a core partner in the Digital Health and Care Innovation Centre, with University of Strathclyde, including through the associated work 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 and maintain the involvement of Mackintosh School of Architecture, School of Simulation and Visualisation and Innovation School in projects to support industrial innovation in the sector – with an emphasis on those that draw on our track record of promoting environmental sustainability in the built environment.
- Maintain our successful support of new product development and capability by SMEs, through 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 GSA. In 2022-23, this activity will be aligned with impact objectives in our new Research Strategy and institutional strategic plan, including ongoing development of impact case studies, linked to strategic research themes, which include Health and Care and Sustainable Environment and Economies.
- Maintain membership of the Scottish Universities Insight Institute, and contribute to funded networks and projects.
- Work closely with the West of Scotland KTP Centre to identify partners and opportunities for new KTP applications.
- Establish a GSA Public Engagement group, develop an Impact Case Study pipeline and scope an Impact Tracker system.

- Continue to build on our expert track record of providing expert services to and undertaking collaborative research and KE with a wide range of non-academic civic, cultural and industrial partners.
- Play an active role in the Scottish HE sector’s collaborative approach to exploiting our research to address priorities identified through UIF initiatives (see UIF Plan for 2022-23).
-

CASE STUDY Scotland’s Urban Age II - post-pandemic priorities for Aberdeen, Glasgow, Edinburgh (‘AGE’)

A major academic study of the AGE cities, Aberdeen, Glasgow and Edinburgh, was led by Professor Brian Evans, (Head of Urbanism at The Glasgow School of Art, Head of the Glasgow Urban Lab, City Urbanist for Glasgow, and an advisor to the United Nations Economic Commission for Europe). It identified that the COVID-19 pandemic, the climate crisis and Brexit have combined to create a potentially “toxic” cocktail of change for urban Scotland.

The research, was commissioned by Aberdeen, Glasgow and Edinburgh Chambers of Commerce Brodies LLP, Anderson Anderson & Brown and is a sequel to the AGEI report of 2018. It outlines what has and has not changed in light of the COVID pandemic and the accelerating net zero carbon agenda, calling on businesses and all levels of government to collaborate to make sure these cities can overcome the challenges they face in this period of rapid and profound change.

The report identifies five key challenges face the cities:

- City centres facing enormous transition
- A built environment that requires retrofitting on an industrial scale
- An ageing population which will lead to workforce and tax revenue pressures
- Deteriorating domestic and international connectivity
- Planning and taxation systems straining with the pace of change

To ensure the AGE cities can recover from recent shocks to the system and the report’s commissioning partners have made seven recommendations to policy makers:

- Devolve meaningful tax raising and other fiscal powers to cities to allow them to fund investment and deliver programmes that reflects local needs and opportunities.
- Focus on increasing the residential population of our city centres to replace the critical mass lost due to technological advances and other social changes.
- AGE cities form an alliance to work collectively to accelerate their journey to becoming net zero cities.
- Immigration policy is devolved to ensure cities and regions have access to the workforce they need to prosper.
- Significant investment in growing and upskilling our planning service to embed pace, place and partnership in all it does.
- Develop a new rates system fit for the century of the city. cities.
- Significant and transformational investment in rail infrastructure to improve journey times between all three AGE cities and their extended regions.

Watch [Professor Brian Evans](#) talk about the future of urban development.

Measures and indicators of success:

- Universities Innovation Fund report
- Impact measures incorporated into new institutional strategic Lead Indicators framework and five-year Research Strategy.
- HESA HEBCI completed.

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 2022 – 2023. We will:

Our Strategic Plan 2022 – 2027 commits us to working in meaningful partnership across all we do. We will continue to develop our existing partners and explore new opportunities. Our partnerships include over 80 international art schools, our awarding institution, The University of Glasgow, our sister universities and specialist institutions in Glasgow and the West of Scotland, Scotland's other art Schools and the local authorities in the Glasgow City Region and across Moray.

- Work with Glasgow higher education institutions and Glasgow City Council to identify solutions on student accommodation and housing.
- Build on our existing research partnerships including Digital Health Institute with the University of Strathclyde, and those associated with key projects such as One Ocean Hub project (University of Strathclyde, University of Edinburgh, University of Namibia, University of the West Indies, and others) and MRI Scan Playkits project (University of Sheffield).
- Continue to be an active partner with US UK Fulbright Commission and our sector groups including ELIR European network of art schools, CUMULUS, global association of art and design education, CHEAD, Council for Higher Education in Art and Design, Creative Industries Federation, UArctic, Universities Scotland and Universities UK.
- Develop a new Community Engagement Plan focusing on our work with our immediate neighbours and our wider Civic role and contribution.
- Continue our work in Paisley and with Renfrewshire Council and OneRen focused on Castlehead High School and Paisley's cultural and creative industries.
- Through our new internationalisation strategy, continue to develop our partnerships with European and International art schools post to leverage student and staff mobility, education and research opportunities reflecting our position as a world-leading small specialist art school.
- Progress options identified with our Estates Strategy, explore and development opportunities working with Glasgow City Council, Glasgow Life, our partner higher education institutions in Glasgow city centre and creative and cultural institutions as a part of partnerships and place-based approach.
- Progress the Mackintosh Building in line with our published timeline including development of the Strategic Business Case, options for delivery and partnerships to realise the project.

Case Study: Underfoot

[UNDERFOOT](#), the first solo exhibition in Scotland by Elizabeth Price, has been realised as a collaborative project between Panel, The Glasgow School of Art, The Hunterian and Dovecot Studios. In UNDERFOOT, Price presents a moving image work combining archive imagery, digital animation and musical composition in a scripted narrative that describes a journey through the pile of carpets in the Mitchell Library to a nether region where technologies and fantasies co-exist.

The journey towards UNDERFOOT began over a decade ago at Dovecot Studios when Panel worked with Dr Jonathan Cleaver to produce 'Carpets of Distinction', an exhibition of hand-tufted rugs designed by artists – including GSA alumni Joanne Tatham & Tom O'Sullivan, Nick Evans, Nicholas Party, John Byrne and Alasdair Gray. Like UNDERFOOT, Carpets of Distinction took material in the archives of the historic carpet manufacturers associated with the Stoddard-Templeton Collection as its inspiration.

Interested in the potential to continue to explore the vast Stoddard-Templeton Collection creatively, Panel began developing ideas generated by the response to Carpets of Distinction with Dr Fiona Jardine, School of Design, The Glasgow School of Art. With Dr Cleaver as a researcher and Hunterian as a curatorial partner, they commissioned Price to produce a new textile work and moving image work focused on the Stoddard-Templeton holdings.

The Stoddard-Templeton Collection is held jointly by Glasgow Life, University of Glasgow and The Glasgow School of Art and UNDERFOOT includes a programme of joint activity a summer research symposium hosted by the GSA in 2023.

Measures and indicators of success:

- Specific details of new collaborative arrangements, or plans for collaboration, and what they will achieve in terms of impact for all 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 2022 – 2023. We will:

- Commence implementation of GSA's Environmental & Social Justice Framework, aligned to the GSA Strategic Plan 2022 – 2027 and Estates Strategy and comprising five Pillars:
 - Pillar 1 – An efficient, robust, resilient estate
 - Better use of energy and other resources across the GSA
 - Pillar 2 – Supporting the staff and student community, ready for change
 - More focussed training and development opportunities, a bigger voice for students

- 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, costed plan, estates projects that support our commitment to net zero including SFC Loan funding for Stow Building.
- Establish quantitative evidence of our current emissions and appoint an Energy and Sustainability Manager.

Case Study: GSA Estates Strategy

The GSA developed its new Estates Strategy during AY2021 – 2022, setting out a number of principles to be developed and tested in more detail in AY2022 - 2023 academic year, aligned to the GSA Strategic Plan 2022-2027. The Strategic Plan aims for the GSA to be a sustainable, independent art school, investing in our future estate through inclusive design, quality place-making and addressing the climate emergency mitigation.

Extending beyond the period of the current strategic plan through to 2037, the Estates Strategy was developed through extensive stakeholder engagement, benchmarking, building condition and space analysis. Through this process, a number of headline projects were identified and recommended to support our distinctive education and research, our ambitions for growth articulated within the GSA Strategic Plan, the Mackintosh rebuilding project, the contribution the GSA's campus and estates strategy can make to the regeneration of Glasgow City Centre. It also provided flexibility and scope for further refinement of the Strategy to reflect the internal and external context and change.

The Estates Strategy aims to support creative education and creative research, innovation and partnership by:

- Improvements to Staff, Student and visitor experience in Glasgow and our campus in Altyre.
- Supporting growth in the GSA's highland campus at Altyre.
- Contributing, facilitating and taking leadership in the regeneration of Sauchiehall Street and contribute to Glasgow City Council's regeneration frameworks.
- Focusing on planned Maintenance projects.
- Inclusive design interventions which make our campus and buildings accessible and contribute to our equality outcomes.
- Developing 'projects to delight' which enhance the look and feel of the estate, reflecting our position as a world-leading small specialist institution for the visual creative disciplines and contribute to our neighbours in Garnethill.

The Estates Strategy also focuses on our sustainable estate and the range of Climate Change Mitigation projects as part of our route to Net Zero. These include the potential for a Glasgow campus District heating application for funding, disposals of surplus, not fit for purpose buildings, exploring alternative spaces for hybrid professional services and adopting a more centralised timetabling of spaces and rationalise storage to optimise space and accommodate growth.

Measures and indicators of success:

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

Appendix 1

University Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (targets)
A Number of Scottish-domiciled Undergraduate Entrants	183	189	180	203	225	249	214	309	294
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		59	62	62	78	84	86	146	140
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		12	27	24	32	38	32	59	59
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%	40.4%	42
C COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	40	27	37	28	42	52	55	74	79
COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	22.1%	14.6%	21.1%	13.9%	18.8%	21.1%	25.8%	24.1%	26
D Number of Scottish-domiciled undergraduate entrants with care experience	0	0	0	2	2	3	3	5	5
Proportion of Scottish-domiciled undergraduate entrants with care experience	0.0%	0.0%	0.0%	1.0%	0.9%	1.2%	1.4%	1.6%	1.7
E Total number of full-time first year SDUE	153	180	186	175	200	220	246	213	283
Number of full-time first year SDUE retained	149	173	180	170	195	209	241	202	267
Proportion of full-time first year SDUE retained	97.4%	96.1%	96.8%	97.1%	97.5%	95.0%	98.0%	94.8%	94.3%
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	-11.81	-20.92	-18.8	-10.36	-9%
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				97	85	113	122	123	136
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				93	78	102	108	110	122
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				95.9%	91.8%	90.3%	88.5%	90.0%	90%
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				62	55	65	100	80	88
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				34	30	34	47	42	46
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				54.8%	54.5%	52.3%	47.0%	52.0%	52%
H Number of Scottish-domiciled Undergraduate Qualifiers	177	174	170	190	158	185	202	180	200

Please note that 2018-19 and 2019-20 figures for measures G1 and G2, 2019-20 figures for measures F and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

University Innovation Fund Plan Academic Year 2022-2023

The Glasgow School of Art's UIF plan for 2022-23 represents the continuation and further enhancement of our 2021-22 plan, while also responding to emerging national policy objectives and collaborative initiatives, such as the review of coherent provision, national strategies for economic transformation and innovation and priorities for post-Covid recovery.

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 in 2022 – 2023. We will:

- Complete recruitment of GSA Knowledge Exchange and Impact post in central research office, to address current vacancy and re-establish capacity to respond more fully to UIF and emerging KEIF agendas, including by enhancing our contribution to helping Scotland achieve a green recovery, a well-being economy and a just transition to a net-zero carbon society.
- Support the development of a well-being economy by continuing our role as a core partner in the Digital Health and Care Innovation Centre, with University of Strathclyde, including through the associated work as part of the Moray Growth Deal Rural Centre of Excellence for Digital Health and Care Innovation. Contribute directly, and collectively through Universities Scotland, to the consultation informing the SFC review of Innovation Centres. Play a leading role in developing the case for the continued evolution of DHI as an element of Scotland's core innovation infrastructure. We support the aim that these infrastructure investments are strategically closer to HEIs, which has the potential to increase the demand and quality of engagement from businesses and the public sector for university services.
- Continue our involvement as a member of the wider consortium of BE-ST partners and maintain the involvement of Mackintosh School of Architecture, School of Simulation and Visualisation and Innovation School in projects to support industrial innovation in the sector – with an emphasis on those that draw on our track record of promoting environmental sustainability in the built environment.
- Maintain membership of the Energy Technology Partnership research pool (Energy Efficiency in Buildings theme), promote associated opportunities for collaboration with industry and contribute as appropriate to emerging future ETP model.
- Participate in the newly formed Universities Scotland IP Commercialisation Peer Network, to identify common goals around IP Commercialisation, and define institutional and national drivers, and share good practice. GSA will seek to gain insights from institutions with greater and more established capacity, to influence our own participation in this area of practice.
- Participate in the Scottish HEI UIF networks' engagement with the KE Concordat, and seek to incorporate good practice into GSA's own gap analysis and strategic planning for ongoing improvement of alignment with research concordats.

- With the support of the UIF Collaboration Manager, participate in the Scottish HEI UIF networks' scoping of potential sector-specific collaborative groups, e.g. the Creative Industries.
- Participate in Scottish UIF initiatives to enhance researcher skills for KE and innovation. In AY2022-23, Scottish HEIs intend to work closely with RDTC (Researcher Development Training Committee, a sub-committee of Universities Scotland RKEC), ScotHERD and other sector organisations such as Converge to help define and deliver improved KE&I training and development, to increase the capacity for industry engagement in our institutions and increase the quality of those engagements.
- 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 GSA. In 2022-23, this activity will be aligned with impact objectives in our new Research Strategy and institutional strategic plan, including ongoing development of impact case studies, linked to 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 (including participation in Eureka! in London in June 2023, in conjunction with London Design Biennale and London Design Festival), 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 2022 – 2023. We will:

- 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, which aims to meet quarterly to share best practice, deliver collaborative initiatives, and engage with the latest strategy and policy from Scottish and UK governments – informing better service delivery in our own organisation, increasing and enhancing our capacity to impact on regional and national economic growth. At GSA, our main priority is to provide advice and guidance to support innovative, creative graduate start-ups.
- In AY2022-23, we will continue to work with other Scottish HEIs to engage with SFC and Scottish Government to help define and deliver an Entrepreneurial Campus Strategy. This engagement is driven through our participation in ESG and RCDG, and with the support of the UIF Collaboration Manager. We anticipate that successful delivery of an Entrepreneurial Campus Strategy with appropriate additional resource will enhance the entrepreneurial offering in our institution, augmenting existing activities and ultimately enabling more

training and opportunities to our students, staff, and alumni, improving graduate outcomes and contributing to regional and national economic growth.

- 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/>) online in September 2022. Plan and develop the next iteration of SHIFT (for delivery in early 2023/24) as an enhanced hybrid model for a post-Covid context, combining the best elements of the original face-to-face SHIFT with more recent online programmes. In addition, we will continue to collaborate on enhancements including launching the extended SHIFT Plus micro-credentials programme in September/October 2022, and will contribute to the planned evaluation of SHIFT to date, which is supported by Creative Scotland.
- Maintain development of creative business skills micro credential courses for GSA students and graduates, and develop a complementary programme of Upskilling resources for the benefit of a wider community of learners beyond GSA.
- 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.
- Following the successful periodic review of Enterprise Studio services in 2021-22, continue to implement recommendations for enhancements to support enterprise capacity among our students and graduates.

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 2022 – 2023. We will:

- Given our profile and the nature of our international activities, our capacity to support innovation and enterprise in the Scottish economy through international links is relatively limited, and as such this is not a core priority Outcome for GSA. Our international activities are predominantly student-related, plus some research collaboration and networking. We will continue to collaborate and engage internationally in these ways, cultivating mutually beneficial relationships with academic partners whose involvement complements and enhances the quality, reach, value and impact of the GSA’s expertise.
- 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 2022 – 2023. 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.
- Participate in discussions, facilitated by the UIF Collaboration Manager, to develop collaborative initiatives between HEIs in greater Glasgow initiatives to support KE and innovation, including around potential future development of work space for start-ups, spin outs and scale-ups.
- 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 developing plans to establish a 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 2022 – 2023. We will:


- Continue to contribute to the implementation of 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.

Confirmation of GSA's Ability to Utilise UIF

GSA is pleased to confirm our ability to utilise the UIF grant for the purposes outlined above. As a small specialist institution, 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 2022-23

On behalf of The Glasgow School of Art

Signed: 
Print name: Professor Penny Macbeth
Position: Director
Date: 22.05.2023

Signed: 
Print name: Ann Priest
Position: Chair
Date: 22.05.2023

On behalf of the Scottish Funding Council:

Signed: 
Print name: Karen Watt
Position: Chief Executive
Date: 26 July 2023