**THE GLASGOW
SCHOOL OF ART**

**Outcome Agreement Update 2019-2020
Outcome Agreement 2018-2021 2019-20 Update**

Director's Introduction

Our Outcome Agreement Update 2019-2020 details our activities, plans and rolling three-year targets for Year Two of The Glasgow School of Art's three-year Outcome Agreement 2018-2021.

Our three-year Outcome Agreement was produced in parallel with our strategic plan and prior to the Mackintosh Building Fire on the 15th June 2018 and subsequent change in institutional leadership. The resultant change to our strategic direction will become evident over the next 12 month period and will be reflected more fully in our next Outcome Agreement update.

Notwithstanding we remain committed to our ambitions detailed in our Outcome Agreement 2018-2021 acknowledging the new, internal challenges to achieving these specifically around student satisfaction and experience. Recognising this we are committed to ensuring student experience and wellbeing and staff wellbeing are core strategic objectives for 2018/2019 and beyond.

However, whatever direction our future strategy takes, what we do know is that The Glasgow School of Art and the Mackintosh Building hold a unique position in Scotland's higher education sector.

Open and outward looking, we are a small, specialist institution focusing on the visual creative disciplines with campuses in Glasgow, Scotland's Highlands and Islands and Singapore. We create the conditions where creativity can thrive and transform thinking through generating new knowledge and giving shape and form to things that currently do not exist.

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

Our pedagogy creates the environment for collaboration, within and across disciplines, for critical inquiry, experimentation, prototyping and creative engagement. It is the environment in which we collectively generate new ideas and solutions, where innovation thrives and where we welcome other to engage.

This is The Glasgow School of Art.

Professor Irene McAra-McWilliam OBE
Director

Strategic Context

In some areas we deliver on our Outcome Agreement in an inclusive way, implementing actions **that achieve for all our students.** Our small size makes this mainstreamed approach appropriate.

This approach is reflected in how we 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 entering at the level appropriate to their individual circumstances.

In some areas where the intensification of targets that are Scotland-domiciled student specific, for example around widening access, associate studentships, articulation and opportunities to study in at our Highlands and Islands campus or proposed new programmes in Dumfries and Galloway College, **we are limited to what we can do, not by our ambition, but by the current**

levels of funded places for Scotland-domiciled undergraduates. Any reduction in funded places from current levels following the UK withdrawal from the European Union will have a significant impact on the GSA's already highly competitive application-to-place for Scotland-domiciled students. Equally, it risks reducing the educational experience of all our students due to the loss of the social, cultural and ethnic diversity our EU students bring. **Diversity is central to creativity and our educational experience.**

Our ambitions for Scotland-domiciled students are articulated in our Outcome Agreement 2018-2021 where we set ourselves ambitious targets to increase the number of students from the 20% most deprived areas and the number of students, regardless of socio-economic background articulating to GSA from College. We remain committed to this ambition which is in line with the Commission for Widening Access targets and will be achieved through:

- our Approach to Fair Admissions;
- delivering our Articulation Strategy and working with our partner Colleges to develop joint and shared activity around National Certificate students and where appropriate in schools we all work in;
- continuing to recruit to the additional funded places for widening participation and articulation and work with the SFC to identify growth in funded places which combine delivery of COWA ambitions and economic priorities reflecting our commitment to widening access and opportunity at both point of entry and exit;
- building on synergies between Open Studio, Widening Participation, Articulation and pre-degree programmes and Student Recruitment and International, International Academic Development and student mobility;
- continuing to invest in people and activity within Open Studio, Widening Participation, Articulation and pre-degree programmes that support our approach to diversity in our student body.

We will continue to build the diversity of our student body, valuing socio-economic diversity alongside international diversity and the educational, social and cultural capital this brings to all our students, their learning and their creative output - **We are committed to creating the conditions where creativity and innovation can thrive and the diversity of our student body is central to this.**

Measuring Progress

Please see National Measures table submitted with our Outcome Agreement Update. In some cases our National Measures, due to the low numbers of students, are shown as 'below 5' for purposes of anonymity.

The National Measures reflect what we can do within the current funding and student number envelope but does not reflect our ambitions to widen access, articulation and the contribution our graduates make to the economic skills needs of Scotland. Where additional funding and funded places have been made available, the GSA has shown the transformational impact this can have.

Equality and Diversity

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

Equality, diversity and participation are embedded within the Outcome Agreement and made explicit where appropriate in relation to specific SFC aims and priorities. This is in line with the GSA's approach to mainstreaming equality, with the Strategic Plan, Outcome Agreement and Equality Outcomes (which incorporates our actions on gender and will over the period of our Outcome Agreement our actions related to British Sign Language) aligned in terms of both actions and outcomes and the evidence based used. This links directly to our statutory reporting and our requirement to eliminate discrimination, advance equality and promote good relations.

Engagement and Consultation

Our Outcome Agreement 2018-2021 was consulted with colleagues across the GSA, our Board, Trade Union representatives and GSASA. All GSA strategies and policies are subject to an Equality Impact Assessment. http://www.gsa.ac.uk/equality-impact-assessments

Priority 1
Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance

Our commitment - We believe that diversity in our student body is central and this diversity, in many forms, fuels not only the dynamic of an art school but also the creative and cultural economy and wider society.

Delivering on our commitment, we will continue to work towards exceeding our widening access targets and realising our ambitions, implementing our plans as detailed in our Outcome Agreement 2018-2021 (p. 11-14). Specifically we will:

- Implement specific actions from our engagement with the sector-wide actions on Fair Admissions including inter-alia:
  - Common recruitment and admissions language;
  - Minimum entry requirements;
  - Aligning activity to developing School Engagement Framework;
  - Aligning core indicators as Scottish Government develops its evidence base to support broader Fair Admissions.
- Position and plan for new funding rounds in 2020 including priorities and strategic objectives identified for ACES and FocusWest and their alignment with broader Schools Engagement Framework;
- Review our approach to home (Scotland) recruitment maximising synergies between Open Studio (Widening Participation), Open Studio (Articulation), Open Studio (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;
- Ensure our work within widening participation and articulation is aligned strategically and operationally with the GSA Corporate Parenting Plan with key responsibility for access, outreach and successful transition owned by Open Studio to deliver. This will be further aligned with the work of student support and career service to support successful progression and transition with positive destinations out of GSA;
- Work to ensure that all groups currently under represented within the GSA (identified through our Equality Plan which includes our actions on gender and Equality Impact Assessments) are considered in the broad outreach work offered by Open Studio including a commitment to an inclusive approach to veterans and their families, estranged young people (including consideration of GSA's commitment to the Stand Alone Pledge) and young carers within the confines of what an SSI can deliver. This will be achieved by working with intermediaries and third sector organisations to target and include within current provision (Small numbers and requests to work with specific target groups can only be met within an inclusive approach and not with a range of bespoke initiatives);
- Maintain our commitment to delivering professional and accessible mental health and wellbeing services to students. Augmenting current provision with a Mental Health and Wellbeing Advisor post to enable more systematic liaison with partners and delivery of wellbeing support for students with enduring mental health difficulties. Mental health is a key organisational priority and GSA will review its activities and further develop its strategic approach to mental health and wellbeing for staff and students in 2019/20.

- Develop and implement a comprehensive Retention and Progression strategy that supports all learners to achieve success and reflects the growing diversity of our student body;
- Develop our Open Studio Young Creative's portfolio to reflect the changing nature of creative practice including digital and programmes designed to challenge gender stereotype aligning with new programme developments in GSA undergraduate delivery (Innovation School/Simulation and Visualisation). This is supported by programme level Equality Impact Assessment that supports identification and targeting of addition groups within the broader outreach agenda;
- Progress our relationships with college partners with Associate Student programmes established in Glasgow Clyde and Forth Valley Colleges, meet our commitments in the MoU signed with Dumfries and Galloway College and work towards achieving uniform participation in articulation across all subject areas;
- Continue to maintain the balance between students entering via our Associate Student Routes 33 (2018/19) and advance standing 21 (2018/19), ensuring we maintain a diversity of routes to access a creative education at GSA for College students across Scotland.

We will continue to progress specific actions relating to the Commission on Widening Access Implementation Plan. Our widening participation and articulation strategies are already framed and informed by the sector-wide COWA Implementation Plan ensuring that what the GSA does contributes to both the COWA commitments and GSA ambitions. The GSA was represented on all three working groups that informed the Universities Scotland 15 actions 'Working to Widen Access' and staff from the GSA Innovation School led two sector-wide workshops for the Language Sub Group to establish sector wide taxonomy and definitions for pre-entry and admissions in 2018-19. Our specific actions in Academic Year 2019-20 will include:

- Implementing agreed access thresholds for all programmes for SIMD 2040 and care experienced (Provision has been made to adjust and add additional groups as they are identified nationally by the SG data groups such as FSM, disability etc.);
- Continue to use our Associate Student Programmes and Articulation Places to support all learners to access the GSA through a route appropriate to them. We do not see progression from College as singularly defined route for disadvantaged learners;
- Implementing our committed to providing care experienced young people with a guaranteed offer if they meet the entry requirements;
- Adopt the recommendations of the Language Sub-Group and incorporated into recruitment material (print and digital) from 2019;
- Published our new entry criteria throughout 2019 for entry 2020;
- Deliver CPD sessions for all academic and professional support staff involved in admissions and recruitment and for School teachers;
- Continue to develop our Widening Participation and Articulation Summer Schools and take explore the potential of integration with our international summer schools where appropriate;
- Establish a monitoring process to consider the impact of the access threshold/minimum entry requirements and mitigate any issues that should arise and incorporate existing monitoring of SIMD20 students currently via ACES reporting;
- Maintain our current application and conversion performance;
- Continue to fund our Widening Participation and Articulation activity beyond the core funding through ACES and FocusWest.

CASE STUDY 1 – Dumfries and Galloway College

Following the experience of developing Associate Student Schemes with 2 partner colleges, GSA is now building on this by working with Dumfries and Galloway College in a number of key areas.

Core to this will be providing opportunities for young people based in Dumfries so that they do not have to leave the region to undertake learning opportunities at SCQF 9 and 10 in creative disciplines. The aim is to develop a flexible curriculum that will ensure a smooth learner journey from HND learning in creative subjects articulating into the 3rd year of a GSA degree programme taught in Dumfries. This is an interesting strategic development of the SFC's Associate Scheme and requires additional funded places in Dumfries to be realised. The aim is to design a curriculum that not only provides for the students, but can be accessed by multiple participants as forms of CPD, short courses and summer schools. It is hoped that this will provide opportunities for practitioners within creative businesses in the locality as well as teachers and other educational professionals.

Recognising the difficulties of accessing GSA outreach activities after school, the WP team has offered portfolio development classes for the last 2 years to combat issues of rurality. By linking the pre-entry activity with the college current offer and developments in articulation, a coherent pathway in creative practices can be locally developed and delivered. Combining with provision for those involved in creative enterprises, this helps to meet the Enterprise and Skills needs to the area and aligning with the key priorities of the developing South of Scotland Enterprise Partnership.

The signing of a formal Memorandum of Understanding between GSA and Dumfries and Galloway College indicates strongly the institutional commitments to taking this forward for the benefit of the learner and the wider community within the locality.

Priority 2

High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritizing provision that meets known skill gaps in the economy

Our commitment - Through our specialist, studio-based, practice-led learning, teaching and research across architecture, design, fine art, innovation and simulation and visualisation, we will continue to produce influential, successful and impactful creative practitioners.

Delivering on our commitment, we will continue to implement our plans as detailed in our Outcome Agreement 2018-2021 (p. 15-17).

Specifically we will:

- Launch our First Year experience curriculum centred around creative collaboration at the heart of learning, experiencing the integration of research, practice and theory within the unbounded nature of studio practice;
- Commence implementation of GSA Academic Framework;
- Review our European and international partner network, identifying our core European partners as part of our wider internationalisation strategy, preparing creative graduates for the borderless nature of their disciplines and ensuring mobility is maintained and seen as a valuable part of study;
- Formalise our relationship with the School of Education, Faculty of Humanities and Social Sciences, University of Strathclyde to progress the development of collaborative art and

design, technical and home economics teacher training combining GSA's technical, creative, studio-based pedagical model with Strathclyde's recognised teaching qualification to meet identified areas of priority and recruitment challenge with Scottish education; and develop creative education PG Certificates as stand-alone CPD courses and as a pathway to MEd programmes at Strathclyde;

- Progress our relationships with college partners with Associate Student programmes established focusing on subject areas linked to economic priorities or skills-gap including innovation, architecture, simulation and visualisation and design. Articulation and College routes already contribute almost 50% of the widening participation targets and this will be monitored and developed further to increase the proportion of students coming from college who are from SIMD 20 -40 and care experienced backgrounds via Associate Student programmes or Advanced Standing routes;

- Continue to develop our approach to formal and informal work-placements within academic programmes. GSA does not currently provide work placements as a formally assessed element of the curriculum on most of our programmes although we do encourage and support students to undertake extra-curricular internships and placements, and seek to include work-related activities. In 2019-20 we will:
  o launch a revised Artists and Designers in Education course which is assessed and places students in schools and community groups;
  o Support the further development assessed placement schemes within the School of Fine Art (currently within Sculpture and Environmental Art, MFA and Curatorial Practice), the Professional Practice year within the School of Architecture and non-assessed work placements within the School of Design and
  o Through Enterprise Studio support students to participate in external formal internships (for example Entrepreneurial Scotland) and self-organised internships.

- Continue the implementation of our Enterprise Studio strategy and activity including the new Enterprise Framework, which defines how appropriate professional and workplace skills should be developed at each stage of a student's education, across our taught programmes and through extra-curricular activities. Enterprise Studio brings together student enterprise and employability with careers to support student progress enter successful employment and improve the numbers of entering employment taking cognisance of the structural characteristics of the sectors (fine art and some design disciplines) that many of our graduates seek to enter which include high levels of freelance working and self-employment, and careers preceded by periods of volunteering and internships compared with high-levels of graduate employment in architecture and engineering. In recognition of these challenges, GSA seeks to prepare graduates to prosper creatively and professionally after they leave by providing them with the skills and knowledge they will need to navigate such cultures of work.

- Develop and implement our approach to using new Upskilling Funding

CASE STUDY 2 – Enterprise Studio Summer School

The Enterprise Studio: Summer School 2018 was a three week, intensive pre-incubation programme delivered to students and recent graduates using the MODUAL: Kickstarter programme specifically designed for the development of enterprise skills and behaviours for artists and creative industries students. MODUAL was produced in collaboration with Kickstarter for the first time, adding a vital real world dynamic into the programme, creating projects with a crowdfunding strategy and launch date. Students did not need to come to the programme with a project or idea, just a willingness to participate with an open mind and be a creative explorer.

Delivered to 30 participants in Glasgow (a cross-discipline mix of GSA and RCS participants) and 30 in London (UAL) simultaneously, using the digital classroom platform, FUSE, and the conferencing 'chat room' platform SLACK, meant that mixed groups of participants from Glasgow and London could collaborate on projects together. One critical stipulation when forming teams was that each team had to have participants from both cities, ensuring that they would develop their digital collaboration skills and capacities as part of the programme.

Over the course of the programme, participants:

- explored their inner creative purpose;
- developed vital cross-disciplinary collaborative skills across the visual creative disciplines - fashion and textiles, interior design, fine art, sound, product design, communication design and architecture with performing and production arts and new ideas, product and business concepts;
- created innovative Kickstarter campaign projects;
- received mentorship from leading industry experts;
- pitched their projects to live audience of creative industry leaders, peers and investors.

The final element of the Enterprise Studio: Summer School, was WEEK 3, delivered by GSA and designed to bring the learning of MODUAL back to the aims of the individual and to be progressive, with each session building on the prior activities. The week began and ended with review and reflection upon individual goals, values and choices, as participants looked to their personal creative career ambitions. This intensive development week was facilitated by high level industry experts who supported the participants to synthesise their MODUAL learning and find new ways to prepare for becoming a professional practitioner supported by a 12-month-long programme of business support and access to workspace.

In line with our University Innovation Fund commitment to collaborate, the Summer School was a partnership between The Glasgow School of Art (GSA) and the Royal Conservatoire of Scotland (RCS) and the University of the Arts London (UAL). For GSA and RCS, MODUAL: Kickstarter was an opportunity to build on partnership working that is already well established between both institutions. As Scotland's only small specialist institutions in the fields of arts and creative industries they join forces on regular events and programmes to expand the networks, connections and operating context for students.

Our Commitment - we will produce research that builds GSA's reputation as an authority in our distinctive disciplines, that is regarded as internationally significant by our peers, that makes an important contribution to knowledge and which has impact

Delivering on our commitment, we will continue to work implementing our plans as detailed in our Outcome Agreement 2018-2021 (p. 19-20).

We will continue to demonstrate leadership in practice-based research in creative disciplines and specifically we will:

- Implement our REF strategy including: completion of mock REF exercise, and preparation of final GSA REF submission; supporting early career and practice based researchers to contribute where relevant; providing research leave and mentoring support to assist staff with their preparations; and the ongoing generation of high quality outputs and impact case studies;
- Continue to support the 10 principles of the Concordat on Open Research Data and work towards:
  - increasing access to our research data including ensuring current UKRI grants comply with the funders' obligations to archive research data appropriately;
  - encourage staff to make some forms of data available via our research repository RADAR;
  - work closely with GSA's Archives and Collections to ensure that where appropriate, research activity and outputs are deposited in our archives and made available by external researchers;
- Continue to support the development of new grant applications and projects, with an emphasis on increasing our share of grants from UKRI and equivalent high quality funding sources;
- Continue to develop our involvement in inter-disciplinary research with partners of quality, working collaboratively to investigate the role of creativity in tackling major societal challenges in fields such as health and care, sustainable built environment, global challenges and education;
- Increase the proportion of our research funding that is secured from UKRI and Innovate UK including Industrial Strategy Challenge Fund related opportunities via UKRI and Innovate UK (such as Audiences of the Future Challenge Funding);
- Work collaboratively across the sector, in the Industrial Strategy Challenge Fund, focusing on opportunities arising from the Creative Industries Sector deal, including the development of immersive technologies, and 'Wave 3' ISCF topics, including 'Reimagining our Neighbourhoods for the Future', potential links to Strength in Places initiatives and exploring where our design innovation methods, already deployed in a range of contexts (including DHI, CSIC and creative sectors) could be relevant to other ISCF projects;
- Continue to develop GSA's placed based creative research activity, for instance 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.
- Continue to provide support for academic researchers through deployment of the REG, including provision of competitively awarded, internal Research Development Funding, a research support team and support for research fellows and senior researchers;
- Evaluate our progress towards HR Excellence in Research objectives and work with Vitae to plan the next phase of development and implementation;

- Develop and launch strategy for future Mackintosh and Archives and Collections research activity and maximisation of the collections as a research asset.

CASE STUDY 3 – Drug Manufacturing Research

It is currently difficult to avoid 'starting at the beginning' for every new drug that needs to be manufactured but new medicines are currently doubling in cost every nine years. ARTICULAR seeks to develop novel machine learning approaches that learn from past and present manufacturing data to create new knowledge that aids in crucial manufacturing decisions and lead to higher quality medicines for patients.

Digital tools developed by the GSA's School of Simulation and Visualisation will make the design and manufacture of new medicines as efficient as possible, thus helping to reduce the costs of bringing the medicines to patients. Virtual and Augmented Reality technologies will be used in the lab/plant environment to visualise live data streams for process equipment as the next step in digitalisation. These advanced visualisation tools will add data rich, interactive visualisation to aid researchers in their work, allowing them to focus on the meaning of results and freeing them from menial manual data curation steps.

ARTICULAR, a project led by the University of Strathclyde and EPSRC-funded Future Manufacturing Research Hub in Continuous Manufacturing and Advanced Crystallisation (CMAC) with The Glasgow School of Art's School of Simulation and Visualisation (SimVis) heading all the Augmented Reality/Virtual Reality elements. The research team also includes Loughborough University and leading Silicon Valley company DAQRI, along with The Cambridge Crystallographic Data Centre, Booth Welsh, Perceptive Engineering Ltd. and Siemens.

CASE STUDY 4 – Using the REG to deliver world-class research in creative disciplines

In addition to paying for institution-wide research support staff and infrastructure, REG enables GSA to employ a cohort of staff in research intensive roles, including earlier-career fellows and more experienced senior researchers. The latter provide research leadership and mentoring to academic colleagues, and have helped to establish and develop some of GSA's most accomplished bodies of work and areas of expertise. For example, REG has helped Professor Alastair Macdonald to build a portfolio of high quality research into collaborative, design-led approaches to healthcare improvement. During the last three years alone, Prof. Macdonald has acted as PI on three AHRC-funded projects, most recently including *AMRSim: A Microbial Reality Simulator*, investigating novel methods of tackling anti-microbial resistance (AMR) in veterinary practices. In 2018, Prof. Macdonald's achievements were recognised at the Palace of Westminster, when he won the Best Research category of the inaugural AHRC Wellcome Trust Health Humanities medal.

CASE STUDY 5 – Using the REG to support world-class researchers in creative disciplines

All of GSA's research-active staff, from post-doctoral researchers on fixed-term contracts to full-time Professors, are eligible to apply for Research Development Funding (RDF) from GSA, which is allocated from the REG.

A range of schemes are available, including:

- support to present at academic conferences;
- 'pump priming' grants for new project development;

- assistance with expenses for research activity (including activities not funded by charitable research grants);
- research leadership for significant and strategic projects, and periods of research leave.

All applications are subject to two stages of peer review, within the applicant's School and then the Research and Enterprise Office. In the last three years to July 2018, more than 200 grants have been awarded, many of them to early career researchers including:

- Dr Ross Birrell's participation in 2017 in Documenta 14, one of the world's leading contemporary art events;
- support for book development projects, such as Dr Helen McCormack's *William Hunter and His Eighteenth Century Cultural Worlds*, or Professor Bruce Peter's publications on shipping history and the design of the modern hotel;
- development of digital technology prototypes, such as an app to support end of life care plans for people with dementia, and an online training tool to prevent hospital associated infections;
- support for research components of exhibitions and artworks, such as Shauna Mcmullan's acclaimed *I Gladly Strained My Eyes to Follow You* at Pollok House and Dr Sarah Tripp's *Invitation to Forms* at Glasgow International 2018.

In a small, specialist institution such as GSA, the REG is absolutely essential to our ongoing ability to maintain our research environment, support our research community, develop new initiatives and attract additional external funding for research and innovation.

Effective knowledge exchange and innovation including excellent collaboration between universities and industry

Our Commitment - the ability to transform thinking, generate new knowledge and give shape and form to things that currently do not exist, are all the characteristics of the creative practitioner. We are committed to creating the conditions to support creativity and innovation with our staff, students, industry and the third-sector.

Delivering on our commitment, we will continue to work towards implementing our plans as detailed in our Outcome Agreement 2018-2021 (p. 22-24).

Specifically we will:
- Maintain our involvement in the KTP programme, with at least 3 active projects in 19/20, and at least one other in development;
- Continue to work as a core partner in the Digital Health Innovation Centre, subject to approval of Phase 2 Business Plan;
- Continue to develop innovative R&D projects with non-academic partners through Innovate UK funding and similar schemes, with a particular focus on Industrial Strategy Challenge Fund initiatives focusing on opportunities arising from the Creative Industries Sector deal, including the development of immersive technologies, and 'Wave 3' ISCF topics, including 'Reimagining our Neighbourhoods for the Future', potential links to Strength in Places initiatives and exploring where our design innovation methods, already deployed in a range of contexts (including DHI, CSIC and creative sectors) could be relevant to other ISCF projects;
- Increase levels of engagement with Interface;
- Contribute to the Glasgow Economic Leadership and specifically to the Creative Industries Work stream;
- Ensure our research activity and partnerships continue to comply with the highest standards of governance, ethics and is state-aid compliant;
- Deliver a Research Showcase programme, including the generation of digital content to increase our reach with distributed and remote audiences;
- As a small institution, GSA benefits from access to the Scottish HE sector's collective knowledge on research and innovation through our participation in Universities Scotland RCDG initiatives. We support the ongoing progress towards UIF Outcomes through the Collaborative Framework, and note our gratitude to those institutions that have taken a lead on coordinating each of the clusters and sub-themes. We will implement our commitments within our **University Innovation Fund:**
    - We remain dedicated to playing our part in achieving the UIF National Outcomes, through our own activities and in collaboration with other Scottish HE providers and support agencies.
    - In 2019/20, we will invest part of the UIF grant in:
        - Maintaining staff capacity to support enterprise and knowledge exchange, including our Enterprise Studio team and relevant research office staff;
        - We will maintain our internal RDF Impact Fund, to facilitate research based impact generating activity with non-academic partners, and the development of new CPD provision;
        - To enable our continued membership of a range of cross-sectoral initiatives and bodies.
    - We will contribute to the UIF National Outcomes through a programme of knowledge exchange, innovation projects and enterprise support, as follows:

- **Innovation** (demand stimulation and simplification of commercialisation/innovation):
  - Play a contributing role in sector-wide initiatives to promote the benefits to SMEs of R&D collaboration with HEIs, including through ongoing engagement with Interface and the West of Scotland KTP Centre;
  - Continue to foster links with remote and rural enterprises through our close relationship with Highlands and Islands Enterprise via our Forres campus in Moray, including research and knowledge exchange activities focused on craft and other creative organisations;
  - Continue our role as a core partner in the DHI Innovation Centre, in partnership with University of Strathclyde, and work with our partners to build the project portfolio and external investment in the programme;
  - Continue to develop our network of small businesses in the creative economy and built environment sectors (and to cultivate potential collaboration partners), including through promotional events such as degree show industry receptions and the GSA creative engagement programme;
  - Contribute, as appropriate, to sector wide collaborative responses to Industrial Strategy Challenge Fund opportunities, including through support for capacity building initiatives and participation in innovation challenge events, where these correspond to GSA research strengths. Our priority areas include: audiences for the future and creative industries, digital health and healthy ageing, next generation services, construction, and the broader contribution that service and innovation design could make to a range of fields;
  - Maintain the successful delivery of three current KTP projects, and seek to submit at least one further KTP application in 19/20.
  - Complete the preparation of a range of impact case studies for REF2021, and to showcase GSA's contribution to society, policy, culture and the economy more widely;
  - Playing a key role in ongoing exchange of best practice and professional development for HE staff involved in supporting enterprising graduates from creative disciplines (with RCS, QMU and others as appropriate); participate in emerging sector-wide initiatives to enhance researcher skills for business engagement;
  - Maintain institutional membership of the Scottish Universities Insight Institute, Energy Technology Partnership and Praxis Auril.
- **Entrepreneurship and Investment**
  - Continue to collaborate with Royal Conservatoire of Scotland and Queen Margaret University on SHIFT, an annual enterprise summer school focused on the specific needs of the creative industries students and graduates as they emerge into their professional context. In the first year of delivery of the pilot programme (Sep 2019) there are 60 places which will be

allocated to the students of the three founding partner institutions, Places will be opened up to other institutions if there are any remaining places one month before the start date (Aug 2019). The intention is that in future years and once the programme has been piloted and refined, the programme may be opened up further across the network;

- Review the benefits of participation in the Modual accelerator programme, with University of the Arts London (in 2018 and 2019), and incorporate good practice into Enterprise Studio programmes;
- Increase the number of and range of 'Enterprise Studio Working Space' events, designed to support students in years 3 and 4 to prepare for professional and business careers;
- Create opportunities for our completing students, early graduates and early career researchers by continuing to invest in collaborative innovation, enterprise and impact support activities within Scotland, including: Converge Challenge, Entrepreneurial Scotland and SIE;
- Support sector-wide plans to develop an Enterprise Campus successor programme, and participate as relevant;
- Continue to embed and enhance GSA's Enterprise Framework within the UG and PGT curriculum through the GSA's developing academic framework, to increase the proportion of enterprise-ready graduates in future years;
- Ensure that UIF-related opportunities complement industrial engagement activities within the curriculum (student projects, student employability activities, placements) and are promoted to participating companies.

- **Internationalisation**
    - Promoting Scottish HE innovation potential internationally, particularly in Singapore through our Singapore Campus;
    - Continue to seek opportunities to participate in trade missions that enable us to promote GSA's and Scotland's research and innovation capacity, e.g. AHRC Audiences of the Future mission to SXSW in Texas in 18/19. We will liaise with SDI to identify potential opportunities to participate in a 'team Scotland' approach, and can invest UIF in associated staff time and travel expenses where relevant.

- **Inclusive Growth**
    - Engagement with Glasgow City Council initiatives including High Street Action Plan, Lanes Strategy and Activation Fund and Sauchiehall Street Operational Group to identify opportunities for graduate start-up and incubation and student employability;
    - Develop a joint project between Widening Participation and Enterprise Studio to map and analyse destinations from SIMD20/40 graduates to identify how we can support these graduates in to successful entrepreneurial and professional activity more effectively;

- Continue to apply the GSA mainstreaming equality approach to innovation and enterprise programmes - in terms of opportunities for academics and graduating students; and the businesses and organisations with which we work. We will review Equalities Impact Assessments for UIF provision and enhance our approach as appropriate.
    - GSA will continue to match our UIF platform grant through in-kind contributions towards relevant activities by staff paid for by other cost centres, including research managers, administrators, technicians, colleagues in finance and marketing roles, as well as through use of our estate and specialised facilities, such as fabrication and printing workshops and immersive visualisation labs.
- Implement our commitments within our 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. Specifically:
    - 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;
    - Developing continuous professional development (CPD) courses or training materials for learners beyond higher education (other than leisure or access courses) based on research knowledge;
    - Small pilot projects designed to lead to larger, externally funded knowledge exchange projects (e.g. KTPs);
- GSA will continue to support the Enterprise and Skills review through our contribution to Priority 4 of the Innovation theme, including through our ongoing involvement as a core partner in the Digital Health and Care Innovation Centre, and as a member of the wider consortium of Construction Scotland Innovation Centre partners. In addition, we have now joined the Energy Technology Partnership research pool (with a focus on our work on energy efficient building design), and continue to be a member of Scottish Universities Insight Institute. GSA supports the work of the sector, SFC and Universities Scotland to respond to this agenda through closer collaboration and more coordinated joint working.

CASE STUDY 6 – MEARU and Hap Lab

The Mackintosh Environmental Architecture Research Unit (MEARU), together with John Gilbert Architects, Stewart & Shields and Design Engineering Workshop, secured three-year funding from Innovate UK through a Knowledge Transfer Partnership (KTP) to develop *Passivhoos™*, a specific Scottish approach to Passivhaus.

The project will will deliver types of housing that will bring the long-term benefits of Passivhaus construction to Scottish social housing. Passivhoos™ is a range of social housing types that meet the international Passivhaus standards, as well as the Housing for Varying Needs and Scottish Government budget benchmarks. It also aims to encourage the take up of genuinely low-energy homes and help eliminate fuel poverty.

With Transfer Partnership (KTP) funding the Passivhoos™ team will be able to work in partnership with experts in MEARU, and to benefit from their wide range of skills and knowledge in low energy design. MEARU has significant expertise in the areas of environmental performance, Building Information Models, and communication technology, all of which will be available to Passivhoos™ and learning from the KTP feeding back in to the curriculum with staff within MEARU deliver the Energy and Environmental Studies and Zero-Energy Mass Customised Housing pathways of the MArch in Architectural Studies.

The KTP funding will bring practice and research knowledge in low energy building performance together - particularly in the areas of Passivhaus standards and BIM modelling - to create real-world housing solutions that meet a range of criteria for acceptability within the social housing market. These include cost, compliance, comfort, user acceptability, reliability and performance.

Priority 5
Ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

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

Delivering on our commitment, we will continue to work towards implementing our plans as detailed in our Outcome Agreement 2018-2021 (p. 25-27).

Specifically we will:

- Address known impacts and implement actions relating to the UK withdrawal from the European Union including managing the challenges of anticipated fee change for EU students;
- Commence academic occupation of Stow Building improving the student experience through the co-location of all Departments within the School of Fine Art in one building and the Department of Painting and Printmaking returning to Garnethill from the decant accommodation following the 2014 Mackintosh Building fire and workshop access;
- Finalise our Estates Masterplan including our approach to funding our plans (disposals, insurance funding, financial transaction funding and other loans, philanthropic and other funding) and commence implementation with capital improvements (budget dependent) during period of Outcome Agreement;
- Through our occupation of Stow Building, withdrawal and disposal of spaces not fit-for-purpose and development of our Estates Masterplan, review and re-set targets to reduce our carbon footprint;
- Complete Mackintosh Building Outline Business Case and progress Mackintosh Building project;
- Undertake a mid-point review of our Equality Outcomes (which embeds are actions on gender and supported through our Equality Impact Assessments) and include consideration of membership of Advance HE Race Equality Charter;
- Continue to implement our actions with our BSL Plan approved in 2018-2019;
- Continue to maintain our compliance with all regulatory and governance requirements
- Implement strategies and actions identified through our Biennial Staff Survey and Equal Pay Audit (undertaken in Academic Year 2018/19);

- Maintain our commitment to paying above the National Living Wage and assess Living Wage Accreditation taking cognisance of equal pay and financial impacts;
- Implement our Procurement Strategy 2018-2021 ensuring we secure value for money in all that we do;
- Complete, in line with our approved schedule, our compliance with the provisions of the HE Governance (Scotland) Act 2016 and Scottish Code for Good HE Governance 2017;
- Following achieving Cyber Essentials certification in October 2018, meeting the base line standards within the Cyber Resilience Strategy for Scotland – Public Sector Action Plan 2017-18, GSA will during 2019-20 further enhance our cyber security, with tighter controls on computer images, software licensing and mobile device management;
- Continue to contribute to and participate in cross-sector and higher education/Scottish Government sector-wide branding and internationalisation including Scotland is Now and Connected Scotland.

CASE STUDY 7 – Salix Energy Efficiency Loan for Stow Building

The GSA secured Salix loan funding to enable a number of environment improvements to the refurbishment of the former Stow College Building. One of the primary aims of the project is to make significant environmental improvements to the fabric and running costs of a little-altered building from the 1930s.

The refurbishment of the Stow Building comprised the internal alteration and refurbishment of Levels 0 – 4 to form Studio, Technical Support, Workshop and ancillary spaces for the School of Fine Art and the installation of a new, much improved gas-fuelled, hot water, heating system throughout the building, and enhanced environmental performance generally through more efficient mechanical, electrical, public health and ICT installations.

The lower floors constitute the original 1930s building, which was built and operated as a multi-functional 'Trades School'. Its original construction – with a concrete encased steel frame, concrete floors, brickwork external walls (facing brick exterior) and large, Crittal-type metal windows - remains intact and relatively unaltered externally with the upper floor comprising a 1960s rooftop extension (Level 5).

Through Salix loan funding, the refurbishment project was enhanced to include installation of new double-glazed metal windows with improved thermal performance (annual carbon saving of 40tCO_2e), replacement of the existing lighting system with LED lighting throughout (annual carbon saving of 169tCO_2e), replacement of the existing natural gas boiler plant (Hamworthy Wimborne HE boilers) with new high efficiency boilers (annual carbon saving of 115tCO_2e) and the existing heating distribution installation (pipework, fittings, valves, insulation etc.) with new services (annual carbon saving of 65tCO_2e), the installation of flow restrictors onto hot water taps to reduce the domestic hot water demand (annual carbon saving of 29tCO_2e) and the introduction of heat recovery air handling units (annual carbon saving of 78tCO_2e).

The total loan granted was assessed and awarded by Salix at £1,020,280 with an anticipated annual carbon saving of 514tCO_2e.

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	14 May 2019
School or Executive Group Area:	Strategy and Marketing
Department:	Strategy
Lead member of staff: e-mail:	s.parsons@gsa.ac.uk
Area of decision making/title of policy, procedure, programme or relevant practice:	**Outcome Agreement 2018-2021** **2019-20120 Update**

Please indicate if this is:	New:		x
	Existing/Reviewed:		☐

1.Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):

Equality, diversity and participation are embedded within our Outcome Agreement and made explicit through our specific actions which can be evidenced through local-level Equality Impact Assessments, in relation to specific SFC aims and priorities.

This is in line with the GSA's approach to mainstreaming equality.   Strategies, our Outcome Agreement and Equality Outcomes are all aligned in terms of actions, outcomes and the evidence base used and linked directly to our statutory duty under the PSED: to eliminate discrimination, advance equality and foster good relations and to specific areas of focus identified through the embedding of EIA's across the institution and reflected in GSA's Equality Outcomes i.e. BAME and gender.

Our actions around fair (including contextual) admissions, open studio, routes to higher education (associate student, advanced standing, widening participation and pre-degree), addressing gender imbalance within specific programmes, our commitment to HR excellence in research and the development of our estate all demonstrate this.

The development of these specific actions is supported by our understanding and acknowledgement of our current position articulated through various metrics relating to equality, diversity and protected characteristic groups. Broader contextual data has also been considered, for example Scottish Index of Multiple Deprivation. Taking a holistic approach to a range of metrics, we aim to better understand our areas of strength and high performance and our areas of weakness and under-performance; considering this over a period of time and being cognisant of one-year fluctuations or statistical variance due to small sample size. We believe this provides a robust approach, in response to the size of our student and staff cohorts, ensuring decisions are made based on longitudinal trend.

Our Outcome Agreements: outcomes, commitments and evidence of progress take in to account a number of external drivers. These include the Scottish Government's Commission on Widening Access and subsequent Framework for Fair Access, Universities Scotland Working to Widen Access, the new Enterprise and Skills Strategic Board and new South of Scotland Enterprise Agency, developments within schools and school qualifications, the wider UK HE context including the Teaching Excellence Framework, our experience of REF2014, our approach at that time to equality

and diversity and our subsequent HR Excellence in Research award and how this will be addressed in REF2021.

Our approach to equality, diversity and participation goes beyond statutory requirements. We value diversity in our students, staff, thought and outlook, recognising that creativity thrives through diversity not homogenisation. Our Outcome Agreement reflects GSA's approach to mainstreaming equality as our response to delivering both the outcomes and the spirit of the Equality Act 2010.

2. Evidence used to make your assessment:

In addition to the external drivers identified above and taking in to account the GSA's approach to mainstreaming equality, a number of statistical measures have informed our approach and aims. These form the basis for our actions and in meeting the SFC priorities. In the development of specific plans and strategies to deliver these actions more detailed analysis of statistical data sets relevant/appropriate to the action being addressed are expected to be used. These include inter-alia:

- Current and longitudinal statistics on the breakdown of GSA applicants and the student body by protected characteristics and SIMD indices benchmarked against local/regional/national (Scottish and UK) datasets and produced annually by GSA as published Equality Monitoring Report: Students and Student Benchmark Data
- Analysis of HESA published data on student numbers and characteristics, widening participation and continuation rates
- HESA data on graduate destinations and graduate employment and salaries
- UCAS published data on applicant profile
- Current and longitudinal statistics on GSA staff profile produced annually by GSA published Equality Monitoring Report: Staff; HR equal opportunities monitoring for job applicants;
- Results and analysis of NSS and PTES surveys
- Results and analysis of surveys and attendance in relation to GSA's cultural engagement activities (exhibitions, tours, lectures and events)
- Scottish Index of Multiple Deprivation
- Data derived from the Understanding Glasgow: The Glasgow Indictors Project
- SFC Gender Action Plan
- Relevant legislation for example British Sign Language (Scotland) Bill
- Equality Impact Assessments already undertaken by GSA

3. Outline any positive or negative impacts you have identified:

The delivery of the actions outlined within the Outcome Agreement 2018-2021 - 2019-2020 Update should have an overall positive impact on the GSA's structures, behaviours, culture and demonstrable delivery (measured through improved performance in key metrics) in relation to mainstreaming equality for all protected characteristic groups and specifically gender, race and disability and access to higher education for students within SIMD lowest 20% of the population.

This is achieved through a commitment to addressing equality through a mainstreaming approach that is embedded within the institutional strategy, outcome agreement and across strategies, sub-strategies, work steams, projects and policy development.

4. Actions you have taken or planned as a result of your findings:

The GSA's approach to mainstreaming equality requires Equality Impact Assessments to be undertaken for policy, development and activities across all functions and a summary report published. http://www.gsa.ac.uk/about-gsa/key-information/equality/mainstreaming-

equality/equality-impact-assessment-summary-reports/ . This approach identifies measures of success, reporting and feedback through the GSA's formal reporting structures. Being a continuous approach to impact assessment this embeds our approach to eliminating discrimination, advancing equality and fostering good relations, linking back to our Equality Outcomes, Outcome Agreement and developing Strategic Plan. The strategies, sub-strategies, work-streams, short-life working groups and projects which will deliver our strategic and outcome agreement ambitions will all be subject to specific equality impact assessment and through this process, will deliver both positive culture and performance change.

5. Where/when will progress and the outcomes of your actions be reported and reviewed:

Our Outcome Agreement is subject to annual reporting (October). The strategies, sub-strategies, work-streams, short-life working groups and projects which are undertaken to deliver our aims and objectives, are subject to a range of formal reporting (depending on activity) including Senior Leadership Group, Planning and Management Group, GSA Board (and various Committees), Boards of Studies, Undergraduate Postgraduate Committee, Research and Knowledge Exchange Committee and Academic Council and through our annual reports to the GSA Board, the SFC and through our annual reporting to the Board on Equality with biennial statutory reporting in line with the Scottish specific duties.

6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:

The Outcome Agreement is aligned to our strategic priorities and is delivered through a series of strategies, sub-strategies, work-streams, short-life working groups and projects which individually and collectively aim to eliminate discrimination, advance equality, foster good relations and contribute to the GSA's approach to mainstreaming equality. It will have a positive impact on the diversity of our staff and student community and contribute to achieving our Equality Outcomes 2017-2021, specifically:

EO2 – An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and appropriately provided for
EO3 – An increase in the number of students from currently under-represented groups and achieving successful outcomes
EO5 – An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA, including engagement with the diverse communities

The outcome of your assessment:

No action (no potential for negative or positive impact)   ☐

Action to remove barriers/mitigate negative impact   x

Action to promote positive impact   x

Sign-off, authorisation and publishing

Review Lead

Name	Scott Parsons
Position	Director of Strategy and Marketing
Signature	
Date	14 May 2019

SLG Lead

Name	**Scott Parsons**

Position	**Director of Strategy and Marketing**
Signature	
Date	**14 May 2019**

Equality Lead (Head of Student Support and Development)

Signature	**Jill Hammond**
Date	**14th May 2019**

Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

*   denotes priority measure
**   denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	34.9%	51.2%	52.4%	52.4%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	13.8%	24.2%	26.9%	26.9%	*
2b: Proportion of SDUEs from 40% most deprived postcode	31.0%	41.4%	43.0%	43.0%	
2c: **Additional CoWA target**: proportion of **full-time first degree** SDUEs entrants from the 20% most deprived data zones	13.9%	15.1%	15.6%	16.1%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	3.9%	6.5%	7.5%	7.5%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	26.6%	36.0%	36.0%	37.6%	
Female Proportion	71.9%	65.1%	65.1%	62.4%	
Under 21 Proportion	64.5%	68.3%	68.3%	68.3%	
21 and over Proportion	35.5%	33.3%	33.3%	33.3%	
Proportion – BME	6.9%	9.1%	9.1%	10.2%	
Proportion – Disability	19.7%	18.8%	18.8%	19.9%	
Proportion - Care Experience	1.0%	2.2%	2.2%	2.7%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	97.4%	95.2%	95.2%	95.2%	*
Proportion MD20/40 retained	97.3%	93.5%	93.5%	93.5%	
Proportion of Males retained	96.2%	98.4%	98.4%	98.4%	
Proportion of Females retained	97.5%	94.8%	94.8%	94.8%	
Proportion of Under 21s retained	97.5%	98.1%	98.1%	98.1%	
Proportion of 21 and over retained	96.4%	97.3%	97.3%	97.3%	
Proportion retained – BME	90.9%	100.0%	100.0%	100.0%	
Proportion retained – Disability	100.0%	97.3%	97.3%	97.3%	
Proportion retained - Care Experience	100.0%	100.0%	100.0%	100.0%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	97.1%	95.0%	95.0%	95.0%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	67.0%	79.0%	84.0%	85.0%	*
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	0.0%			
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	46	54	56	66
Measure 11: Total income from the UK Research Councils				
RCUK income	£463,000	£700,000	£750,000	£775,000
Measure 12: Total research income from all sources				
Research income	£2,793,000	£2,800,000	£3,000,000	£3,200,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	3	5	6	6
Follow-on IVs	0	1	1	1
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e		3,630.0	3,400.0	3,200.0

Outcome Agreement between the Glasgow School of Art and the Scottish Funding Council for AY 2019-20

On behalf of the Glasgow School of Art:

Signed: *[signature]*

Print name: IRENE McARA-McWILLIAM

Position: Director

Date: 30/7/19.

Signed: *[signature]*
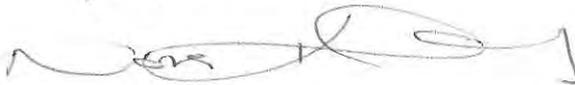
Print name: NORA KEARNEY

Position: Chair

Date: 30/07/19

On behalf of the Scottish Funding Council:

Signed: *[signature]*
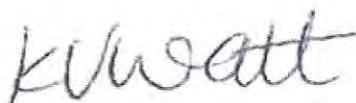
Print name: Karen Watt

Position: Chief Executive

Date: 29 July 2019