THE GLASGOW SCHOOL OF ART
BOARD OF GOVERNORS
9th October 2015
AGENDA AND PAPERS (Website Version)

Part A – Items for Discussion/Decision

A1 Welcome/Apologies for Absence

A2 Declarations of Interest

A3 Confirmation of agenda items for discussion

A4 Minutes of the Board Meeting held on 18th June 2015
For approval

A5 Report from the Chair
For information

A6 Report from the Director
.1 Update Report

(This paper has been withheld from website publication on grounds of commercial confidentiality)

.2 Presentation

(This paper has been withheld from website publication on grounds of commercial confidentiality)

A7 Estates Development

(These papers have been withheld from website publication on grounds of commercial confidentiality)

.1 General Update Report
.2 Possible estate development
.3 Mackintosh Restoration: 1st costing & procurement route
.4 Mackintosh Restoration: governance and reporting
.5 Mackintosh Restoration: change control process

A8 Student Recruitment: Update
For information

A9 Health and Safety Management
.1 Report on behalf of the Chair of OHS Committee
Oral
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A10 Governance
For information and approval

.1 Higher Education Governance Bill 2015 A10.1
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A11 Report from the President of the Students’ Association Oral
For information

A12 Glasgow School of Art Enterprises Ltd (GSAE)
For information

(This paper has been withheld from website publication on grounds of commercial confidentiality)

A13 Remuneration Committee

.1 Severance Payments (for approval) A13.1
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B3 Strategic Planning and Risk Register: update

(This paper has been withheld from website publication on grounds of commercial confidentiality)

B4 National Student Survey 2015

(This paper has been withheld from website publication on grounds of commercial confidentiality)

B5 Annual report to SFC on Institution-led Review of Quality and Governing Body Statement of Assurance For endorsement B5

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   .1 External Auditor: audit details 2014/15  B7.1
   .2 Draft Income and Expenditure Account 2014/2015

   (This paper has been withheld from website publication as it is a work in progress – formal annual accounts are available on the GSA website)

B8  Health and Safety/Fire Risk Assessment
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1. Welcome and Apologies for Absence

The Board welcomed Mr Lewis Prosser, President-Elect of the Students’ Association, and received apologies from Dr Janet Brown, Dr Simon Groom and Professor Alison Yarrington.

2. Declarations of Interest

None.

3. Minutes and Notes

The Minutes of the meeting held on 9th March 2015 were approved.

4. Report from the Chair

1. Remuneration Committee

The Remuneration Committee had met in March 2015 to consider the salaries of some senior staff whose roles had changed as a result of administrative restructuring.

............./
The Nominations Committee had just met to consider possible reappointments of Governors whose terms of office would expire shortly, and recommendations to the Board would follow in due course. The committee was also considering the possibility of appointing new Governors to replace recent and imminent departures from the Board.

Daniel Ibbotson

Daniel Ibbotson, who had been in voluntary suspension on health grounds, had indicated that he would not be able to return to the Board. The Chair had replied to Daniel on behalf of the Board to thank him for his considerable contribution during his period of service as a Governor.

Nicholas Oddy

Nicholas Oddy had now served the maximum period of service as a Staff Governor and would therefore now be leaving the Board. Members expressed warm thanks to Nicholas for his contribution to the work of the Board.

Will Judge

The Chair led the Board in a tribute to Will Judge, the outgoing President of the Students' Association. Will had led the Association during a hectic and difficult period, including the aftermath of the Mackintosh Building fire, and had made a major contribution to the progress of the Association and to the work of the Board and its committees. The Board warmly thanked Will and wished him well in his future studies and career.

5. Report from the Director

The Director introduced his report (Paper A6) and thanked Governors for their many contributions during a challenging year for the School. He also drew attention to the following points:

1. QS World University Rankings

The QS World University Rankings had introduced a new ranking category by discipline, which ranked GSA in the top ten worldwide for its subject areas.

2. Undergraduate Degree Show 2015

The Degree Show was underway and was attracting strong reviews. The equivalent show in Singapore would open shortly.

3. Higher Education Governance (Scotland) Bill

This Bill had now been introduced and the Scottish Parliament's Education and Culture Committee had invited written submissions. Universities Scotland was coordinating a sectoral response, which would be likely to focus again on the questions of elected chairs of governing bodies and trade union representation on those bodies.

4. Audit Scotland Review of Higher Education

It was understood that Audit Scotland would shortly be examining the financing of Scottish Higher Education.
.5 Visit by Scottish Funding Council
The School had hosted a visit by officers of the Scottish Funding Council in May 2015.

*Part of this minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*

.6 Contact with Scottish Government
Senior staff from the School had recently met with the First Minister in New York and Beijing, the first of these meetings being a reception hosted by the First Minister to raise funds for the School's Mackintosh Recovery Fund. Meetings had also been held with other Scottish Government ministers.

.7 Visit by Prince Charles
Prince Charles, the School’s Patron, would make a private visit to the School in late June 2015.

.8 Financial Position
*This minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*

.9 Organisational Developments
*This minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*

.10 Academic Developments
Various academic developments were under consideration, including a new articulation arrangement with Clyde College and a possible initiative in the area of film.

.11 Estates Developments
Among the estates developments under discussion were the Mackintosh Building Restoration project and the imminent completion of the new student residence at Blythswood House (see also item 12 below).

6. Strategic Plan 2015-18 and Risk Management
*This minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*

7. 2015/16 and Financial Forecasts to 2017/18
*Part of this minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*

The Board approved for submission to the Scottish Funding Council the School’s budget for 2015/16 and financial forecasts up to 2017/18.
8. Estates Masterplan

The Board welcomed David Page and Ana Cristobal from Page and Park Architects, who gave a presentation on their work to date on the School’s Estates Masterplan. Page and Park had been appointed to assist with the Masterplan in September 2014 and had undertaken an extensive survey of the existing estate and numerous interviews with staff. Usage of the School’s existing buildings had been analysed and compared with sectoral space norms, along with such considerations as the extent to which the GSA Garnethill campus should be dispersed or concentrated.

*Part of this minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*

The Board warmly welcomed this presentation and looked forward to further developments, including the development of the Estates Masterplan in conjunction with the restoration of the Mackintosh Building, including the imminent decision on which departments or academic areas would be located in the restored building.

9. Health and Safety Update

The Registrar had provided an extensive update on Health and Safety developments, including reports on Studio and Compliance Practice, a Status Review Report and a summary of the Occupational Health and Safety Plan for 2015/16. The Board welcomed this evidence of the considerable progress being made in Health and Safety matters. Significant attention had also been paid to the safety aspects of the current undergraduate Degree Show, with staff and students broadly accepting the importance of adhering to enhanced procedures.

10. Student Recruitment Update

The Board noted a progress report on student recruitment for 2015/16 (Paper A10), which was encouraging at both undergraduate and postgraduate levels.

11. Work Planning

The Board noted a progress report on the implementation of a Work Planning Model for the School, which sought to define the workloads of academic staff in order to achieve appropriate balances of research, teaching and administrative loads. A working group (led by Professor Ken Neil) had been preparing this model and consulting with various parties, including academic committees, the trade unions and the HR Committee. There remained aspects of the model which required further discussion, including the use of the term ‘work planning’ as the name for the model. It had been suggested that discussions to date had focussed too much on research, although it could be argued that teaching/learning activities were also well represented. It was further suggested that the trade unions remained suspicious of this initiative, but concerns would hopefully be addressed as discussions continued.

12. Estates Development

The Board noted the Estates Development report (Paper A11.2), including the following developments:

1. Mackintosh Building Restoration

Further to the information outlined in the report and in the reports from the Mackintosh Restoration Committee, it was reported that the enabling works identified as an initial phase of the restoration were now being considered as a possible separate contract, which could commence around March 2016.
2. **McLellan Galleries**

As mentioned in the earlier presentation by Page and Park, it was quite possible that the McLellan Galleries would be seen as an integral part of the future GSA campus on Garnethill. It was confirmed that Glasgow City Council was content to await the outcome of the School’s estates planning process (including consideration of funding aspects) before expecting a commitment from the School to take on a lease of the Galleries.

3. **Blytheswood House**

*This minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*

13. **Lease Terms for Creative Campus, Altyre Estate, Forres**

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Subject to the School checking possible exemption from VAT for some of the activities undertaken in Forres, the Board approved the lease of space on the Altyre Estate, as specified in the paper presented to the Board.

14. **Students’ Association**

1. **Report from the President of the Students’ Association**

The President of the Students’ Association introduced his report (Paper A14.1). As also outlined in previous reports, this had been a very busy year as the Association adapted to its new space and facilities. The year was ending strongly with well-attended activities linked to the Degree Show. In response to a query, it was confirmed that some GSA students were not members of the Association (students were invited to ‘opt in’ at registration), although non-members could still use the facilities. The proportion of members among the GSA student population was high, although participation in elections tended to be low.

2. **Relationship between GSA and the Students’ Association**

The Registrar had provided a paper on the relationship between the School and the Association (Paper 14.2). It was clear that some formal aspects of the relationship (including governance and responsibilities in such areas as health and safety) should be clarified. The Board noted this paper, which would be taken forward by the Registrar and the Director of Finance and Resources.

[Action: CW/ESL]

15. **BoardPad**

As outlined in Paper A15, agendas and papers for the Board and some of its committees had been distributed through the BoardPad system for around 18 months, and some members would therefore have a large backlog of meetings available when logging on to the system, which might be difficult to navigate. It was agreed that the three most recent meetings of the Board and committees should always be available to members, and that older meetings should still be available (in PDF format) through the ‘Reading Room’ facility on BoardPad. It was also agreed that the possibility of a more straightforward password system being made available to the School’s BoardPad users would be explored with BoardPad.

[Action: JM]
16. **Action Points**

   The Board noted its list of Action Points (Paper B1).

17. **Reports from Academic Council and Board Committees**

   The Board noted the Minutes of the following meetings:
   
   - Academic Council, 11th March 2015 (Paper B2.1)
   - Academic Council, 6th May 2015 (Paper B2.2)
   - Audit Committee, 21st April 2015 (Paper B2.3)
   - Business and Estates Committee, 13th May 2015 (Paper B2.4)
   - Mackintosh Restoration Committee, 15th April 2015 (Paper B2.5)
   - Mackintosh Restoration Committee, 20th May 2015 (Paper B2.6)
   - Museum and Archive Committee, 15th May 2015 (Paper B2.7)

18. **Reports from the Human Resources Committee**

   .1 **Meeting of 17th March 2015**

      The Board noted the Minutes of the meeting of the HR Committee held on 17th March 2015 (Paper B2.9) and, as recommended by the Committee, approved the Flexible Working Policy and Procedure and the Child Protection Policy.

   .2 **Meeting of 3rd June 2015**

      The Board noted the Minutes of the meeting of the HR Committee held on 3rd June 2015 (Paper B2.10).

19. **Management Accounts**

   The Board noted the Management Accounts to 30th April 2015 (Paper B3).

20. **Incident Management/Business Continuity**

   The Board noted a progress report on the School’s Incident Management and Business Continuity policies (Paper B4).

21. **Health and Safety and Fire Risk Assessment Policy**

   The Board approved the Health and Safety and Fire Risk Assessment Policy (Paper B5)

22. **Equality and Diversity**

   The Board noted the report on the School’s progress in meeting its duties under Public Sector Equality legislation, including reports on Mainstreaming Equality and Equality Outcomes (Paper B6).

23. **Equal Pay Review**

   The Board noted the School’s latest Equal Pay Review, published in April 2015 and discussed at length by the HR Committee (Paper B7)

24. **Election of Staff Governors 2015-18**

   The Board approved the rules for the imminent election of two Staff Governors, to serve on the Board for the period 1st October 2015 – 30th September 2018 (Paper B8).
25. **Dates of Board and Committee Meetings 2015/16**

The Board noted the dates of its meetings in 2015/16, together with the dates of meetings of several of the Board’s committees (Paper B9)

26. **Date of Next Meeting**

Friday 9\(^\text{th}\) October 2015 at 1.30 pm

JM
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1. INTRODUCTION

This report has been drafted by the Health and Safety Officer (Brian McDade) and, in line with GSA’s policy, been considered and approved by the Registrar and the GSA’s Director.

The aim of this report is to provide the Board of Governors, Director, and Executive Group with an update on Health and Safety management development and progress during the period.

This report complements the Health and Safety Annual Report submitted to the 9 March meeting of the Board of Governors.

As planned, future Annual Reports will be aligned with GSA’s academic year.

On 1 August 2014 the central health and safety function transferred from the remit of the Director of Finance and Resource at Executive Group level to that of the Registrar. Further information on recent changes is given in 2.4 below.

2. PROGRESS TO DATE

This section of the Annual Report draws extensively from the Registrar’s reports to the Board meetings held on 9 March and 18 June 2015.

2.1. BALANCING COMPETING DEMANDS

GSA has throughout the session sought to balance four main competing demands, noted below:

a) The provision and enhancement of day-to-day central support to departments.

b) Completing an appropriate review of GSA’s systems, approach, and policies.

c) Taking corrective action to improve GSA’s system, approaches, and policies.

d) Supporting emerging developments.

Despite a challenging year and difficult starting position, a good balance has generally been met. To continue to achieve this balance, continued support and engagement from the Executive Group will be required.

With the review exercises now complete, that aspect has largely been displaced by an increased focus on corrective and developmental work. Day-to-day central support for departments remains fundamental. In 2015/16 GSA should be in a position to better support emerging projects, though the balance must be that this is not to the detriment of core duties.
2.2. EXECUTIVE GROUP LEADERSHIP AND OWNERSHIP

Health and safety is now a prominent feature in Executive Group discussions. Key developments in 2014/15 have been:

a) Health and Safety is a standing item on Executive Group agendas.

b) Heads of Schools, the Registrar, the Director of Finance and Resources, and the Head of Human Resources, are members of the Occupational Health and Safety Committee.

c) With a view to fostering improved engagement and ownership, Heads of Schools have agreed to be the primary communicators in their areas on specific key health and safety developments, given that staff and students closely affiliate themselves with their subject area.

d) A sponsor model is now in place at the Executive Group for the consideration of significant or challenging health and safety developments. With support from academic and professional support colleagues, the most relevant Executive Group member will lead on and approve the project plan and risk assessment. Although in its infancy, this development has worked well.

e) The Executive Group has been supportive of the significant work undertaken by the Director of Finance and Resources and the Estates department in progressing physical controls for building entry and in fire safety management measures.

The Executive Group has been core to supporting health and safety developments in 2014/15. In order to deliver further change and foster a strong health and safety culture, it is essential that the Executive Group continues to evidence engagement, ownership, and leadership, on this matter.

2.3. OCCUPATIONAL HEALTH AND SAFETY COMMITTEE

A key initial development at GSA was the revision of the remit, reporting, and membership of the Occupational Health and Safety Committee. This is now a committee of the Board, with Lay Governors Dr Janet Brown as Chair and Mr Ken Ross as Vice-Chair.

2.4. CENTRAL HEALTH AND SAFETY RESOURCING AND STRUCTURE

The Health and Safety Team now consists of:

Health and Safety Officer: Brian McDade
Health and Safety Adviser: Amy Moore
Administrator: Amy Simpson

The team forms part of Policy and Governance Department, which reports to the Head of Policy and Governance (Deputy Registrar). At Executive Group level it falls under the remit of the Registrar and Secretary, on behalf of the Director of GSA.

2.5. STATUS REVIEW REPORT

A Status Review, to establish the current position at GSA and necessary developments, was undertaken by the Health and Safety Officer (Brian McDade) during session 2014/15. The subsequent report was presented to the 18 June 2015 meeting of the Board and to the 23 June 2015 meeting of the Executive Group. The findings of the Status Review have been core to informing the GSA Occupational Health and Safety Plan 2015/16 and it will be a key reference in the change process driving improvements in health and safety management.
2.6. STAFF AND STUDENT ENGAGEMENT

GSA has included an update on health and safety in several of the Director’s All Staff Briefings this session. A health and safety briefing was part of In Service events, which are compulsory for all management and supervisory staff. The first two events were held on 17 and 23 March, with further events to be scheduled in session 2015/16.

The Occupational Health and Safety Plan 2015/16 includes training developments for both staff and students. Further, the revision and enhancement of GSA’s health and safety policies and guidance will, also involve students and staff at appropriate points.

Core to GSA’s aspirations is the concept of staff and students seeing health and safety as part of professional practice. Discussions with the Executive Group, at the Occupational Health and Safety Committee, and within Schools will continue to inform this.

A core development during Degree Show preparations was to ensure that academic staff remained fully involved if a student had a health and safety request that needed professional health and safety input. This approach ensures the academic staff, as well as students; develop their understanding and knowledge base, linking with the concept of both staff and students seeing health and safety as part of professional practice.

2.7. ACTIVE MONITORING INSPECTION PROGRAMME

The forty five inspections included in the GSA 2015 Active Monitoring Inspection Programme scheduled for completion in September 2015 have re-established a baseline evaluation of general health and safety standards across GSA premises. This significant piece of concentrated work now allows GSA to embark on a rolling three year Active Monitoring Cycle. This exercise also informed a process whereby, based on complexity and risk, premises were categorised as A B or C. A is the highest complexity/risk category and an area in this grouping will receive an annual inspection.

The Health and Safety and Fire Risk Assessment Reporting Policy specifies the governance process for submission of these reports. The first tranche of reports was submitted to an Extraordinary meeting of the Occupational Health and Safety Committee held on 13 July 2015.

2.8. INCIDENT REPORTING

Fifty two incidents were reported to the Health and Safety Team in this period, one of which was reportable under the Reporting of Incidents Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

The RIDDOR incident involved a janitor working as part of a squad clearing a large food waste bin but was reported only after an intimation of litigation. Inconsistent and probable under reporting of incidents remains an issue. Work on improving awareness and procedures relating to this is included in the Occupational Health and Safety Plan 2015/16.

2.9. REVIEW OF STUDIO AND COMPLIANCE PRACTICES

The Review Group was established in January 2015 and met three times from January to March 2015. Its membership included the Registrar (Convenor), Director of Marketing and Communication, Head of the School of Fine Art, Head of Estates, and the Health and Safety Officer. External independent input was provided by Mr Andrew MacKay, Fire Safety Manager at the University of Glasgow. The four principles and eleven actions contained in the report were approved by the Executive Group at its meeting of 3 June 2015 and the report was presented to the 18 June 2015 meeting of the Board. The findings of the Review have also informed the GSA Occupational Health and Safety Plan 2015/16.
The Executive Group and the Occupational Health and Safety Committee receive updates on progress against the actions.

2.10. POLICY DEVELOPMENT

While Policy Development (see 2.11 below) is a significant element of planned work in 2015/16, the following key policies and related documents have been produced or revised in 2014/15:

- Occupational Health and Safety Policy
- Committee Remit
- GSA Fire Safety Management Responsibility Matrix
- Health & Safety and Fire Risk Assessment Reporting Policy
- Active Monitoring Inspection Form

These are now available on the GSA website.

2.11. OCCUPATIONAL HEALTH AND SAFETY PLAN 2015/16

A full draft of the Plan was reviewed by Internal Audit in August 2015 and the final version will be presented for approval to the October 2015 meeting of the Board.

Planned work and resource allocation by the Health and Safety Team for the academic year includes:

- Policy development
- General advice and support
- Investigation (Re-active Monitoring)
- Active Monitoring
- Training

Although the Annual Health and Safety Plan will cover the academic year (1 October 2015 to 30 September 2016), which will link with the reporting cycle for the Annual Health and Safety Report, the 2015/16 Plan will also note the substantial work undertaken by GSA from 1 December 2014. This is to ensure that this work is both recorded and used to inform future iterations of the Annual Health and Safety Plan.

2.12. DEGREE SHOW PROTOCOLS

While the lead development of these protocols was undertaken by the Head of the School of Fine Art, health and safety staff provided extensive support to that process and their implementation across School of Fine Art, School of Design and MSA. Work was also undertaken with the Director of Marketing, Communication, and Strategic Planning, and designated staff, on the overarching elements of event management. Substantial support was also provided for the street event managed by GSASA. Also, for the first time these protocols have been extended to the Graduate Degree Show. The Executive Group has agreed that a post Degree Show project should agree, map, and publish detailed roles, responsibilities and timelines regarding all aspects of the Degree Show at GSA. The Director of Marketing, Communication, and Strategic Planning will be the Executive Group sponsor, and additional resource will be provided to support this project.

2.13. PHOENIX EXHIBITION

The Health and Safety team also provided extensive support for the Phoenix Exhibition resulting in an intensive period between the Degree Show and Graduate Degree Show. The considerable work of the Phoenix Bursary Co-ordinator and the Exhibition Co-ordinator, together with that of academic and professional support staff departments, ensured that health and safety was effectively managed.
2.14. INTERNAL AUDIT REPORTING

GSA’s Internal Audit process has reviewed three key elements of health and safety. The audits were on the following:

a) Internal Audit review of Health and Safety Reporting

There were six recommendations, two of which were categorised as high priority and four of medium priority. It was reported to the 31 August 2015 meeting of the Audit Committee that all actions have either been addressed in full or have been substantially addressed and will be complete by 30 September 2015.

b) Internal Audit review of Health and Safety Policies

There were four recommendations all of which were medium priorities. Positive initial steps have been taken and progress will be reported to the Audit Committee. Policy Development is a major element of the Occupational Health and Safety Plan 2015/16 (see 2.11).

c) Internal Audit review of Health and Safety Plan 2014/15

This review intentionally scrutinised the Occupational Health and Safety Plan 2015/16 (see 2.11) in its outlining format. The single recommendation was that the operational detail, as planned, should include the tasks to be undertaken, the responsible individual and resources required for these tasks, and the timescales in place for these to be completed. The recommendation was categorised as being of medium priority. The recommendation was addressed when preparing the draft presented to the 2 September 2015 Occupational Health and Safety Committee. Following consideration and approval by the Registrar and GSA’s Director, the final version will be offered to the Board of Governor’s on 9 October 2015 for approval.

3. LEGISLATION UPDATE

3.1. THE CONSTRUCTION (DESIGN AND MANAGEMENT) REGULATIONS 2015

These regulations came into force on 6 April 2015 with a six month transition phase for existing projects. The main duties placed on GSA continue to be those of the Client, although GSA frequently attracts Duty Holder responsibilities as a Designer. The main change in these regulations has been to remove the function of CDM Co-ordinator and replace it by that of “Principal Designer”.

The Occupational Health and Safety Plan 2015/16 has a resource allocation to support the Estates department in its development of policies and procedures relating to this.

Brian McDade
Health and Safety Officer
15 September 2015
Higher Education Governance Bill and Glasgow School of Art

Introduction

There has been considerable discussion at respective Universities Scotland/CSC/Secretaries Group meetings about the potential generic impact of the Higher Education Governance Bill, if passed into legislation, on the Scottish Higher Education (HE) sector. This short paper reflects on the potential impact on the specific Governance arrangements of The Glasgow School of Art. At this stage these reflections are highly speculative as the Bill still has to move through several stages of consultation and various elements may well change as it receives scrutiny. The paper has the full support of both the Executive Group of The Glasgow School of Art and the Board of Governors of The Glasgow School of Art.

The Bill raises fundamental issues about the autonomy of The Glasgow School of Art (as well as for all Scottish HEIs) as the Bill proposes powers for Scottish Government Ministers, exercisable through secondary legislation, to decide what categories of person should be part of The Glasgow School of Art’s Board of Governors, how they should be appointed, and their conditions of service. That the legislation would give substantial powers to Scottish Government Ministers is highly concerning. Each line of the Bill proposes that politicians have additional powers to decide how The Glasgow School of Art is organised and governed.

The Glasgow School of Art is a Small Specialist Institution (SSI); the institution operates in a highly competitive international sector within which it is highly regarded. In the recent QS World Rankings the institution was ranked as one of the world’s top 10 art schools. To maintain this international competitiveness The Glasgow School of Art needs to determine its own structures in line with all relevant codes and best practices. Being forced to come into line with others in the HEI sector through one size fits all legislation is deeply concerning, particularly when no real clear need for any change has been articulated by the Scottish Government. The notes below highlight the inherent problems for The Glasgow School of Art with the legislation that is currently being proposed by the Scottish Government. In summary:

- It will add significant costs to The Glasgow School of Art.
- It will open up the appointment of the Chair of The Glasgow School of Art’s Board of Governors to a process of lobbying and campaigning around specific interests, rather than having an appointment made in the collective interest of the institution as a whole.
- It will result in a less democratic Governing Body for The Glasgow School of Art.
- It will adversely affect The Glasgow School of Art’s financial position in terms of its fund raising ability.
- The proposals contravene the Scottish Code and The Glasgow School of Art’s Statement of Corporate Governance. These are built on the principle of governing bodies acting in the collective interest rather than being vehicles for representatives of specific constituencies.
- The proposed legislation leaves organisation of governance and the structure of academic representation within The Glasgow School of Art open to the whims of whoever might be in Government at a particular point in time.
Before going into the details of how the proposed legislation would effect The Glasgow School of Art it is worth mentioning that an immediate consequence of the legislation proceeding would be the need for The Glasgow School of Art to seek legal advice on where it would now stand in relation to its Order of Council and its Memorandum and Articles of Association. Would it be The Glasgow School of Art’s responsibility to address its position through the Privy Council and Companies House, or would this be a Scottish Government responsibility? If it was The Glasgow School of Art’s responsibility to seek a change in its Order of Council through the Privy Council (something which is a very time-consuming process) any legislation would need to clarify how The Glasgow School of Art would continue to operate under the status quo in the meantime. When you look at the implications of change, listed below, you will hopefully get a sense of how disruptive and distracting this would be for a Scottish SSI focused on building its International position, delivering research and teaching excellence and offering Scottish students from all backgrounds access to a high quality arts education.

**Appointment of the future Chair of The Glasgow School of Art’s Board of Governors**

At the moment the position of Chair of The Glasgow School of Art Board of Governors is appointed through a process of external advertising, shortlisting by an appointing committee (formed from Governors) and interview. The Bill proposes that in future The Glasgow School of Art’s Chair of Governors should be elected. The exact nature of the electorate is not yet defined in the Bill. It could be that the appointing committee shortlists a number of candidates and these are then put to the electorate. This electorate could be the Board of Governors, but might also include The Glasgow School of Art staff or staff and students, depending on how Government Ministers choose to define the electorate.

**Implications for The Glasgow School of Art:**

- Finding an appropriate Chair of the Governing Body for an organisation like The Glasgow School of Art is extremely challenging. The role is in many ways unique given The Glasgow School of Art’s size, structure, and context. It is intellectually demanding and high profile and applicants for a role like this, like applicants for senior appointments within The Glasgow School of Art itself, may well be extremely reticent to go through an election process that offers no confidentiality. Historically, applicants for senior appointments within The Glasgow School of Art would have given presentations to staff and students as part of the job application process but this is now no longer seen as best practice by any of the international recruitment agencies operating in the HE sector or by HEIs themselves because of sensitivities of confidentiality.

- Having a very broad electorate such as staff and student body brings challenges in mobilising a large turnout. Even for student president elections at The Glasgow School of Art, the turnout is typically only 15% to 20% of students. This would make an election vulnerable to lobbying by specific interest groups, potentially aligning the appointment of the Chair of The Glasgow School of Art’s Governing Body to particular campaigns and view points rather than the collective interest of the Institution.
Membership of The Glasgow School of Art’s Board of Governors

The Bill would require The Glasgow School of Art to include within the membership of its governing body the person appointed as chairing member, two directly elected staff members, one member nominated by academic and related unions, one member nominated by administrative, technical or support staff unions, two students nominated by the students’ association, and two graduates of The Glasgow School of Art nominated by the graduates’ association.

Implications for The Glasgow School of Art:

- The Glasgow School of Art currently has two members elected by the staff - one elected by academic staff and one elected by professional support staff. The Glasgow School of Art could not really limit the electorate of these two appointments to members of the respective unions defined in the Bill. If it did, it would not be allowing other staff (non-union members) to have a vote in who sits on the Board of Governors. So, in order to comply with the Bill, the institution would need to bring two more members of staff onto the Board, who were only elected by union members. This would mean one subset of The Glasgow School of Art staff would have the opportunity to vote for two Board appointments (union members), whilst another subset could only vote for one Board appointment (non-union members). The number of Staff Governors would have to be increased from 2 to 4 as a consequence.

- Interestingly, at The Glasgow School of Art, in recent history the Staff Governors elected by academic staff and professional support staff have been union members. However, the critical point is that who to elect must be a decision of the staff, and one that is based on the individual rather than their categorisation as a union official. That is the very embodiment of staff choice. The Glasgow School of Art is entirely open to increasing the number of staff Governors but on the basis that all are free from the undemocratic requirement of needing union membership to stand and be elected.

- For Glasgow School of Art it is also very important to point out that a more proscribed membership doesn’t gel well with the principle of governing bodies acting in the collective interest rather than being vehicles for representatives of specific constituencies, a principle stated in both the Scottish Code and Glasgow School of Art’s Statement of Corporate Governance.

- The Glasgow School of Art is very careful to use the value-based term ‘Professional Support Staff’ and not ‘Administrative Staff’, for all non-academic staff.

- The Glasgow School of Art Board of Governors currently has the Student Association President as a member. The legislation would add another student elected governor to the Board of Governors. The key aspect of the relationship between the President, the student body, and The Glasgow School of Art is that it is non-politicised and personal. Scale is an appropriate aspect of this and The Glasgow School of Art considers that the current balance is effective and appropriate.

- The Glasgow School of Art does not have a graduate’s association like many other HEIs. This entity would need to be established to comply with the Bill - an extremely costly and time consuming exercise for a SSI like The Glasgow School of Art. Given that students completing The Glasgow School of Art’s programmes are, in effect, graduates of the
University of Glasgow, this matter is already addressed and, as such, further changes are unnecessary and confusing.

- If all the additional Board members prescribed in the HE Governance Bill were introduced at The Glasgow School of Art, the Board of Governors would become a much larger and ultimately unwieldy body, way out of proportion with the scale of the institution.

**Remuneration of the Chair of the Glasgow School of Art’s Board of Governors**

The Bill seeks to allow Scottish Ministers to make provision for remuneration and allowances to be payable to the chairing member of the governing body of an HEI. The Scottish Government has suggested this might be £512 per day for up to 6 days per year.

**Implications for The Glasgow School of Art:**

- Recent advertising for the Chair of Court at University of West of Scotland suggests a time commitment of 30 - 35 days per year. This is certainly much closer to the commitment of the Chair of the Board of Governors at The Glasgow School of Art than the suggested 6 days per year.
- The role of Chair of the Board of Governors at The Glasgow School of Art covers some roles that are performed by the Chancellor at other HEIs in Scotland, notably participation in graduation ceremonies etc. This would make a standardised remuneration problematic for the Chair.
- The burden of leadership of the Governing Body at The Glasgow School of Art is shared by many lay Governors who play an active part in chairing key Board Committees. If the Chair was remunerated there would be logic in remunerating other lay members of the Board. A payment structure not dissimilar to a NHS trust could quickly result. This would potentially cost The Glasgow School of Art up to £120k per year (£25k for chair and 12 x £7.5k for Lay Members). A considerable additional expense for a SSI like The Glasgow School of Art.
- The Glasgow School of Art considers that financial reimbursement for providing child care or other appropriate expenses to any Governors is much more sensible.

**Composition of the Academic Board**

Under this section the Bill proposes that the Academic Board (for The Glasgow School of Art this is the Academic Council) has a predefined composition of:

(a) the principal of the institution,
(b) the heads of school of the institution,
(c) persons appointed by being elected by the academic staff of the institution from among their own number,
(d) persons appointed by being elected by the students of the institution from among the students of the institution,
(e) such other persons as are appointed—
   (i) by virtue of an enactment,
   (ii) in accordance with the governing document of the institution, or
   (iii) in accordance with a decision of the governing body of the institution.
The academic board is to be constituted in such a way that:

(a) more than 50% of its members fall within subsection (1)(c) or (d),
(b) at least 10% of its members fall within subsection (1)(d).

Implications for The Glasgow School of Art:

- The proposals outline a structure that doesn’t necessarily fit with The Glasgow School of Art’s organisational structure. One small issue is that The Glasgow School of Art does not have a Principal, it has a Director.
- The Glasgow School of Art is currently composed of 3 schools plus a PGT/Research entity called the Digital Design Studio. Although not on the immediate horizon, over the coming years many other forms of structure might become appropriate for The Glasgow School of Art (the current schools are tiny compared to the norm for academic schools in the HE sector). The Glasgow School of Art would not want its future academic structure constrained by legislation.
- The proposals outlined by the legislation would increase student representation at The Glasgow School of Art’s Academic Council. The Glasgow School of Art considers its current arrangement to be highly effective and appropriate to the size of the student body and its relationship with sabbatical students.

Classification of HEIs

The Ministerial powers described in the Bill give rise to a fundamental business risk that HEIs might be reclassified by the Office for National Statistics (ONS) as Central Government (as has already happened for Scottish Colleges). Such a change would have significant consequences for The Glasgow School of Art.

Implications for The Glasgow School of Art:

- In the current economic climate to maintain its viability The Glasgow School of Art will need to make substantial investments in its estate. With the need to raise the capital required for investment from non-government sources, The Glasgow School of Art needs access to as many external funds as possible. The Institution is planning a very ambitious multi-million pound programme of campus development and also has the significant financial challenge of restoring the Grade A listed Mackintosh Building. Changing ONS classification of the organisation would potentially restrict borrowing and access to charity status etc. Losing charitable status would also reduce some VAT benefits applying to charities. This would penalise the Scottish sector versus the English sector, who are moving in the opposite direction as a result of student fees increasing as their government funding diminishes.
As a result, most English HEIs will soon be able to lose their current semi-public body status and, for example, opt-out of OJEU procurement requirements – which it is expected would reduce their operating costs by 10% at the same time that the Scottish sector is moving in the opposite direction and relying on public sector funding; funding which will be under significant pressure following the outcome of the current Spending Review.

Summary

Through reading this submission from the Executive Group and the Board of Governors at The Glasgow School of Art, you will realise that each line of the HE Governance Bill brings disruption to governance and academic management of the institution. The Glasgow School of Art values disruption, this is one of the core values of the School; The Glasgow School of Art also, however, values critical thinking and when you apply critical analysis to the terms laid out in the Bill it is clear that the potential disruption to the institution is significant and brings no clear benefit; the disruption will result in additional costs, weakened governance and academic management and potentially a change in ONS classification of The Glasgow School of Art. Nowhere, in either the debate surrounding the HE Governance Bill or in the Bill itself, is there any clear rationale as to the benefits that any part of the Bill will bring. Higher Education is an extremely competitive global activity. The Glasgow School of Art is one of Scotland’s key Higher Education Institutions and bringing in legislation that would weaken its governance will be damaging, not only to the Institution but also to Scotland’s global position in arts education.

The Glasgow School of Art
September 2015
The Glasgow School of Art

Publication of Board Agendas, Papers and Minutes

1. Introduction

There is an increasing expectation, encouraged by the Scottish Code of Good HE Governance, that Higher Education Institutions (HEIs) should publish as much information as possible on their governance processes, including the content of governing body meetings. This expectation is further reinforced by the culture of transparency arising from Freedom of Information (FOI) legislation.

2. What to publish?

The supporting guidelines in Scottish Code of Good HE Governance indicate that Board agendas and minutes should appear on institutions’ websites, subject to any confidentiality factors. The Code further states that all Board papers should be made available to staff and students, again with acknowledgement that confidential material might be withheld. Rather than separate the agenda and minutes from the papers in this way, it is suggested that the School should simply publish Board agendas and papers (less confidential material) on its website, alongside the Board minutes. This is consistent with the practice of several Scottish HEIs, e.g. the University of Glasgow.

It might be suggested that the papers for all the Board’s committees could also be made available on the GSA website, but this would be a major commitment (given the extent of scrutiny and redaction involved) and there is no significant trend for this level of publication across the sector. The minutes of the Board’s committees will automatically be included in the published Board papers, albeit these will need to be checked and any sensitive information redacted.

The main reason (as defined by the list of justifiable FOI exemptions) for redacting information prior to publication on the website will be commercial confidentiality, e.g. information on student recruitment concerns, sensitive estates matters, mid-year research income underperformance. Another reason for redaction would be nondisclosure of personal information, but the only routine example of such information handled through the Board of Governors would be Remuneration Committee, the minutes of which are not routinely published.

It is proposed the Management Accounts which are presented to the Board are automatically defined as being commercially sensitive. Annual Accounts are available on the GSA website. If any organisation or individual wished to view current accounts, they could submit an FOI request for consideration by the School.

3. When to publish

It is proposed that we publish the Board agenda and papers no later than one month after meetings have taken place, with minutes published after they’ve been approved by the following meeting. This means, in practice, that publication of Board agendas and papers will occur at the same time as the minutes of the previous meeting.
4. **How best to withhold sensitive information**

One approach to withholding sensitive information is to define papers at the point of release as being 'open' or 'closed' in FOI terms, perhaps even with parts of meeting agendas being defined as 'closed'. Extensive use of this approach would not give an impression of the Board's business being published in a transparent manner.

An alternative approach to such blanket definition of papers would be for the authors of all Board papers (including committee minutes) to be asked to consider (prior to publication on the GSA website) whether there may be parts of their papers which should be redacted. If so, an alternative version of the paper, with sensitive information removed, will then be published on the website. (Such redaction of sensitive information at the point of publication does not mean that the information redacted can be permanently withheld – the School can be subject to FOI requests at any time and its response to such requests has to take into account the passage of time).

5. **Recommendations**

As outlined above, it is **recommended to the Board of Governors** that:

- Board agendas and papers (including Board committee minutes other than those for Remuneration Committee) be published on the GSA website no later than one month after meetings have taken place.

- the authors of Board papers (including Board committee minutes) be asked to consider whether any information contained in the papers should not be published, (such consideration to be based on FOI exemption guidelines) and, if so, to provide alternative versions of papers for publication (indicating where information has been redacted).

- Management accounts should not be published on the GSA website, with the attention of enquirers being drawn to the availability of the School’s Annual Accounts on the GSA website.

JM
The Glasgow School of Art
Administration of Severance Payments

Background

Under the Scottish Funding Council’s Financial Memorandum, which came into effect on 1 December 2014, the School is required to formalise the current practice in respect of the administration of severance payments.

The SFC require that institutions set a limit over which any payment must be referred to the SFC’s Chief Executive (the “Accountable Officer”) for consultation prior to the payment being made.

This paper details the approach taken by the School.

Settlement Agreements

Settlement agreements are legally binding agreements entered into between an employer and employee in order to terminate a contract of employment. Under the Agreement, the employee will waive their right to raise a claim against the employer and an amount of compensation for loss of office will be agreed. Additional payments which may also be included in a Settlement Agreement include – pay in lieu of notice (PILOT), holiday pay, and legal fees (this list is not exhaustive).

Negotiations in respect of Settlement Agreements are by nature highly sensitive. It is necessary to ensure that there is a proper level of management oversight and governance to ensure that Agreements are scrutinised effectively. It is also vital that all sums agreed are proportionate to the circumstances and that negotiations are conducted with due concern for the standards appropriate in public organisations. In any case of doubt (irrespective of amount) the advice of the Chair of the Remuneration Committee should be sought before finalising an agreement.

Authorisation Arrangements

The following authorisation arrangements will apply:

The Head of HR and/or Depute Head of HR will normally lead all negotiations in respect of Settlement Agreements. This will involve discussion with the appropriate Head of School/Service and with members of senior management as required in respect of the parameters of the Agreement.

Agreements up to a value of £75,000

Once the negotiations in respect of the Settlement Agreement have concluded and a final proposal has been reached, the approval of the Director, Director of Finance and Resources, and Registrar must be obtained before finalising the agreement (see attached form). The Settlement Agreement itself will be signed in the normal manner.

Agreements with a value between £75,001 and £99,999

In addition to the approval of the Director, Director of Finance and Resources, and the Registrar; the approval of the Remuneration Committee must also be obtained. It is recognised that whilst it is desirable for the Committee to meet to discuss cases, it may not always be possible to arrange this within an appropriate time scale and therefore approval may be sought by email. In order to ensure security, information will be provided via a password protected file.
**Agreements with a value of £100,000 and above**

In addition to the arrangements above, details of any payment of £100,000 and above must be forwarded to the SFC’s Chief Executive (the “Accountable Officer”) for consultation prior to the payment being made.

**Other Requirements**

1. The drafting of Settlement Agreements shall be carried out by the School’s solicitors who shall advise on any legal issues.

2. Should the Settlement Agreement relate to the Director, Director of Finance and Resources, the Registrar or any other member of the Executive Group; this must be approved by the Remuneration Committee irrespective of the value of the Agreement.

3. The Board of Governors shall receive an annual report through the Remuneration Committee providing information on the number of Settlement Agreements approved during the previous financial year and their total cost.

4. Where the School is engaged in an Employment Tribunal case, and as part of this engages in Judicial Mediation, it may be necessary to seek appropriate internal delegated responsibility to agree a settlement.

5. This arrangement does not apply to compulsory redundancy payments, for example, on the completion of a fixed term contract.

6. This arrangement shall be reviewed in line with any future changes made to the SFC’s Financial Memorandum or following operational considerations.

**Recommendation**

The Remuneration Committee recommends that the Board formally confirms this arrangement, which reflects the approach currently adopted and which will formally come into effect when confirmed by the Board.

Eliot Leviten
30 April 2015
### Voluntary Severance Approval Form

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Signed: ___________________________ Date: ________________
Head of HR/Depute Head of HR

Signed: ___________________________ Date: ________________
Head of School/Service

**Authorised by:**

Signed: ___________________________ Date: ________________
Director
Guidance Note on the operation of remuneration committees
in Scottish higher education.

The context

Effective governance is vital to the success of Scotland's higher education institutions, and the remuneration committee is an important part of the governance framework. This guidance note considers the work of remuneration committees and is intended to clarify key principles and elements of good practice. Higher education institutions are autonomous bodies, and each institution must develop its own approach, consistent with the character of the organisation and the expectations of its stakeholders.

The reputation of higher education can be damaged by pay packages for senior staff that are perceived to be out of line with pay and conditions elsewhere. Remuneration committees face a challenge in responding to the global market for talent, while ensuring that pay is clearly justified by performance and that salary increases are sustainable. This is an important reputational issue and therefore one that is of concern to the governing body.

A further important consideration for remuneration committees is that they should operate in a spirit of openness with regard to their policies and practice. There is a legitimate public interest in the remuneration of senior executives in higher education, and there has often in the past been a perception of secrecy surrounding pay decisions. Scottish higher education strives to apply the highest standards of governance, and in that context it is important to demonstrate transparency around remuneration policies and processes.

General Principles

Good governance requires that the governing body has in place a policy and arrangements for determining the pay of senior staff. These must ensure that senior staff are appropriately remunerated with regard to performance and retention. They must also be robust and proportionate in their use of the University’s funds.

Remuneration committees must implement the policy approved by the governing body. They must make pay decisions that are justified, fair and equitable. They must also report to the governing body in sufficient detail to demonstrate that they have applied the policy approved by the governing body and that they have done so in a sound and rigorous manner.

Terms of Reference

Membership. The remuneration committee should include at least three independent members (not necessarily members of the governing body), one of whom should be a member of the finance or equivalent committee, and from among whom a committee chair should be appointed. Among them, these members must have substantial remuneration
committee experience. In addition, the membership should include the chair of the governing body.

The Principal should be consulted on remuneration relating to other senior post-holders and should attend meetings of the committee, except when the committee discusses matters relating to his/her own remuneration.

It is essential that the committee is serviced by an officer of appropriate seniority to provide the necessary advice and guidance. This should be the secretary of the governing body or the director of human resources. The committee's secretary must have the means to commission external professional advice as required.

**The Remit** of the remuneration committee should be established by the governing body, which should review it at least once every three years. The committee must have responsibility, operating within policies approved by the governing body, for setting the salaries of the members of the University’s senior management team. It should also be required to ensure that appropriate and robust arrangements are in place for determining the salaries of all other senior staff (professorial and equivalent).

The committee should oversee implementation of the University’s severance policy, and should have specific responsibility for determining any severance payment to a member of the senior management team.

**Method of Operation**

The policies and processes used by the remuneration committee in reaching decisions on individuals should be discussed by the whole governing body. Each year, in advance of the committee’s annual review of senior salaries, the governing body should provide policy guidance to the committee.

The committee’s decisions on pay must be evidence-based. They should be informed by a robust system of monitoring individual and team performance against agreed objectives. In addition, the remuneration committee must consider comparative information on salaries and other benefits and conditions of service in the higher education sector. Useful UK sources are: the CUC database of salaries, benefits and conditions of service for heads of institution; and the UCEA data on the salaries of senior university staff. Benchmark data of this sort provides useful indicators and a framework for the exercise of judgment: it should not be used in a mechanistic or formulaic manner. It is important also that the benchmarks selected should be regularly reviewed by the remuneration committee.

It is essential that the remuneration committee should meet often enough and for long enough to ensure that its business is transacted thoroughly and with attention to detail.
**Severance Payments**

The University should have a policy on severance payments, approved by the governing body, and consistent with the terms of the SFC financial memorandum.

The remuneration committee should oversee the implementation of the severance policy. Its specific approval should always be required for any severance payment that:

- exceeds a threshold sum, as defined by the governing body;
- departs from the standard severance terms approved by the governing body; or
- applies to a member of the senior management team.

In considering these matters the remuneration committee must represent the public interest and avoid any inappropriate use of public funds. It should be careful not to approve a severance package which staff, students and the public might reasonably deem excessive.

**Reporting**

The remuneration committee’s reports to the governing body should provide sufficient detail (including clarity on the nature of benchmark data the committee has used) to enable governors to assure themselves that a fair, sound and rigorous process has taken place, since overall responsibility for this rests with the governing body.

The remuneration committee should identify those posts in the senior team which are regarded as forming the senior executive team, and it should publish the salaries of this group of staff by salary band.

Transparency serves to maintain trust in an organisation, and institutions should think carefully about what information they can place in the public domain. This is a sensitive subject, with considerations of personal and commercial confidentiality set alongside a legitimate public interest in the salaries of senior university managers. Practice at several Scottish higher education institutions is that reports provided to the governing body are made publicly available.

**Review**

The work of the remuneration committee should be included within the institution’s Internal Audit Plan.

There should be external review of the remuneration committee’s practices. This may take place through the appointment of an external expert to act as an observer on the committee and/or through a periodic effectiveness review, conducted by an external expert.

Committee of Scottish Chairs, August 2015
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THE GLASGOW SCHOOL OF ART
Board of Governors October 2015: Action Points

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GSA WORKING GROUP ON GSA AND UNIVERSITY OF GLASGOW STRATEGIC PARTNERSHIP

Glasgow School of Art has a long standing Memorandum of Agreement with the University of Glasgow, this is now due for renewal. In summary, the current MoA covers issues of degree validation and arrangements for the many joint programmes that GSA runs in partnership with UoG (Product Design Engineering, Medical Visualisation, Architecture & Engineering, Curatorial Practice and Design Innovation and Management).

Moving forward, both the University of Glasgow and Glasgow School of Art can see significant benefits in reframing these arrangements as part of a broader and deeper strategic partnership between the two Institutions. This would bring many benefits to both HEIs.

A working group has now been established to explore the opportunities that would be created through strategic partnership, which will culminate in a new Memorandum of Understanding between the two institutions, outlining the high level ambitions of the strategic partnership and a new Memorandum of Agreement detailing specific arrangements and joint ventures between the two HEIs. The recently established Working Group has the following remit:

1. To provide strategic oversight of the partnership between the University of Glasgow and The Glasgow School of Art with a view to strengthening and deepening the partnership
2. To identify new opportunities for collaborative working and to facilitate the engagement necessary to deliver these activities
3. To ensure that the Memorandum of Agreement for validated programmes between the University of Glasgow and the Glasgow School of Art remains current and aligned to the aspirations of the partners

The group had its first meeting on Wednesday 26 August and further regular meetings are to be timetabled. The Working Group has the following membership (others may well be co-opted onto the group as required):

University of Glasgow
Professor John Briggs, Vice Principal and Clerk of Senate
Professor Muffy Calder, Vice Principal and Head of College of Science & Engineering
Professor Frank Coton, Vice Principal for Academic & Educational Innovation (Convener)
Ms Wendy Muir, Head of Academic Collaborations Office
Professor Robby O’Maolalaigh, Vice Principal and Head of College of Arts
Dr Dorothy Welch, Deputy Secretary
Mrs Mary Ramsay

4 September 2015
At the first meeting of the Working Group, the nature of GSA’s strategic partnership with UoG was discussed. The new strategic partnership builds on long standing and very good working relationships between the University of Glasgow and the Glasgow School of Art. Outlined below are some of the areas that the working group has suggested the Strategic Partnership should cover:-

1. **Explore mutual areas of research collaboration and knowledge exchange, considering strategic approaches to research funding and potentially joint REF submissions in appropriate areas**

In practical terms for GSA this area of partnership may lead to the following activities:

- Discussions as to how the GSA Research Office might benefit from closer working with UoG’s professional research support team, particularly on EU funding and commercialisation advice.
- Exploration of joint PhD supervision and funding opportunities
- Greater exploration of joint UoG/GSA research project submissions
- Open discussion about REF 2020 preparations between the two Institutions

2. **Share opportunities regarding current and potential international partnerships**

In practical terms for GSA this area of partnership may lead to the following activities:

- Development of new initiatives like the GSA/SIT relationship. This opportunity came directly out of the University of Glasgow’s relationship with SIT. The UoG is keen where appropriate to build further international partnerships. GSA offers discipline areas not covered in UoG’s academic portfolio and UoG would consequently welcome the opportunity to offer access to this provision as part of its international partnership discussions.
- Partnership with UoG on academic partnership building in specific areas of international development. One example of this might be working closely with UoG on partnerships in Brazil and South America, an area relatively unexplored in GSA’s international activity
3. **Further explore mutual areas of learning and teaching collaboration including the development of joint programmes**

In practical terms for GSA, this area of partnership may lead to the following activities:

- The development of new joint programmes with UoG at both UG and PGT level. GSA already has a significant number of joint programmes operating with UoG and there are still opportunities to develop more activity with UoG. UoG has a very wide curriculum base and there is genuine interest in the institution about how this might be combined with studio-based approaches from the various disciplines at the Glasgow School of Art.

4. **Explore shared services where mutually beneficial**

In practical terms for GSA this area of partnership may lead to the following activities:

- A review of how GSA might benefit from the expertise and systems in place at the UoG in a number of areas, such as student records management. In the long term this could potentially save GSA money whilst at the same time giving access to more robust systems.
- A review and agreement on GSA and UoG student access to UoG and GSA facilities such as libraries and archives & collections.

5. **Jointly market and communicate this strategic relationship**

In practical terms for GSA this area of partnership may lead to the following activities:

- Greater promotion of the strategic partnership across GSA’s marketing material and promotional activities
- Highlighting the strategic partnership to key stakeholders (Scottish Government, key Glasgow partners and SFC etc)

6. **Promoting other collaboration in fields of mutual interest**

In practical terms for GSA this area of partnership may lead to the following activities:

- As the range of activities of both GSA and the UoG evolve there may well be many other areas where collaboration might be promoted. For example, around particular events (2018 Mackintosh celebrations) or particular activities (incubator activities)
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Approval Sought
The Board of Governors is asked to endorse the attached GSA Annual Report on Institution-Led Review of Quality in Academic Year 2014/15.

Context
SFC requires HEIs to provide the above annual report. The devolution of subject-level review to institutions is based on a no surprises approach.

Given that the response date to SFC was 30 September 2015, the report has been submitted with the approval of the Director. However, GSA is required to subsequently explicitly confirm to SFC that the report has been endorsed by a full meeting of the governing body.

There is also a requirement that the governing body of GSA should return an annual statement of assurance to the SFC by the same deadline of 30 September, or as soon as possible thereafter. The Chair of the governing body should sign off the statement of assurance and indicate when it was endorsed.

The statement of assurance is attached.

Craig Williamson
30 September 2015
THE GLASGOW SCHOOL OF ART


Governing Body Statement of Assurance

On behalf of the governing body of The Glasgow School of Art, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for session 2014/15, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

MURIEL GRAY
Chair of the Board of Governors

9 October 2015
1. Introduction

1.1 The Glasgow School of Art welcomes the opportunity to provide the Scottish Funding Council with this statement on the operation and outcomes of institution-led review activity in the academic year 2014/15. Under the terms of GSA’s Accreditation Agreement with the University of Glasgow, all degree programmes are subject to revalidation on a six-year cycle. The revalidation schedule is organised and managed by GSA under procedures approved by the University.

1.2 Programme revalidation is incorporated within GSA’s Periodic Review process, which adheres to the six-year revalidation cycle. GSA’s Periodic Review policy also provides an opportunity for a broader review of the provision and activity of cognate areas.

1.3 The Periodic Review model was previously aligned with that of the University of Glasgow and it remains consistent with established practice in the sector. In session 2014/15, the University implemented a revised Periodic Review model and it is GSA’s intention to undertake a review of the new process to ascertain whether GSA can re-align.

2. Outcomes of Institution-Led Internal Review Processes at GSA for Session 2014/15

Enhancement-Led Institutional Review Follow-Up Report

2.1 Subsequent to GSA’s 2014 ELIR Review, which found that GSA had effective arrangements for managing academic standards and the student learning experience and that these arrangements are likely to continue to be effective in the future, on 24 August 2015 the Follow-up Report was submitted to QAA Scotland.

2.2 The Follow Up report was drafted by the Head of Learning and Teaching, and included detailed input from a cross-section of academic and professional support staff, and the President of the Students’ Association.

2.3 A draft of the Follow-Up Report was shared with the membership of GSA’s senior learning and teaching committees for comment, and the report adjusted as appropriate in line with feedback received. The final report was considered and approved, by the Director of GSA on 14 August 2015.

2.4 The first meeting of GSA’s Board of Governors in session 2015/16 is scheduled for Friday 9 October 2015 and the Follow-Up Report will be offered to the Board for endorsement at this meeting.

Periodic Review

2.5 The Mackintosh School of Architecture was subject to Periodic Review in 2014/15. This included revalidation of the following programmes:

- Bachelor of Architecture (Hons)
- Diploma in Architecture
- Master of Architecture
• Master of Architectural Studies

2.6 In May 2015, the above programmes were revalidated by the University of Glasgow for a period of six years commencing in September 2015.

2.7 The Periodic Review process included substantial external, student, and broader GSA engagement. The President of the Students’ Association was a full and equal member of the Review Panel. In addition, owing to the fact that the President of the Students’ Association was also a student from the School of Architecture, there was an additional student representative on the Review Panel.

2.8 The Mackintosh School of Architecture was commended for providing a positive student experience in terms of the studio atmosphere and environment where students benefited from interacting with others. The Review Panel noted the School’s diligent approach to Periodic Review and commended the high quality and presentation of the paperwork provided and that deadlines for submission had been met.

2.9 The Review Panel made ten recommendations for the Mackintosh School of Architecture to reflect upon in 2015/16 including:

• The School should report on the interim reviews of the Erasmus exchange programme that had taken place in Years 1 and 2 in term 1 of session 2015/16. Further, the School should undertake a review of the MSA Erasmus programme. Students must be consulted as part of the review process.

• The School should build on the improvements already made to course documentation to include the relationship of Intended Learning Outcomes to professional criteria, namely RIBA mapping, in Programme and Course Specifications across all Stages. As part of this process, the School should take steps to increase student awareness of Programme and Course Specifications and specify how this would be achieved.

• The School should further address issues regarding formal feedback mechanisms. To this extent, the Review Panel recommended that MSA put a plan in place to engage with students in raising awareness of the importance of participation in external feedback mechanisms, particularly NSS and PTES.

2.10 GSA’s Periodic Review policy requires that areas that have undergone Periodic Review provide a report to each Academic Council meeting in the subsequent academic session on progress made regarding the satisfaction of recommendations. In addition to allowing the senior academic committee to monitor progress this enables further peer reflection.

2.11 Aspects of the Mackintosh School of Architecture’s good practice relevant to the broader GSA were shared through GSA’s senior learning and teaching committee routes. There were no substantive concerns identified in the Periodic Review Report either in general or regarding the revalidation of programme provision.

Programme Monitoring and Annual Reporting

2.12 As a result of the mapping exercise against the UK Quality Code for Higher Education undertaken in preparation for GSA’s ELIR 2014, minor adjustments were made to the Programme Monitoring and Annual Reporting process which were implemented in 2014/15. The key enhancement for reflection on
provision in session 2013/14 was that Academic Registry reviewed all draft Annual Programme Reports and Quality Enhancement Action Plans and provided feedback, where appropriate, to Programme Leaders before the Boards of Studies stage.

2.13 GSA’s Programme Monitoring and Annual Reporting meeting for session 2013/14 was held on 19 November 2014. The key points included:

- GSA should consider how to affect clearer recognition and planning of time required by staff to successfully undertake accredited staff development activity.

- The Annual Summary Report from the Mackintosh School of Architecture highlighted the major enhancements to programme documentation which were as a result of the external audit embedded in the ARB Prescription process.

- The Committee noted that although efforts had been made in 2013/14 towards improving GSA’s results in the National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) surveys and that there had been little or no change in terms of satisfaction levels for the Organisation and Management and Assessment and Feedback categories. The Committee recognised that it was imperative that GSA acted to improve results and this was taken forward in 2014/15.

2.14 The Undergraduate and Postgraduate Committee continued to report to Academic Council and the University of Glasgow on both the detail of the exercise and the extent to which the mechanism facilitates monitoring and reflection.

2.15 Support Department Overview Reports were provided by student support services including the areas of Technical Support, Student Support, and Learning Resources, which provided comment on key themes arising from engagement with programmes, Schools and Boards of Studies. The Heads of all key student support departments also attended the GSA-level Programme Monitoring and Annual Reporting meeting.

**Partnership Review of the GSA Singapore/Singapore Institute for Technology Collaboration**

2.16 In February 2015, GSA undertook a Partnership Review of the GSA Singapore/Singapore Institute of Technology collaboration. Members of the Review Panel, including the President of the Students’ Association and a representative from the University of Glasgow, had the opportunity to interview students and staff in Singapore (via Skype) in addition to meeting with senior staff members in the School of Design with responsibility for the management of the collaboration.

2.17 The resultant report contained commendations from the Review Panel to the School of Design and also highlighted a number of conditions and recommendations that the School would address in the course of session 2015/16.

2.18 The School of Design will provide an update on progress against the recommendations at each Academic Council meeting throughout the course of 2015/16. Further, the School will provide a final report in Term 3 of session 2015/16 which shall be submitted, via Academic Council, to the University of Glasgow’s Academic Standards Committee in May 2016.
Professional Statutory and Regulatory Body Review

2.19 The University of Glasgow’s School of Engineering underwent an accreditation visit from the Engineering Accreditation Board (EAB) in May 2015. The following programmes, which are jointly taught between GSA’s School of Design and the University’s School of Engineering, were considered for accreditation by the Institution of Mechanical Engineers (IMechE) and Institution of Engineering Design (IED):

- BEng (Hons) Product Design Engineering
- MEng (Hons) Product Design Engineering
- MSc Product Design Engineering

2.20 Feedback from the Review Panel, received at the time of the visit, was positive, with a number of commendations made specifically referring to GSA’s Product Design Engineering department. The draft report has been received and the University’s School of Engineering is in the process of developing an Action Plan to address the requirements and recommendations from the EAB, to which, the Head of Product Design Engineering has contributed as appropriate.

2.21 It is anticipated that the final report will be available in Term 1 of session 2015/16. Each Accrediting Body will make its own final decision on the accreditation of the programmes listed above based on this report and the completed Action Plan. GSA will provide confirmation of the final outcome in its report on 2015/16.

Professional Support Services Review

2.22 Set against the aims of GSA’s Occupational Health and Safety Policy and in the context of the Scottish Fire and Rescue Service’s (SFRS) investigation report into the fire in the Mackintosh Building, in 2014/15 GSA sought to consider the context and underlying factors that affect studio and compliance practice. A Review Group was established in January 2015 and met three times from January to March 2015. The remit of the Review Group was to make recommendations on area-specific and GSA-wide policies, practices, training, monitoring and physical controls regarding, but not restricted to, studio, degree shows, health and safety, fire safety management, and visitors. The four principles and eleven actions contained in the outcome report were approved by the Executive Group at its meeting of 3 June 2015 and the report was presented to the 18 June 2015 meeting of the Board. The findings of the Review have also informed the GSA Occupational Health and Safety Plan 2015/16.

2.23 In 2014/15, GSA conducted a review of its Student Counselling Service. The review reported in June 2015 and made a series of recommendations which, in the main, related to the operational activities of the department. These recommendations have been taken forward.

MSc International Heritage Visualisation, Digital Design Studio – Student Complaints

2.24 In Stage 2 of session 2014/15, five students on the MSc International Heritage Visualisation programme submitted complaints regarding the operation and content of the programme. The two initial complaints were handled under GSA’s Complaints Handling Procedure (CHP) and the investigator concluded that these complaints were upheld, further to which the Digital Design Studio were required to engage with all students in the cohort to seek an appropriate resolution. The matters raised in the three subsequent complaints had already been investigated and upheld.
2.25 The University of Glasgow was informed of the complaint at an early stage and was kept updated as appropriate.

2.26 QAA Scotland and the Scottish Public Services Ombudsman (SPSO) subsequently engaged with GSA regarding this matter. GSA fully engaged with both bodies (see §3.31 and §3.32). Regarding QAA Scotland’s application of the Protocol for Managing Potential Risks to Quality and Academic Standards, GSA expressed concerns from the outset regarding their handling of this matter. GSA looks forward to a sector-wide partnership review of the Protocol and the transparency of its application. We would suggest that this should comprise the SFC, QAA Scotland and Universities Scotland, and include involvement from the SPSO and ARC (Academic Registrars Council).

2.27 The Acting Director of the Digital Design Studio led a review of the complications experienced in 2014/15 and reported the outcomes to the Director on 24 August 2015.

2.28 The Acting Director of the Digital Design Studio concluded that, while there were areas which could be enhanced, the work of this cohort was of the same standard as that of the previous year of the programme; and was of a standard appropriate to the award being studied. In addition, the assessment portfolio seemed appropriate for the award being offered and was in line with the programme specification and design.

2.29 The draft report was shared with the External Examiner, Dr Jon Purdy, with comment sought. Dr Purdy was also given access to all the student work for the 2014/15 cohort. On 21 August 2015, Dr Purdy confirmed his agreement with the conclusions of the report.

2.30 The findings of the review were considered by GSA’s Executive Group, Undergraduate and Postgraduate Committee and Academic Council in September 2015 and subsequently shared with the University of Glasgow with a view to enhancing practice where possible.

2.31 Copies of the review report were also submitted to QAA Scotland and the Scottish Funding Council on 24 August 2015. Further to their consideration of the report, QAA Scotland has confirmed informally that there is no case to answer. A formal written response confirming this position is expected from QAA Scotland by the beginning of October 2015.

2.32 A separate report on GSA’s handling of the complaint was submitted to the SPSO on 1 September 2015, a response to which has yet to be received. While GSA anticipates that the response from the SPSO might identify points of learning, GSA is confident that the process followed was fair.

3. **Key Messages deriving from Monitoring and Analysis of Performance Indicators and other Collected Data**

3.1 Reflection is currently underway, at institution-level and locally within Schools, on the NSS and PTES data, and will be included in Programme Monitoring and Annual Reporting reports at programme and School level.

3.2 Regarding the performance in the NSS student satisfaction survey, the percentage agreeing to overall satisfaction rose from 78% in 2013/14 to 80% in 2014/15. This improvement was welcomed given that fine art undergraduate students have been allocated studio space in temporary accommodation rather than the Mackintosh Building due to fire. Even though GSA is constrained by accommodation issues at present, it continues to focus on enhancing the student experience and seeing these improvements
reflected in future NSS results. Specific areas of focus for GSA continue to be programme-level results in the categories of Assessment and Feedback and Organisation and Management.

3.3 Also of note is that GSA’s student participation in the NSS continues at a high rate (81% in 2014/15) owing to the ongoing work of Schools and the Students’ Association.

3.4 Regarding postgraduate student feedback, GSA has participated in the annual Postgraduate Taught Experience Survey (PTES) since 2012. After an overall satisfaction score of 58.9% in 2014, the survey in 2015 returned an overall satisfaction score of 60.2%. As with the NSS, the Head of Learning and Teaching is leading on relevant matters and engaging with all stakeholders as GSA seeks to improve results for both surveys.

3.5 Key performance indicators and performance indicators are collected and monitored using internal data as well as external sources such as HESA and national student feedback surveys. GSA’s internal performance indicators are periodically reviewed to ensure that what is being collected is of value and relevant to informing future strategy. As a result, internal performance indicators have been amended to reflect changes in definitions, study patterns and tuition fee regimes.

3.6 With reference to HESA published indicators, GSA’s retention rate continues to be one of the highest in the UK and in 2014/15 reported a rate of 95.9%. The percentage of students attending from state schools dropped by 2.4% to 86.4% in 2013/14 although the proportion of students identified as being from NS-SEC categories 4, 5, 6 and 7 at GSA, rose significantly from 19.0% to 27.0% which is more in line with the Scottish average. The percentage of students in receipt of the Disabled Students Allowance remains high at 15.1% and continues to be considerably higher that the Scottish and UK averages.

3.7 In terms of the Destination of Leavers from Higher Education (DLHE) survey, 92.3% of GSA graduates are reported to be in work or further study. This is an improvement on the previous year of 0.2% however GSA continues to perform slightly below the UK and Scottish averages.

3.8 Regarding honours-level performance, the majority of GSA graduates continue to achieve an award of either a first or second class, upper degree. This indicator is considered as part of the Programme Monitoring and Annual Reporting process.

4. Involvement of Students in Institutional-Led Review Processes

4.1 GSA continues to works closely with the President of the Students’ Association in promoting the range of opportunities for any student to engage in educational enhancement and quality assurance. This is achieved through engagement between the Director, the Registrar and Secretary, and Student Representatives at the Director’s Forum; Academic Registry and the President of the Students’ Association; the President and the student body; and Programme Leaders and their respective cohorts of student. Students have input to decision-making processes at all levels and play an important role in the enhancement and assurance discussions, including Programme Monitoring and Annual Reporting, Programme Approval, Periodic Review and institutional preparations for reviews such as the ELIR.

Student Involvement in GSA’s 2014 Enhancement-Led Institutional Review Follow-up Report

4.2 The President of the Students’ Association was invited to contribute directly to the Follow-Up Report, and, in his capacity as a member of both Undergraduate and Postgraduate Committee, and Academic Council, had the opportunity to provide feedback on the Report prior to its approval by the Director.
Student Involvement in Periodic Review

4.3 As highlighted in §2.6, the Review Panel which undertook the Mackintosh School of Architecture’s Periodic Review included two student representatives who were full and equal members of the panel. The Self-Evaluation Report (SER), which forms a key part of the documentation set considered by the Review Panel, includes a detailed section on feedback from students and Schools give full consideration on how and when feedback should be obtained to ensure that the student experience is evaluated and captured meaningfully in the completion of the SER. Schools are asked to report on the steps it has taken to feedback to students on the outcomes of the review and on the actions taken in progress reports to Academic Council.

Student Involvement in Programme Monitoring and Annual Reporting

4.4 GSA’s Programme Monitoring and Annual Reporting process represents a further opportunity to consider the collective student voice. The President of the Students’ Association is a member of the central GSA-level committee that reviews the outcomes of the Programme Monitoring and Annual Reporting Process.

4.5 One of the main focuses of Programme Monitoring and Annual Reporting is the Programme Leader and Board of Studies reflection on student feedback received throughout the session from formal meetings such as Staff Student Consultative Committees and Boards of Studies, from institution-wide surveys such as the NSS and PTES or School/department Quality Enhancement Questionnaires, and from informal meetings such as year group meetings or student focus groups. As part of this process, Programme Leaders also report on how student feedback is collected and how the programme has responded to it, and normally the first meeting of the Staff Student Consultative Committee is used exclusively to feedback to students on the issues raised in the previous session and the action that has been taken as result.

Further Opportunities for Student Engagement in Educational Enhancement and Quality Assurance

4.6 While §4.1-4.5 address student involvement in institutional-led review activity, it is also noted that a student representative is a full member of committees considering new programme approval. Students are also represented on the senior learning and teaching committees, including Academic Council, that consider the review reports and recommendations.

4.7 Academic Registry, in conjunction with the President of the Students’ Association, organises training for Class Representatives at the beginning of the academic session. This training is delivered by a sparqs trainer and at least two sessions are offered to ensure that all Class Representatives have the opportunity to attend the training. In 2014/15, the President of the Students’ Association and Academic Registry undertook a detailed review of the Student Representative Handbook. In a development for 2015/16, a Class Representative Handbook will be developed specifically for GSA Singapore.

4.8 Every department has a Staff Student Consultative Committee which meets at least once per term and its membership is composed of Class Representatives, Programme Leaders and/or Heads of Department and academic and technical staff responsible for delivering the programme. The remit of the Staff Student Consultative Committees includes consideration of the operation of the programme in the context of matters arising from formal student feedback mechanisms, such as the NSS or PTES and responding to external examiners’ reports.
Every School has a Board of Studies and membership of the Board of Studies includes the Head of School, Programme Leaders and Heads of Department (within the scope of the Board), Head of Learning and Teaching, and the President of the Students’ Association. Student Class Representatives are appointed to the Board of Studies and this may be the President of the Students’ Association or their nominee.

**Student Engagement Developments in 2014/15**

The Review of Existing Student Representation and Engagement Systems, initiated by the President of the Students’ Association, which concluded at the beginning of 2014/15, considered the on-going suitability of existing structures and also how students engage with their learning experience at a fundamental, day-to-day level, including opportunities to influence aspects of the curriculum itself. The recommendations were considered and an implementation plan agreed at Undergraduate and Postgraduate Committee in September 2014. The effectiveness of the implementation of the recommendations was monitored in the course of 2014/15, with Class Representatives providing feedback to their respective Board of Studies and highlighting any matters regarding the operation of their Staff Student Consultative Committee. In addition, it is scheduled that Convenors of Boards of Studies will report early in 2015/16 on the implementation of recommendations which would assist in tracking the above developments.

In 2014/15, the Students’ Association’s Student Engagement Officer worked closely with the Learning and Teaching Team to provide feedback and comment on behalf of the Association. The Students’ Association has actively participated with discussions regarding the Learning and Teaching Enhancement Strategy and this valued engagement will be ongoing in 2015/16.

Following the departure of the 2014/15 President of the Students’ Association, the development of a Student Partnership Agreement will be undertaken in 2015/16. This work will be led by the new President of the Students’ Association, in conjunction with the Policy and Governance department.

**5. Reflection on 2014/15 Findings and Distance Travelled**

As highlighted in GSA’s ELIR Follow-Up Report, the Head of Learning and Teaching has identified areas which will continue to be developed in 2015/16, including the planned co-creation of the new Learning and Teaching Enhancement Strategy.

The enhancements made in recent sessions to the Programme Monitoring and Annual Reporting process have had a tangible impact, evident from the improved quality of programme-level annual programme monitoring documentation. GSA continues to monitor this process and make adjustments where appropriate.

As highlighted in §1.3, GSA will review its Periodic Review process in 2015/16 with a view to re-aligning this with that of the University of Glasgow.

The complaints received in session 2014/15 from students on the MSc International Heritage Visualisation programme identified several areas where the Digital Design Studio can make enhancements, particularly with regard to improving communication lines with students.
6. **Reviews in Academic Session 2015/16**

6.1 In GSA’s Annual Report on session 2013/14, it was reported that the School of Design would undertake Periodic Review a session earlier than scheduled in order to facilitate discussion within the School and aid reflection on a number of management and programme developments which were planned for 2014/15. In the course of the initial discussions, it was found that the management and programme developments could be further addressed outwith the Periodic Review process. It was, therefore, agreed that the School of Design’s Periodic Review would be held in 2015/16, in line with the previous timetable.

6.2 In addition, under the terms of the Collaboration Agreement between GSA and the Singapore Institute of Technology, both parties shall conduct a review of the scope and nature of the arrangement for the delivery of the GSA Undergraduate programmes delivered in GSA Singapore prior to the enrolment of the fifth intake of students (2016/17). It is anticipated that this review will be held late in session 2015/16.

6.3 In terms of Professional Support Service areas, GSA will undertake an appropriate review of its Technical Support Department in 2015/16.

7. **Governing Body Endorsement and Statement of Assurance**

7.1 The first meeting of GSA’s Board of Governors in session 2015/16 is scheduled for Friday 9 October 2015. This Report and the Statement of Assurance will be offered to the Board for consideration at this meeting. Following the endorsement of the Report, the Statement of Assurance will be forwarded to the Scottish Funding Council forthwith.
Enhancement-Led Institutional Review (ELIR)

ELIR Follow-Up Report (as reported to GSA Board of Governors, October 2015)

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Introduction

Glasgow School of Art participated in the third cycle of Enhancement-Led Institutional Review (ELIR) between April and May 2014 and was judged to have effective arrangements for managing academic standards and the student learning experience. The review team identified particular areas of positive practice, including:

- student engagement,
- student exchange,
- student support,
- professional development for academic staff,
- identifying and sharing good practice,
- significant progress in activities relating to employability.

This report represents the follow up to ELIR 2014 and uses the structure and design of information suggested in QAA Scotland’s ELIR Follow-Up Report Guidance.¹

Process of Producing this Report

This report was collaboratively produced under the auspices of the Head of Learning and Teaching with contributions from Heads and Deputy Heads of Schools (representing their senior management teams), Undergraduate Programme leads in the Schools of Fine Art and Architecture, the Student Association President (outgoing and incoming), and heads of areas within the Learning and Teaching Team (including Employability and Enterprise and Widening Participation). To ensure the report reflected the various enhancement activities across GSA, an active consultation process with members of the Undergraduate and Postgraduate Committee and Academic Council was also undertaken. The report has been designed to demonstrate the vibrancy of approaches in each of GSA’s Schools, which is illustrative of the distributed nature of enhancement at GSA currently.

Changing Organisational Context regarding Learning and Teaching during the ELIR Annual Review Year

2014 was a significant year for GSA in terms of learning and teaching organisation. The devastating fire within the Mackintosh building had huge impacts upon staff and students as well as adding further strain to the already stretched GSA estate. In order to ensure appropriate space was made available to accommodate students and staff within Fine Art as well as within core professional services, much of the summer months was spent sourcing and redeveloping a new suite of office and teaching space in preparation for the 2014/15 academic session.

In the summer of 2014 a new strategic position of Head of Learning and Teaching was introduced to GSA providing strategic oversight of learning and teaching enhancement, including responsibilities in the light of the ELIR recommendations. In October 2014, immediately prior to the new Head of Learning and Teaching commencing her position, the Deputy Director resigned from GSA and the institution undertook an Executive level restructure of professional services and academic provision.

Additionally, early in the 2015/16 academic session, the academic structure of GSA was reviewed and a decision was taken to introduce a fourth School of Visualisation and Simulation. This School is an evolution of the Digital Design Studio and the new School will be undertaking work to develop a new undergraduate programme, as well

as expanding its postgraduate taught offer. Alongside the creation of this new School the Forum for Critical Inquiry was also reviewed, bringing the provision of History and Theory directly into the Schools of Design and Fine Art, allowing for Schools to enhance their curricular alignments and explore new and alternative pedagogical models for the delivery of programme aims and content.

These changes summarise the organisational context in which this report has been written and provide a narrative to support the actions taken outlined below.

**Main Areas of Action since ELIR**

**Recommendation 1: Assessment and Feedback**

“Ensure students have a clear understanding of grading criteria and practices, and also consider how the generic assessment scheme can be adapted to the school and programme level. GSA should also ensure that there is parity of feedback practice across the institution, so that all students receive timely, relevant and high-quality feedback on their progress at key points during their programmes. Although GSA has provided staff development in relation to assessment and feedback, students remain unclear about how their work relates to learning outcomes, how assessment criteria are used to make judgements about the achievement of learning outcomes, and how feedback might help in their understanding of why a particular grade has been awarded.”

Since ELIR GSA has continued to be directly engaged with enhancement activities focused on assessment and feedback at both an institutional and School level.

Institutionally, colleagues within Academic Development have organised and delivered educational CPD workshops on assessment and feedback across GSA. To date these have included: specific workshops for part-time staff based within academic school on ‘Assessment for learning and enhancing formative feedback’; A series of Learning and Teaching events with a range of themes: one focused on ‘The Crit as an assessment and feedback process’, one examined inclusive Learning and Teaching practices; A pedagogical research seminar focusing on the benefits of collaborative online projects and peer C riches in an online environment as formative progress processes. Work has also been undertaken to redevelop the Postgraduate Certificate In Learning and Teaching to align more closely with Learning and Teaching practices within a studio-based learning environment, including assessment and feedback within the creative disciplines. These activities have supported colleagues across GSA in enhancing their approaches to assessment and feedback practices in order to ensure colleagues provide students parity in feedback experiences.

A range of devolved, specific developments have occurred at a School and programme level, including systematic assessment and feedback inductions as relevant to each School and, local initiatives, such as: Provision of non-mandatory exit tutorials in some undergraduate programmes in the School of Design as well as specific student engagement in the process of managing crit situations to ensure a record of feedback is available; The reintroduction of a termly convened School of Fine Art Learning and Teaching Advisory Committee (bringing together staff from across Fine Art to discuss enhancement to programme content and delivery, organisation, management, assessment and feedback); and within new programme specifications the assessment and feedback processes are clearly outlined as well as the correlation between assessment criteria and learning outcomes. The course documents now explicitly link all departments within the programme and exemplify
the students’ learning across the different areas within the UG Fine Art programme. In terms of assessment these documents also establish equity at all levels. These documents also clearly state the feedback to their on-going work, the stages at which formative and summative feedback will be delivered and the type of feedback this will be (i.e. verbal, written, peer etc.). The Mackintosh School of Architecture is working towards an Assessment and Feedback model, which will provide clarity and transparency in the processes involved. It aims to establish a model of good practice that will deliver processes which are clear, open and fair, and provide appropriate mechanisms for feedback to and from students. The review has focused on four areas: Clarification of the assessment process; Improved feedback documentation; Revised Quality Learning and Teaching procedures; Student Representative roles and processes.

**Recommendation 2: Learning and Teaching Enhancement Strategy**

“Progress with the planned review, development and delivery of the Learning, Teaching and Enhancement Strategy, ensuring that staff at all levels are aware of the strategy and that there are effective links with enhancement activity and initiatives at school and programme level.”

GSA has started a substantial consultation on moving forward with a Learning and Teaching Enhancement Strategy. The first part of this process has involved identifying areas upon which GSA wishes to build in relation to its ambition to be a global leader in studio-based learning and research. Following discussions through the Academic Approvals processes in the 2014-15 session, it was agreed that a co-creation methodology would be employed to draw up a new Learning and Teaching Enhancement Strategy (including the design of a co-creation brief by a short life working group including representation from across GSA and also the Student’s Association, facilitated by the Head of Learning and Teaching). This new approach has extended our original timescale for development. We believe, however, that this process will produce a strategy fit for purpose, focusing on key drivers in art, design, digital design and architecture education and allow staff within GSA to engage with and implement GSA ambitions in an easily accessible manner.

A core part of the initiation of this process has been discussions relating to the theme of Studio+. Studio+ recognises that studio-based learning includes both discipline-specific activities and broader attributes development in a range of areas, and aims to provide a curriculum which explicitly equips students with the ability to articulate their disciplinary as well as broader knowledge, skills and experience. This discussion was the core theme of our annual Learning and Teaching event in spring 2015.

The co-creation brief design group have met four times to date and the brief outlines four core areas for the strategy discussions: Studio-based learning as both learning in a place and learning as a mindset; Studio+ as a way to explicitly extend interdisciplinary and graduate attribute activities into the undergraduate curriculum; the 21st Century Studio in terms of estate and digital technologies; Open Studio within a continuing education context and its role in civic engagement.

**Recommendation 3: Management of enhancement projects**

“Enable the School to achieve the full benefit of its enhancement activities by ensuring that projects have clear objectives, that their effectiveness is measured, and that the outcomes are acted upon.”
Since the ELIR, the GSA Enhancement Fund has been reviewed in line with the development of the new Learning and Teaching Enhancement Strategy, with the aim of aligning future projects funded through the fund with the strategic aims and ambitions of the Strategy. From 2015/16 future enhancement projects will be allocated funding based upon their alignment with the Learning and Teaching Enhancement Strategy and will be required to evidence through their application how the project will be measured to prove its success and how it will be embedded within institutional/school business in order to ensure sustainability.

This approach has been taken with GSA’s engagement with the first year of the ‘Student Transitions’ Enhancement Theme, which this year was led by the Widening Participation and Articulation Team with an explicit focus on Transitions into GSA. This work allowed colleagues to free up resource, otherwise not available, to examine how we best support students transitioning into GSA from Widening Participation backgrounds, with the project’s findings feeding directly into the future works of the Widening Participation and Articulations Team. Lessons learned from this approach will contribute to our plans for Enhancement Themes work for 2015/16 as well as the management of the GSA Enhancement Fund.

**Recommendation 4: Employability**

"Continue to develop, implement and embed a strategic approach to employability across the institution, ensuring that students can articulate a range of employability skills when they graduate."

Since ELIR 2014 the institution has restructured the delivery of employability and enterprise activity bringing together the Careers Service and the Employability and Enterprise Manager into the newly formed Learning and Teaching Team. This change in operation has allowed the two areas to work more closely together and to focus jointly on supporting students and staff in the delivery of employability and enterprise education. A key focus for Employability and Enterprise has been the current Enhancement Theme of ‘Student Transitions’ and we have incorporated the notions of transitions into, through and out of Higher Education as part of our delivery strategy.

Since the merger of the two areas, a review of the management and coordination of live projects, which involve delivering curriculum-related work for a local partner, such as a business or social enterprise, began in the autumn 2014. This review has allowed GSA to establish an efficient process for engaging partner organisations through the Employability and Enterprise team, and linking in academic staff to ensure curricular fit, in order to grow the number of live projects available to students. In addition, the Employability and Enterprise Team are now centrally responsible for the coordination of our collaborative activity with outside agencies, which present competitive enterprise opportunities to our students and graduates.

The Employability and Enterprise team continue to engage with Programme Leaders across the three Schools to further embed employability and enterprise education within the curriculum and to address the explicit acknowledgement of employability and enterprise skills development through the assessment process. Part of this has included establishing the team on the Boards of Studies and undertaking a review as to how assessment practices capture employability and enterprise practice.

In addition to the Employability and Enterprise team being formed as part of the GSA restructure, the Learning and Teaching Team have also taken on responsibility for the coordination of the taught Postgraduate Electives. This has provided an opportunity for the team to engage the Postgraduate elective course leaders with
plans to introduce aspects of employability and enterprise as a theme throughout the stage 1 and stage 2 electives in 2015/16.

**Recommendation 6: Provision of information**

“Progress the work being undertaken by senior staff in each of the three schools to review the provision of information for students. GSA should ensure that students on all programmes have access to comprehensive and user-friendly information, in addition to programme specifications, about their programmes of study and other aspects of academic provision at GSA.”

The School of Fine Art and Mackintosh School of Architecture have both been developing handbook-style material for their programmes. Indeed, the School of Fine Art underwent a full curriculum mapping project during 2012/13 with new Course Specifications produced for the UG Fine Art Programme during session 2013/14. These were introduced during 2014/15 and form the basis of information for students. This process was supported by Learning and Teaching within GSA as a curriculum mapping project. However, any issues of ensuring parity regarding the type of programme and course materials that students will receive in advance, across the different schools (including the newly formed School of Visualisation and Simulation), will form part of the co-creation discussions as a new balance in the curriculum between Studio and when Studio+ is designed and implemented.

**Recommendation 7: Management of information**

“In the context of GSA’s reliance on a large number of part-time teaching staff, the institution should further develop its processes for monitoring the numbers and roles part-time staff on both permanent and temporary contracts.”

In the summer of 2014 a full review of all staff across GSA was undertaken in order to ascertain the number of full-time and part-time staff employed within each area of the institution. Following this the School has started a review of work planning for academic and research staff. Through this review it is intended that a new structure will be in place for the start of academic year 2015/16 and will consider the balance between teaching, scholarship, research and administration for each member of academic staff. This discussion will inform the on-going consideration of the balance of the academic workforce in terms of the number of full time/part time staff on permanent/temporary contracts. The number of academic staff employed on flexible contracts continues to be reviewed in order that the use of flexible contracts is minimised.

**Action Plans and Planning**

In considering the future within the current cycle of ELIR the institution has planned a number of activities in order to further meet the recommendations put forward. The following sections summarises such future plans:

**Assessment and Feedback**

1. In continuing to meet GSA’s commitment to enhancing students’ understanding of how feedback operates in a studio-led environment, all three schools are undergoing a review of internal student feedback mechanisms, including Quality Enhancement Questionnaires which students complete at the end of each course. Enhancements through this process will be captured through the Schools’ Programme Monitoring and Annual Review cycle, allowing for the sharing of good practice.
2. Engagement will continue to be enhanced in relation to the National Student Survey and Postgraduate Taught Experience Survey, with outcomes of these surveys being analysed closely both within respective Schools and by the Head of Learning and Teaching. This analysis and resulting Schools-based action plans will form the basis of a range of developments and enhancements in the student experience for 2015/16 and onwards.

3. The Learning and Teaching Team are now looking at an adaptation of the session on assessment within the PG Certificate Learning and Teaching so it can operate as a standalone CPD system that is offered across the School once a year, (but also has a credit-bearing aspect for inclusion within the Postgraduate Certificate).

4. The impact of work planning and the prospect of developing teaching norms detailed intelligence will give GSA a much clearer data-set regarding the actual type and timing of formative and summative assessment to compare against student experience of them, (teaching norms being clarified by March 2016). As a key part of developing the GSA Work Planning Model, a family of GSA course types is being devised to encompass the full range of courses offered at Undergraduate and Postgraduate levels across all schools. This portfolio will provide Heads of Departments with GSA Teaching Norms for each course type. These norms will enumerate contact time and volumes of sessions required to deliver course elements such as formative and summative feedback and assessment. Teaching Norms will provide clarity to Schools on the institutional Learning and Teaching resources required to deliver taught programmes. Students will be provided with a clearer understanding of the succession of course types across a degree programme and will benefit from having clearer expectations of the contact time relevant to each course type.

Learning and Teaching Enhancement Strategy

1. Following agreement to a process of co-creation as to the development the Learning and Teaching Enhancement Strategy, GSA will move forward with an outline of a working brief to implement a series of workshops to enable staff engagement. This co-creative process will focus enhancement of studio-based learning in four core areas and will include direct, systematic across-School engagement (which will build on the devolved activities outlined above), with the various recommendations of ELIR 2014.

2. A student-led creative-inquiry is planned to be undertaken in autumn 2015, adding a creative approach to the co-creation process. This will involve students creating, presenting and curating a series of works which aim to engage the GSA community in a discussion as to how Studio should evolve to meet the needs of current and future learners. The outcomes of each of these processes will be fed into a draft strategy, which will go through the academic approvals procedure during 2015-16 with reformulations in the light of that procedure occurring in winter 2015.

Management of enhancement projects

1. Following approval of the Learning and Teaching Enhancement Strategy the GSA Enhancement Fund will be re-launched with stringent criteria for funding linked directly to the Learning and Teaching Enhancement Strategy aims, as well as ensuring that projects funded have considered their sustainable viability and allow for engagement in ongoing work in order to ensure lasting impact as opposed to one of project outcomes.

2. Year 2 of the Enhancement Theme: Student Transitions will come under the direct management of the Head of Learning and Teaching and will shift the emphasis from the first year of work (Transitions In) to Transitions Through and Out of Art School. As part of the management of enhancement projects, it is to be
welcomed that as well as delivery of activities identified as part of the year one Transitional Themes scoping process, GSA will be opting to take a student-led approach to transitions connected to professional attributes in year two. To achieve this, GSA Students’ Association will continue to support the development of a systematic initiative, with students and alumni, fostering interdisciplinary and practice-led approaches to professional development.

**Employability**

Over the next academic year, the Employability and Enterprise team will continue developing its work in relation to its three operational plan headings, specifically:

1. *Embedding Employability and Enterprise teaching in the curriculum* through a range of activities including translating implicit activity, occurring within the curriculum that is commensurate with the development of professional attributes, into explicit statements.

2. *Building and emphasising opportunities through extra and co-curriculum activities* by implementing and promoting more collaborative opportunities with external partners, developing and redefining a ‘transitions out’ initiative, and scheduling and delivering Employability and Enterprise activities across the institute.

3. *Engaging employers and external partners* by generating new and developing and maintaining existing relationships with local businesses and communities.

**Student-Led Activity**

Additionally, in 2015/16, the president of the Students’ Association, in conjunction with Academic Services, will lead the development of a Student Partnership Agreement. It is anticipated that the project-based goals of the Student Partnership Agreement will link closely with the recommendations from the Review of Existing Student Representation and Engagement Systems. In addition, a key focus will be empowering The Students’ Association to take direct ownership of extra-curricular activity, in particular those which relate to project-based professional practice, experimentation through the arts, and employability.

**Areas not yet Addressed and Rationale**

**Recommendation 5: Provision for postgraduate research students**

“In the context of the planned growth in postgraduate research student numbers, ensure sufficient capacity for the support and enhancement of the research student experience.”

Two key aspects of this agenda now sit with the Learning and Teaching team:

1. Ensuring the currency and relevance of the PG electives, especially with the imminent recruitment to the new MRes, (which embeds researcher development into the supervision process).

2. Identifying the resources (time and opportunities) to enable postgraduate researchers to gain teaching experience commensurate with Vitae’s Early Career Researcher taxonomy and the UK Professional Standards Framework Associate Fellow category.

These will be a focus of design, planning, and implementation activity in 2015-16. The delay in this was a result of ensuring that the restructuring of the team allowed for engagement with this area to be mainstreamed.
Dear Committee members

The Glasgow School of Art Group – year ended 31 July 2015.

We are writing to confirm the details regarding the audit of the statutory financial statements of The Glasgow School of Art Group for the year ended 31 July 2015. The Glasgow School of Art Group consists of The Glasgow School of Art, GS of A Singapore, The Centre for Digital Documentation and Visualisation LLP and The Glasgow School of Art Development Trust.

1. Audit personnel and timetable

Gary Devlin will be the partner in charge with James McBride as audit manager, assisted by Jennifer Spence and Fiona Parkin. The agreed timetable is as follows:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Interim audit of The Glasgow School of Art (GSA)</td>
<td>6 April 2015</td>
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<tr>
<td>Audit of The Centre for Digital Documentation and Visualisation LLP (CDDV LLP) (year ended 31 March 2015)</td>
<td>6 July 2015</td>
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<tr>
<td>Audit Committee meeting to present GSA audit plan</td>
<td>31 August 2015</td>
</tr>
<tr>
<td>Audit of The Glasgow School of Art Development Trust</td>
<td>W/c 14 September (provisional date)</td>
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<tr>
<td>Final audit of GSA</td>
<td>1st visit - w/c 21 September 2015 2nd visit – 5,6,7 October</td>
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<tr>
<td>Audit Committee meeting to approve the accounts</td>
<td>4 December 2015</td>
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<tr>
<td>Scottish Funding Council deadline- GSA</td>
<td>31 December 2015</td>
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<tr>
<td>Companies House filing deadline – GSA</td>
<td>30 April 2016</td>
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<tr>
<td>Companies House filing deadline – CDDV LLP</td>
<td>31 December 2015</td>
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<tr>
<td>OSCR filing deadline – The Glasgow School of Art Development Trust</td>
<td>30 April 2016</td>
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Partners: Nick Bennett, David Boyd, 
Chris Brown, Mhairi Callander, Scott Craig, 
Pamela Coyne, Gary Devlin, Gillian Donald, 
Mike Harkness, Bernadette Higgins, Iain Lee, 
Robert Mackenzie, Gareth Magee, 
Mark McRae, Paul Renu, Marc Shenken, 
Wernyes Stewart, Morsg Watson
2. Significant audit risk areas identified

We have identified the following specific significant audit risk areas to be considered in our audit this year:

<table>
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<tr>
<th>Area of audit emphasis</th>
<th>Reasons</th>
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| Consolidation          | - GS of A Singapore Pte, due to its material nature in terms of the GSA consolidated accounts is considered a significant component under International Standards on Auditing. Therefore we can no longer rely exclusively on the audit work of Moore Stephens Singapore. In order for us to provide an audit opinion on the consolidated financial statements of The Glasgow School of Art which includes GS of A Singapore Pte we must issue group auditor instructions to Moore Stephens Singapore which details the areas and risks that we wish them to address as well as the materiality level. We will then review their return to us in order for us to gain assurance over the financial statements of GS of A Singapore so we can form an audit opinion on the consolidated financial statements.  
- The Glasgow School of Art Development Trust needs to be consolidated into the GSA consolidated financial statements because of the control that GSA can exercise over the Trust. This control creates a parent-subsidiary relationship. This control is evidenced by clause 17 of the Deed of Trust which gives the Governors of the School the power to appoint and/or remove and/or replace the Trustees as long as the School remains a registered charity. In additions to this, clause 20 gives the Governors of the School the power to wind up the Trust. Therefore it is clear that control exists and thus the Trust must be consolidated as part of the GSA group accounts.  
- CDDV is joint venture with Historic Scotland is included in the consolidated accounts. The investment in CDDV is immaterial in terms of the GSA Group but is consolidated for completeness. |
| Insurance monies       | Insurance monies received in respect of the fire at the Mackintosh building should be recognised as income in the year in which GSA is entitled to the money and expects to receive it. In simple terms, any insurance monies received should be recorded as income and any further insurance monies expected to be received in which GSA is entitled to should be recognised as a debtor and in income.  
As part of our audit, we will ensure that all three of the above entities are consolidated into the GSA group accounts correctly. |
| Mackintosh restoration and improvement | The process of refurbishing and rebuilding the Mackintosh in its early stages. It is important that a clear distinction is made. |

As part of our audit, we will ensure that the insurance monies received in the year as well as those GSA has not received but is entitled to, are recognised in income.
between the costs of restoration and the costs of improvement. The restoration costs (i.e. repairing the building) should be expensed in the year the costs are incurred. As the insurance monies will cover the rebuilt and not the improvement works, the insurance monies recognised in income will match these revenue costs, although this may be in different accounting years as the insurance monies must be recognised in income once entitlement is established although the cost may not have been incurred in that financial year. The costs of improvement should be capitalised with any Government grants received in relation to the capital works being accounted for as a deferred capital creditor. Any other non-Government funding received for capital works should be recognised in income once GSA is entitled to the money.

We will review the Mackintosh spend so far and ensure that the costs are correctly recognised within expenditure and fixed assets. We will also ensure that Government and non-Government grants are correctly recognised.

### Financial Memorandum and Accounts Direction issued by the Scottish Funding Council

We will ensure that the financial statements are prepared in line with the Financial Memorandum and Accounts Direction issued by the Scottish Funding Council.

Please note that there is a new requirement within the Financial Memorandum for the external auditor to review severance settlements. **This will be audited as part of our audit of payroll.**

### The Scottish Code of Good HE Governance

GSA must adhere to The Scottish Code of Good HE Governance in respect of Corporate Governance on a comply or explain basis. This is a requirement of the Accounts Direction.

We will request that the finance team, using the Code as a checklist, document whether or not GSA complies with the provisions of the Code. Any non-compliance with the Code should be explained in the Board’s report.

**As part of the audit we will then review this ‘checklist’ completed by the finance team to ensure that it is consistent with our understanding.**

### Revenue recognition

International Standards on Auditing require this to be treated as a significant risk for every audit. **As a result we will review all of the School’s material income streams to ensure that these have been recognised correctly.** This will involve ensuring income is only recognised when GSA is entitled to it (i.e. all conditions have been met) and that the income is recognised in the correct financial year.

### Management override of controls

International Standards on Auditing require this to be treated as a significant risk for every audit. There is a risk that management may override the internal controls put in place perhaps to commit fraud or manipulate the financial information. **We will review the accounting records including a detailed review of the nominal ledger and journals posted in order to identify any evidence of management override.**

### Depreciation

A number of action points were identified from the 2013/14 audit
in respect of depreciation:
- Land and buildings are to be identified separately on the fixed asset register with only buildings being depreciated;
- Additions were previously depreciated from the start of the following financial year, which is not in line with accounting standards. It was agreed depreciation would be charged from the acquisition date, or at least the from the following month; and
- The useful lives of the fixed assets were to be reassessed with any changes applied from 1 August 2014.

We will ensure these points are actioned as part of our audit of fixed assets.

**Impairment of land and buildings**
The School holds a portfolio of land and buildings for use in the School's activities. We must ensure that the market value of these properties has not fallen below the carrying value in the financial statements.

We will review for impairment on an annual basis for all land and buildings held.

**Completeness of expenditure**
We will perform detailed testing of year-end purchases to ensure all costs relating to the financial year are included.

**Treatment of pension schemes**
We will ensure that the two pension schemes, the Strathclyde Pension Scheme and the Scottish Teachers Superannuation Scheme are accounted for and disclosed in accordance with FRS 17.

We note that although the Scottish Teachers Superannuation Scheme is currently accounted for as a defined contribution scheme, FRS 102 once implemented will require any past service deficit repayment plan to be crystallised on the balance sheet as a pension liability.

**Heritage assets**
GSA has a collection of heritage assets which includes furniture and art collections as well as its rare and valuable books collection. The valuation in the accounts (2014: £8.83m) is based on the insurance replacement value for the combined collection. These insurance valuations are updated annually.

We will ensure that the annual valuation is reflected in the financial statements.

**Endowment assets**
These are accounted at market value and we will ensure by reference to investment reports that the valuation included in the financial statements is correct and that income in relation to these assets has been recognised correctly.

The value of the endowment assets on the face of the balance sheet must always be equal to the total value of the endowment funds (both permanent and expendable) shown in the reserves, so as to demonstrate the matching of assets and funds.

**Deferred capital grants**
We will ensure that any capital grants received are correctly
recorded as a liability and amortised in line with the asset being funded (although this treatment will change as a result of FRS 102).

Whilst these areas have been highlighted specifically at this stage, further areas may come to light during our audit. We will inform you of any further information requirements as soon as appropriate.

3. Responsibilities of the Board of Governors and Directors

The Governors' and directors' statutory responsibilities include:

- Maintaining proper accounting records and an effective system of internal control;
- Preparing the financial statements in accordance with the Companies Act 2006, the Charities Accounts (Scotland) Regulations 2008 (as amended), the Charities and Trustee Investment (Scotland) Act 2005, and relevant accounting standards;
- Preparing the financial statements on the going concern basis unless it is inappropriate to presume that GSA continue in business;
- Safeguarding assets;
- Taking reasonable steps for the prevention and detection of fraud and other irregularities; and
- Ensuring sound corporate governance and the proper conduct of GSA's operations.

4. Responsibilities of the auditor

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's (APB's) Ethical Standards for Auditors.

We are also required to communicate any significant matters arising from the audit of the financial statements that are relevant to those charged with governance in overseeing the financial reporting process. The audit includes the consideration of internal controls relevant to the preparation of the financial statements but we do not express an opinion on the effectiveness of internal control.

5. Audit strategy

International Standards on Auditing (UK and Ireland) (ISA's) govern our audit work.

We will adopt a risk-based approach to audit planning that reflects our overall assessment of the relevant significant risks that apply to the GSA group. This ensures that our audit focuses on the areas of highest risk. The key risk areas are summarised in section 2.

In addition to this strategic audit plan, we prepare a detailed audit plan for the guidance of the audit team, which includes:

- A summary of the accounting system and an assessment of risks;
- Key issues identified in previous years; and
- Our audit approach to the testing of the accounting systems.

Planning is a continuous process and our audit plans are therefore updated during the course of the audit to take account of developments as they arise.
6. Independence

International Standard on Auditing (UK and Ireland) 230, “Communication with those charged with governance” requires us to communicate on a timely basis all facts and matters that may have a bearing on our independence.

In addition to the audit of the financial statements, Scott-Moncrieff provides ad-hoc corporation tax and VAT services to The Glasgow School of Art group. All tax services are provided by an independent tax partner and staff who have no involvement in the audit of the financial statements.

We can confirm that we have complied with the APB’s Ethical Standard 1 – “Integrity, Objectivity and Independence”. In our professional judgement the audit process is independent and our objectivity is not compromised.

Yours faithfully
Scott-Moncrieff

Partner
THE GLASGOW SCHOOL OF ART

OCCUPATIONAL HEALTH AND SAFETY PLAN 2015-16

1. OVERVIEW

GSA’s Occupational Health and Safety Management System (OHSMS) is being re-modelled on the Plan Do Check Act (PDCA) cycle set out in the Health and Safety Executive’s publication HSG 65 Managing for Health and Safety (see Figure 1). All activities and projects listed relate to the four PDCA cycle spheres and their constituent elements.

![Plan Do Check Act cycle](image)

2. Responsibilities

GSA’s central health and safety resource, our Health and Safety Team, forms part of Policy and Governance Department, which reports to the Head of Policy and Governance (Deputy Registrar). At Executive level it falls under the remit of the Registrar and Secretary, on behalf of the Director of GSA.

Fire Safety is part of the remit of the Estates Departments, which reports to the Head of Estates. At Executive level it falls under the remit of the Director of Finance and Resources.

3. GSA Occupational Health and Safety Plan 2015-16

Planned activities and projects for 2015-16 are listed in Annex 1: GSA Occupational Health and Safety Plan 2015-16. This

- identifies the main co-relation with the PDCA cycle in Figure 1
- confirms work completed in 2014-15
- indicates the period during which work by the Health and Safety team is currently scheduled.
- highlights (in grey) the periods in 2016 where the peak support for the Degree Show and Graduate Degree Show 2016 will be required
While the planned work on Occupational Health and Safety Management System (OHSMS) Policy Development and Active Monitoring has been allocated to a specific Health and Safety Team lead (see 3a and d below and Annex 2 and 3 respectively), the range of other work can’t be allocated in this way.

Further explanation of key aspects of this work is given in the points below.

a) Policy

- Removing unnecessary documentation from the Health and Safety VLE site.
- Ensuring approval and version control mechanisms are implemented.
- Publishing, in a structured manner, revised or new policies and supporting documentation on the Health and Safety GSA webpages.

The work is targeted at key subjects such as Risk Assessment, Student Induction, and Field Work. Each of these three example areas represent both a crucial development for GSA and, in turn, will require significant work and time. Each main area of work has a GSA Lead and Health and Safety Resource (H&S Officer or Adviser) allocated to it. Where Health and Safety is the GSA Lead the blue coloured bars show planned start, duration and finish for each element of the programme. Where there is a different GSA Lead the bars are in yellow. The actual timeline for these elements including start and finish will need to be confirmed with the designated GSA Lead. Even for those that Health and Safety may lead, it is emphasised that appropriate input will be required from Schools and Professional Support Areas. This plan will be considered by the Executive Group, and members will be asked to ensure that ownership and responsibility is appropriately shared cross-GSA.

b) General Advice and Support
This is an important wraparound service delivered by the Health and Safety team, which can include

- Extensive research of issues presented in a specialised or even unique context
- Advice and support for enforcement agency activity or action
- The provision of advice and support by email, telephone, or meetings

While assumptions have to be made to allow resource allocation for this activity, demand for this service cannot be predicted. The range and volume of requests for assistance can vary significantly and can also coincide with peak demands for other services. Where this occurs it directly impacts on capacity to deliver other service or the timing of their delivery.

c) Investigation (Re-active Monitoring)
Active Monitoring (see 3d below) provides feedback on performance before accidents, ill health or incidents occur whereas re-active monitoring is initiated by an event and is dealt with under the procedures for the reporting of accidents, incidents and injuries at work. A core aspect of re-active monitoring is investigation, which can be onerous, depending on the nature of the event.

While assumptions have to be made to allow resource allocation for this activity, again, demand for this service cannot be predicted, and may have a knock-on effect on other service delivery.

d) Active Monitoring
The GSA 2015 Active Monitoring Inspection Programme scheduled for completion in September 2015 re-established a baseline evaluation of general health and safety standards across GSA premises. This
significant piece of concentrated work now allows GSA to embark on a rolling three year Active Monitoring Cycle.

The 2015 exercise also informed a process whereby, based on complexity and risk, premises were categorised as A, B or C. A is the highest complexity/risk category and an area in this grouping will receive an annual inspection. **Annex 1: GSA Active Monitoring Inspection Programme 2015-16** details the premises to be covered in Year 1 of the GSA’s cycle. It also contains a summary of the categories to be covered in Years 2 and 3.

Please note that the *Health and Safety and Fire Risk Assessment Reporting Policy* specifies the governance process for submission of these reports.

e) **Audit**

In October 2015 The Universities Safety and Health Association (USHA) will launch the revised *Leadership & Management of Health and Safety in Higher Education Institutions Guidance*. This replaces the health and safety management code of best practice, published in 2001 by UCEA (Universities, Colleges, Employers Association). Concurrently USHA have a consultation running on a revised version of the sector management standard called HASMAP (Health and Safety Management Profile). In its previous form this was accepted by the Universities and Colleges Employers Association (UCEA) as a valid scheme for measuring health and safety management performance in the Higher Education sector.

The main objective of the GSA plan for 2015-16 will be to evaluate this guidance and associated methodologies with a view to identifying an appropriate approach for any future auditing of GSA’s re-modelled Occupational Health and Safety Management System.

f) **Training**

The main objective of this aspect of the GSA plan for 2015-16 will be to undertake a Training Needs Analysis to scope out GSA’s current Health and Safety Training provision and its additional requirements. In addition and subject to other demands (e.g. 3b and 3c above) the Health and Safety Team will develop and, where appropriate, deliver training courses and/or materials targeted at priorities for action identified by their work to date. This will include early work on student induction and various aspects of risk assessment.

Brian McDade  
**Health and Safety Officer**  
18 September 2015
Annexes


Annex 2: GSA OHSMS Policy Development 2015-16

Annex 3: GSA Active Monitoring Inspection Programme 2015-16
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## Annex 3: GSA Active Monitoring Inspection Programme 2015-16

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<td>Aug-16</td>
<td>HSO</td>
<td>HSA</td>
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<td>A/B</td>
<td>Haldane</td>
<td>Head of L&amp;T</td>
<td>Jul-15</td>
<td>Jul-16</td>
<td>HSA</td>
<td>HSO</td>
</tr>
<tr>
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<td>A</td>
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<td>Aug-15</td>
<td>Aug-16</td>
<td>HSA</td>
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<td>Sep-15</td>
<td>Sep-16</td>
<td>HSA</td>
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### PLANNED HSA CYCLE

<table>
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<tr>
<th>CATEGORY</th>
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<tr>
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<td>A and A/B</td>
<td>2015-2016</td>
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<tr>
<td>YEAR 2</td>
<td>A and B and B/C</td>
<td>2016-2017</td>
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<tr>
<td>YEAR 3</td>
<td>A and C</td>
<td>2017-2018</td>
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2015-2016

Proposed Fire Risk Assessment Programme

Within the Glasgow School of Arts Estates Department, it is a continuous policy that all Premise Fire Risk Assessments are reviewed on an Annual basis.

Furthermore, where significant changes have been made to a building, then the Fire Risk Assessment may have to be reviewed before the normal annual recommended review date.

Fire risk assessment is a continuous process. It must be monitored and audited as changes to the premises are made. New and existing control measures should be maintained to make sure they are still working effectively, and where these are no longer effective, then new control measures need to be devised and implemented.

Amendments to fire risk assessments are not required for every trivial change that occurs, but the impact of any significant change must be considered.

Some examples of changes that might affect a fire risk assessment might be:

- A significant increase in occupancy levels
- Changes to layout
- Processes carried out within
- When there is a reason to suspect that the original fire risk assessment is no longer valid
- Fire risk assessments should also be reviewed after a fire or near miss.

A review of all premises current Fire Risk Assessments will be undertaken and where required, prior to their pre-determined annual review date, a new Fire Risk Assessment will be completed.

Where it is deemed that the current Fire Risk Assessment document is suitable and that no significant changes have occurred, the document will remain live until a new Fire Risk Assessment is completed on the suggested review date contained within the current document.

Where any Fire Risk Assessments have gone beyond their recommended annual review date, a new Fire Risk Assessment will be completed for that premise as soon as reasonably practicable.

All new Fire Risk Assessments will be held centrally within the Estates Department.

Electronic copies of these will also be forwarded to the relevant heads of schools or persons who have overall control of the premise.
<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>PROPOSED DATE</th>
<th>LEASED</th>
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<tbody>
<tr>
<td>Barnes Building</td>
<td>September 2015</td>
<td>Owned</td>
</tr>
<tr>
<td>Blythswood House</td>
<td>September 2015 (Prior to Student Occupation)</td>
<td>Leased Premise.</td>
</tr>
<tr>
<td>Bourdon Building</td>
<td>September 2015</td>
<td>Owned</td>
</tr>
<tr>
<td>J.D Kelly Building</td>
<td>October 2015</td>
<td>Owned</td>
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<tr>
<td>Richmond Building</td>
<td>October 2015</td>
<td>Owned</td>
</tr>
<tr>
<td>McLellan Galleries</td>
<td>November 2015</td>
<td>Leased Premise. (Whole)</td>
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<td>Tontine Building</td>
<td>December 2015</td>
<td>Leased Premise. (Partial)</td>
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<td>Haldane Building</td>
<td>December 2015</td>
<td>Owned</td>
</tr>
<tr>
<td>Mackintosh Building</td>
<td>Currently CDM site</td>
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<tr>
<td>The Hub Building</td>
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<td>Leased Premise.</td>
</tr>
<tr>
<td>Fleming House</td>
<td>February 2016</td>
<td>Leased Premise.</td>
</tr>
<tr>
<td>26 Rose Street</td>
<td>January 2016</td>
<td>Leased Premise.</td>
</tr>
<tr>
<td>Beresford</td>
<td>Comply with Owners Fire Risk Assessment</td>
<td>Leased Premise.</td>
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<tr>
<td>Reid Building</td>
<td>March 2016</td>
<td>Owned</td>
</tr>
<tr>
<td>Margaret Macdonald House</td>
<td>May 2016</td>
<td>Owned</td>
</tr>
<tr>
<td>Assembly Building (Student Union)</td>
<td>August 2016</td>
<td>Owned</td>
</tr>
</tbody>
</table>
THE GLASGOW SCHOOL OF ART

AUDIT COMMITTEE

Minutes: 31st August 2015 (website version)

Present: Ms Alison Lefroy Brooks Vice-Chair, Board of Governors (Chair)
         Mr Douglas Brown Lay Governor
         Dr Janet Brown Lay Governor
         Sir Muir Russell Vice-Chair, Board of Governors

Attending: Ms Sandi Galbraith Deputy Director, Finance & Resources
          Ms Muriel Gray Chair, Board of Governors
          Professor Tom Inns Director, GSA
          Mr Eliot Leviten Director of Finance and Resources
          Mr James McBride Scott Moncrieff (External Auditor)
          Ms Claire Robertson BDO (Internal Auditor)
          Mr Alistair Storey Head of Finance
          Dr Craig Williamson Registrar
          Mr John Martin Assistant Secretary to the Board

1. Apologies for Absence
   None

2. Declarations of Interest
   None.

3. Draft Remit and Membership 2015/16
   The Committee considered the draft update to its Remit, Membership and Procedures for 2015/16 (Paper 3). It was suggested that the remit should make clear that the Committee reported regularly to the Board of Governors. Subject to this addition, The Committee recommended to the Board of Governors that its remit, membership and procedures for 2015/16 be approved.

4. Minutes of Previous Meeting
   The minutes of the meeting held on 21st April 2015 were approved.

5. Action Points
   The Committee noted its list of Action Points:

   .1 DDS and Corporation Tax
      This item could now be removed from the list of Action Points.

   .2 Employment Tax Risk Review
      This item could now be removed from the list of Action Points.
6. **Internal Audit Report: Health and Safety Plan**

The Committee had been provided with a report by the Internal Auditors (BDO) on the School's Health and Safety Plan (Paper 6.1). The Plan would shortly be considered by the Occupational Health and Safety Committee. The Internal Auditors considered the plan to be “a sound system of internal control”, albeit with the accompanying recommendation that the plan would need to be accompanied by a detailed operational plan. This recommendation was readily acknowledged by GSA management and an operational plan would, indeed, be presented to the Occupational Health and Safety Committee, along with the high-level Health and Safety Plan.

7. **Internal Audit Report: Health and Safety Policies**

*This minute has been withdrawn from the website version on grounds of commercial confidentiality.*

8. **Health and Safety Reporting: update**

Further to the Committee’s discussion at its last meeting on the Internal Audit report on Health and Safety Reporting, the Committee noted an update from the Registrar (Paper 6.3). This update confirmed that all recommendations from the report had been fully addressed or would be completed by September 2015.


*This minute has been withdrawn from the website version on grounds of commercial confidentiality.*

10. **Internal Audit Report: Technical Support**

The Internal Auditors had carried out a review of the School's Technical Services, circulated as Paper 6.5. This report was broadly favourable, not least in relation to health and safety procedures associated with the use of equipment. There were some recommendations, including those relating to the recording of induction sessions and risk assessments, together with some concerns from students with regard to the communication of equipment and staff availability. The recommendations had been accepted by the School and steps were in hand to address all issues.

11. **Internal Audit: Progress Report on Recommendations**

The Internal Auditors had provided a progress report on the implementation of recommendations from past reviews (Paper 6.6, a corrected version of which was tabled at the meeting). Some of the outstanding recommendations had now been superseded and the implementation dates for some others had been amended. The recommendation regarding status update reports for “key projects” was still to be implemented, as definition of “key project” and a suitable reporting format was still to be clarified. It was agreed that the Executive group would consider this recommendation.

[Action: TI/ESL]

It was further agreed that it would not be necessary for revised Financial Regulations to be approved by the Audit Committee, providing that the Committee could be notified when these Regulations were in place.

[Action: SG]
12. **Internal Audit Plan 2015/16**

The Internal Auditors had provided a draft Audit Plan for 2015/16 (Paper 6.7). The plan was approved, subject to two amendments:

i) Rather than review the School's procurement activities in general, a more specific review of the governance of the Mackintosh Restoration project would be carried out. This exercise would involve scrutiny of decision-making in relation to the project, including relationships with insurers and external consultants.

ii) Instead of the proposed review of Business Performance Management, the Internal Auditors would consider the School's relationships with its related bodies, notably the Students' Association and GSA Enterprises. Several questions had arisen recently in relation to these bodies and it would therefore be useful for guidance to be provided by the Internal Auditors. The Audit Committee noted that the Registrar had raised specific, detailed, issues regarding the relationship with GSASA at the June meeting of the Board and that this paper would provide a basis for shaping the terms of reference for the emerging Internal Audit.

13. **McLure Naismith**

It was reported that McLure Naismith, the legal firm most regularly employed by GSA, had entered administration. A number of the firm's partners had moved to new firms and the School would continue to employ particular lawyers in cases where continuity was necessary. Thereafter, the School would consider the question of its future legal service requirements.

14. **External Audit: Accounts 2014/15**

The External Auditors (Scott Moncrieff) had written to the School to confirm the details of the audit of the School's accounts for 2014/15 (Paper 7). The letter outlined the significant audit risk areas which would be considered, which would include (for the first time) compliance with the Scottish Code of Good HE Governance. It was also noted that the accounts of the GSA Development Trust would be consolidated into the School's own Annual Accounts.

15. **Barclays Bank Letter of Variation**

*This minute has been withdrawn from the website version on grounds of commercial confidentiality.*

16. **Signatories and Authorities for Bank Accounts**

Further to the discussion at the previous meeting, the Committee noted a summary of the cheque signatories for the School and subsidiary bodies (GSoFA Singapore PTE Ltd, CDDV, GSA Enterprises and the GSA Development Trust).

17. **Proposed Changes to Depreciation Policy: Useful Economic Lives**

As discussed at the previous meeting, a further proposed change to the School's Depreciation Policy had been circulated, namely amendments to the useful economic lives of various categories of equipment and building improvements (Paper 10). This was not an area in which there was reliable
benchmarking across the HE sector, so the School had made its own estimates of economic lives based on its own policies and practices. The Committee approved this further change to the Depreciation Policy.

18. **Dates of Remaining Meetings 2015/16**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Friday 4th December 2015</td>
<td>10.00am</td>
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<tr>
<td>Thursday 4th February 2016</td>
<td>11.00am</td>
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<tr>
<td>Wednesday 20th April 2016</td>
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JM
THE GLASGOW SCHOOL OF ART

BUSINESS AND ESTATES COMMITTEE

Minutes: 31st August 2015

Present: Ms Muriel Gray Chair, Board of Governors (Chair)
Mr Douglas Brown Lay Governor
Professor Tom Inns Director, GSA
Mr Eliot Leviten Director of Finance and Resources
Ms Eleanor McAllister Lay Governor
Mr Lewis Prosser President, Students’ Association
Mr Ken Ross Lay Governor
Sir Muir Russell Lay Governor and Vice-Chair, Board of Governors

Attending: Mr Guillaume Coet General Manager, Students’ Association (for item 8)
Ms Sandi Galbraith Deputy Director of Finance and Resources
Mr Alistair Storey Head of Finance
Dr Craig Williamson Registrar
Mr John Martin Assistant Secretary to the Board

1. Welcome and Apologies for Absence

The Committee welcomed Lewis Prosser, who had recently taken up his post as President of the Students’ Association. Apologies were received from Christa Reekie.

2. Declarations of Interest

None.

3. Remit, Membership and Procedures 2015/16

An updated draft Remit, Membership and Procedures for the committee had been circulated (Paper 3). The Committee recommended to the Board of Governors that the Remit, Membership and Procedures be approved.

4. Minutes of Previous Meeting

The Minutes of the meeting of the Committee held on 13th May 2015 were approved, subject to the addition of Ken Ross to the list of those present.

5. Action Points

The Committee noted its list of Action Points (Paper 5).

6. Glasgow School of Art Enterprises (GSAE)

This minute has been withdrawn from the website version on grounds of commercial confidentiality.

7. Estates Matters

This minute has been withdrawn from the website version on grounds of commercial confidentiality.
8. **Report from the Students’ Association**

   *This minute has been withdrawn from the website version on grounds of commercial confidentiality.*

9. **Management Accounts to 31st July 2015**

   *This minute has been withdrawn from the website version on grounds of commercial confidentiality. Annual accounts are available on the GSA website.*

10. **Cash Flow Forecast to December 2016**

    The Committee noted the latest Cash Flow Forecast (Paper 9). The position shown was temporarily affected by the School's change of bank. Discussions were also being held with regard to the process by which funds held by the GSA Development Trust in relation to the Mackintosh Building fire would be released as appropriate expenditure was incurred.

11. **Dates of Remaining Meetings 2015/16**

    Tuesday 3rd November 2015 at 14.00 hours
    Thursday 4th February 2016 at 14.00 hours
    Wednesday 18th May 2016 at 14.00 hours

JM
THE GLASGOW SCHOOL OF ART

MACKINTOSH RESTORATION COMMITTEE

Minutes: 10th September 2015

Present: Ms Eleanor McAllister Lay Governor (Chair)
Mr Douglas Brown Lay Governor
Ms Liz Davidson Senior Project Manager, GSA
Ms Muriel Gray Chair, Board of Governors
Professor Tom Inns Director, GSA
Mr Eliot Leviten Director of Finance and Resources
Professor Chris Platt Head, School of Architecture
Mr Lewis Prosser President, Students’ Association

Attending: Mr David Logue Gardiner & Theobald (items 1-9)
Mr John McGhee Gardiner & Theobald (QS) (items 1-9)
Mr Ranald MacInnes Historic Scotland
Mr Malcolm Mitchell Page and Park (items 1-9)
Mr Peter Trowles Mackintosh Curator, GSA (items 1-9)
Mr John Martin Assistant Secretary to the Board

1. Welcome and Apologies

The Committee welcomed Lewis Prosser, incoming President of the Students’ Association. Apologies were received from Sandi Galbraith and Christa Reekie.

2. Declarations of Interest

None.

3. Minutes of Previous Meeting

The Minutes of the meeting held on 20th May 2015 were approved.

4. Remit, Membership and Procedures 2015/16

An updated draft Remit, Membership and Procedures for the committee had been circulated (Paper 3). The Committee recommended to the Board of Governors that the Remit, Membership and Procedures for 2015/16 be approved.

5. Mackintosh Restoration Update Report

This minute has been withdrawn from the website version on grounds of commercial confidentiality.

6. Design Brief

Malcolm Mitchell reported that Page and Park were continuing to develop the design brief, including assessments of occupancy options and consequent implications for fire evacuation. Among the factors under consideration were roof materials and window glazing options, along with assessment of those works which might be
carried out in advance of the main programme. The President of the Students’ Association reminded the Committee of the School’s tradition of providing personal studio space for students and pointed out that other institutions in the sector had recently provoked controversy by seeking to cut down their studio space levels.

7. **Procurement Framework**

The Committee noted the extensive account of the process carried out by the external Project Managers (Gardiner & Theobald) in considering options for the procurement route to be adopted for delivery of the restoration project (Paper 5). This process had led to the recommendation that a ‘Two-Stage Traditional’ route be employed. This recommendation had already been accepted by the School’s Business and Estates Committee and the Committee endorsed this decision.

8. **Project Programme**

*This minute has been withdrawn from the website version on grounds of commercial confidentiality.*

9. **Cost Plan**

An initial Cost Plan for the restoration project had been prepared and circulated by Gardiner & Theobald (QS) (Paper 6.3) but this was based on achieving a Stage 1 / 2 ‘concept’ design stage and could therefore not be costed accurately. Also, some of the projected costs shown were “aspirational” in nature and further analysis would be carried out, including definition of costs into “reinstatement”, “consequential” and “enhancement” categories. These categories would then relate to consideration of how the overall project cost would be met, sources including insurers, funds already raised (e.g. the contributions pledged by the Holyrood and Westminster governments) and future fundraising.

10. **Communications and Public Relations**

A summary of recent media coverage was tabled.

11. **Plaster Casts**

Members were reminded that a number of plaster cast statues and models were still stored in the Mackintosh Building. While some were damaged, others were not and it was suggested that some casts might be displayed in the Reid Building until the Mackintosh Building reopened. The Committee welcomed this suggestion.

12. **Dates of Remaining Meetings 2015/16**

*(amended dates, as at October 2015)*

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<th>Time</th>
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<td>Wednesday</td>
<td>9th March 2016</td>
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<td>18th April 2016</td>
<td>1.30pm</td>
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<tr>
<td>Wednesday</td>
<td>11th May 2016</td>
<td>1.30pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8th June 2016</td>
<td>1.30pm</td>
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JM
THE GLASGOW SCHOOL OF ART

HUMAN RESOURCES COMMITTEE

Minutes: 8th September 2015

Present:
Mrs Linda McTavish Lay Governor (Chair)
Ms Kerry Aylin Staff Governor
Ms Liz Calderwood Administrative Staff Representative
Mr David Dalziel Head of Human Resources
Mr Craig Laurie Unite Representative
Mr Dennis McCormick Maintenance Staff representative
Ms Kathy Molloy UNISON Representative
Ms Shona Paul Academic Staff representative
Mr Lewis Prosser President, Students’ Association
Ms Sally Stewart Academic Staff representative
Dr Craig Williamson Registrar

Attending: Mr John Martin Assistant Secretary to the Board

1. Welcome

The Committee welcomed Lewis Prosser, incoming President of the Students’ Association, to his first meeting.

2. Apologies for Absence

Dr Nicky Bird, Ms Sandi Galbraith, Ms Muriel Gray, Professor Tom Inns, Professor Colin Porteous, Ms Julie Ramage, Professor Johnny Rodger.

3. Minutes of Previous Meeting

The Minutes of the meeting held on 3rd June 2015 were approved.

4. Remit, Membership and Procedures 2015/16

A draft Remit, Membership and Procedures for 2015/16 had been circulated. Subject to the addition of the Deputy Head of HR to the Committee’s membership, the Committee recommended to the Board of Governors that its Remit, Membership and Procedures for 2015/16 be approved.

5. Action Points

The Committee noted its list of Action Points (Paper 2.2).

6. Activity Planning

The Chair of the GSA Activity Planning Working Group had recently issued a draft Activity Planning Policy and associated documentation (circulated to the Committee as Paper 4). As representatives from the UCU and EIS were unable to attend the meeting, a statement was read out on their behalf, which indicated that "both UCU and EIS share misgivings about certain aspects of the Policy and, more particularly, the Guidance drafts that were issued to all staff on 31st August, some aspects of which run counter to Clause 4.2 of HE2000". The statement further indicated that the UCU and EIS would now consult with their regional officials.
The Head of HR assured the Committee that while his department felt that the draft Activity Planning Policy was consistent with HE2000, the policy and accompanying documentation were still at draft stage and the School would welcome views from all quarters. Seminars were planned which would assist this consultation process.

7. **Midland iTrent: update**

The Head of HR provided progress report on the implementation of the iTrent HR and payroll system. It had been hoped that staff would be able to interact with the system’s ‘self-service’ facility in October 2015, but further work was needed to populate the system with HR and payroll data. Pilot implementation in selected areas would now take place prior to full launch of the system. Staff development in use of the system would be provided if necessary, although the system was straightforward and intuitive for users.

8. **Recruitment Policy**

A draft version of the Recruitment Policy had recently been submitted to the School's Executive Group and would also be discussed with trade union representatives prior to further versions being presented to the Executive Group and the Committee.

9. **National Pay Negotiations: update**

The Committee noted a further update from UCEA (dated 28th August 2015) on the national pay negotiations for 2015/16. JNCHES Dispute Resolution meetings had been scheduled for 7th and 17th September. While some trade unions had voted to accept the employers’ pay offer, others had not and UCEA members had been advised not to implement the offer during the Dispute Resolution period. It was noted that the employers’ offer included further developments on the gender pay gap and casual/hourly paid staff, issues which were already being considered locally by the School.

10. **Equal Pay: data on initial pay scale points**

As discussed at the previous meeting, HR had provided data on the salary grade points on which new appointments were placed. Given the qualification that sample sizes were small, the data did support the suggestion that male candidates were more likely to be placed on higher points on scales. While all would accept there should be no difference in approach to candidates on the basis of gender, the question of initial salary level of appointment could be awkward because of several factors:

- candidates might reasonably not wish to take a salary cut in order to join GSA;

- departments might seek to appoint the best candidate even if that person sought a higher salary point;

- the pay levels of equivalent staff already in post.

Some degree of flexibility was necessary, but guidelines to prevent abuse or inequality should also be provided, and this would be reflected in the forthcoming Recruitment Policy. While there was no suggestion that internally-promoted staff were being placed on any point other than the foot of their new pay scale, a further question might be the extent to which there was (or should be) flexibility when staff were moved from fixed-term to permanent contracts, given that such staff might be highly experienced. It was agreed that further data would be gathered on this question on an annual basis.
11. **Any Other Business**

.1 **HERA Update**

It was suggested that a review of the HERA process might be considered, a subject which had also arisen in recent TU Forum discussions. While major role evaluations were essentially sector-wide exercises, an examination of progress on some HERA outcomes would be considered after finalisation of the Recruitment Policy.

.2 **Pension Schemes**

In response to a query, it was confirmed that the School was now automatically enrolling staff onto the NEST pension scheme unless they were either eligible to join one of the two other established schemes or opted out of joining any scheme.

.3 **Staff Development**

The Registrar indicated that HR and the Finance Office had been asked to prepare a paper on the management of staff development, e.g. how training courses might be funded and how to address such situations as budgets being fully expended on expensive courses for limited numbers of staff.  

[Action: DD/LC with Finance]

12. **Dates of Remaining Meetings 2015/16**

Tuesday 10\textsuperscript{th} November 2015 at noon  
Tuesday 23\textsuperscript{rd} February 2016 at noon  
Tuesday 10\textsuperscript{th} May 2016 at noon  

JM
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1. Convenor’s Introduction

The Convenor welcomed the Committee. The Committee noted this was an extraordinary meeting owing to the need to review a significant number of Active Monitoring Inspections and Fire Risk Assessments.


a) The Health and Safety Officer (BMcD) provided information on the above. Twenty one Active Monitoring inspections had been completed and this report covered the twelve issued to date. All remaining inspections are scheduled for completion by end September. Future inspections will be on a planned 1, 2, 3 year cycle determined by a generic risk category.

The Health and Safety Officer summarised the key themes in the report. These included:

i. The need for a consistent and corporate approach to how Health and Safety Information should be displayed around the school, for example notice boards and statutory posters. The Health and Safety team would prepare a position paper on this and distribute to all Heads of Departments copied to the Executive group members. An update will be provided to the OHS Committee meeting of November 2015.

[ACTION: Health and Safety Officer]
ii. Risk Assessment: the findings showed that there was *extensive failure*
   - To carry out the initial self-assessments for Display Screen Equipment (DSE) use.
   - To record the *significant findings* of general risk assessment.

iii. Where there was a need for specific assessments under Control of Substances Hazardous to Health (COSHH) there was reliance purely on the use of manufacturer’s safety data sheets and/or these did not cover the specific substance use in sufficient detail

iv. Similarly where Manual Handling assessments were required these were not prepared to supplement the general risk assessment, although in a number of cases there was evidence that equipment had been used for risk reduction.

The Committee agreed that there was a need to formalise and review risk assessments throughout GSA, and noted that this had been factored into the draft Health and Safety Plan for 2015/16.

[**ACTION:** Health and Safety Officer]

The Vice Convenor asked if consideration could be given to those with language or literacy issues and conditions like colour blindness in the presentation of the reports. The Vice Convenor also suggested more use of visual material in general regarding health and safety. The Registrar confirmed that this was being considered as part of review and revision of GSA policies and provision.

The Committee agreed that the Health and Safety team should provide an update to the February 2016 OHS Committee meeting, with the aim of having visual tools in place for the beginning of 2016/2017. The Health and Safety team were reviewing GSA’s policy provision. In the meantime guidance can be found on the VLE. Health and Safety would email Heads of Departments to remind them where this policy guidance is found.

[**ACTION:** Health and Safety Officer]

The Convenor raised the need for a *red flag* system for serious issues and failures to address recommendations. The Registrar confirmed that Health and Safety were already operating to a model to ensure that any *red flags* would be dealt with at source.

*The Health and Safety Officer then covered the following:*

Appendix 1: Active Monitoring inspection summary. The Committee agreed that it would be useful to have an extra column within this table to identify if the department was on track with any actions.

[**ACTION:** Health and Safety Officer]

Appendix 2: Extract from the front page of all twelve reports. This summarised the questions with action against them colour coded to show actions that are complete, in progress or overdue. The Committee confirmed that the format of this was appropriate and an easy way to identify outstanding actions.
b) The Active Monitoring Inspection form template Paper 2b was also included with the meeting papers. The Committee confirmed that the format of this was appropriate and an easy way to identify outstanding actions. This would be published on the Health and Safety webpage for information.

[ACTION: Health and Safety Administrator]

c) The Health and Safety Officer discussed the overview statistic spreadsheet Paper 2c. This spreadsheet correlates with the tracking spreadsheet (Paper 2d) and highlights the incidences of not satisfactory by location across the different departments in GSA. It also gives an indication of the total number of such incidences per location. The Committee confirmed that the format of this was appropriate and an easy way to identify outstanding actions.

d) The Health and Safety Officer then covered the main tracking spreadsheet Paper 2d. This spreadsheet provides details of all the actions from each inspection report and their target date(s) for completion. The general discussion was positive and the clear information in it was welcomed. The Committee was of the view that this was a useful and valuable management tool.

3. Active Monitoring Inspection Reports

The Active Monitoring Reports (a-l) were included in the papers for the meeting. The Convenor suggested using the Silversmith and Jewellery inspection report as an example to discuss the layout and go through the information. The Committee supported the Convenor’s suggestion that it would be sensible to use a single report to scrutinise the depth of the inspection process. Accordingly, feedback was sought at the meeting from those involved in the inspection programme. The Committee members present in this category confirmed that they were comfortable with the approach and methodology used.


The Maintenance Manager provided some background to the GSA approach to Fire Risk Assessment. Historically these were carried out by the Estates department. Recently an external company has been used to undertake and/or review the Fire Risk Assessments on most buildings. The action plan from the Fire Risk Assessment is then sent to the most relevant members of staff. The Committee agreed that the Estates Department should develop and adopt a similar tracking system to the Health and Safety teams and an update on this matter should be provided by November 2015.

[ACTION: Head of Estates]

The Vice Convenor enquired how any Fire Risk Assessment red flags and similar issues were dealt with.

The Maintenance Manager assured The Committee that if any red flags were highlighted they would be dealt with at source. It was also agreed by the Committee that the Heads of Schools should be copied in on these emails regarding the circulation of Fire Risk Assessments. It was noted that Fire Risk Assessment reports would be sent to Executive Group meetings as well as the OHS Committee.

[ACTION: Head of Estates]
The Deputy Convenor noted that several buildings appeared to have split responsibility and staff may be unclear as to who is responsible for following up the actions. The Committee agreed that it would be beneficial if a member of staff took ownership of a building, and invited the Director of Finance and Resources to consider this and report back to the November 2015 meeting of the OHS Committee.

[**ACTION**: Director of Finance and Resources]

The Vice Convenor suggested to the Committee that Active Monitoring (currently conducted by the Health and Safety team) and Fire Risk Assessments (currently conducted by the Estates Department) should be managed by a single department to avoid any unintentional omissions.

The Registrar confirmed that he would discuss this matter with the Director of GSA and the Director of Finance and Resources. The Registrar would then report back to the September 2015 meeting of the OHS Committee.

[**ACTION**: Registrar]

The Maintenance Manager then summarised the common themes from the Fire Risk Assessments (Paper 4a). He reminded the committee of the wide range of activities with potential fire risks throughout GSA.

*The main issues highlighted were:*

- Combustibles such as paint, oil and solvents
- Staff training and record keeping of training and
- PAT testing generally and with particular reference to students or staff bringing in their own personal electrical equipment.

The Maintenance Manager advised that there was a policy published on the VLE stating that all electrical equipment brought into GSA must be PAT tested. The President of the Student’s Association highlighted that students have an expectation that they can bring in their own laptops and equipment to assist them in their studies. The President questioned the availability of arrangements to facilitate PAT testing. The Head of Technical Support advised current arrangements for PAT testing give provision for testing of learning and teaching electrical equipment but not the student’s personal equipment.

There was focused discussion relating to the design of the Reid Building, specifically regarding wheelchair user evacuation, and the use of the Technical Workshops as one of the escape route from the main Auditorium. The Vice Convenor expressed his serious concern about these matters and the Convenor requested that an update be given at the September 2015 meeting by the Director of Finance and Resources.

[**ACTION**: Director of Finance and Resources]

In the interim, the Registrar undertook to invite the Director of Finance and Resources to prepare an immediate report for the Convenor and Vice-Convenor.

[**Action**: Registrar]
5. **Fire Risk Assessments**

The eleven Fire Risk Assessment Reports were included in papers.

6. **Any Other Business**

   a) **Training Analysis:** In response to an enquiry the Health and Safety Officer **confirmed** that training needs analysis would be included in the Occupational Health and Safety Plan currently being developed and that Induction and Risk Assessment would receive early attention.

   b) **GSASA Inspections:** The General Manager of GSASA enquired as to whether the Students’ Association would also receive support from the Health and Safety team. The Registrar informed the meeting that formal aspects of the relationship between GSA and GSASA were being reviewed, including Health and Safety responsibilities. The Health and Safety Officer confirmed that GSASA was on the list of inspections planned for September. The President of GSASA enquired as to whether the Estates Department would be carrying out a Fire Risk Assessment on the Assembly Building as part of a routine annual schedule. The Committee **agreed** that this classification would be helpful.

      [**ACTION:** Head of Estates]

7. **Date of Next Meeting**

The next meeting of the OHS Committee will be confirmed in due course.
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1516.01 Convenor’s Introduction

The Convenor welcomed the Committee and thanked the committee for progress relating to health and safety to-date.

1516.02 Minutes from Previous Meeting

The Head of Technical Support noted that the July minutes should be amended to reflect the current arrangements for PAT testing where there is provision for testing of learning and teaching electrical equipment but not student personal equipment.

The Committee agreed that the file copy of the minutes should be adjusted accordingly.

The Committee also agreed that it would be helpful to have further clarity on this matter and asked the Head of Estates, in consultation with the Head of Technical Support and other relevant colleagues, to prepare a summary paper for the meeting of 19 November 2015.

[ACTION: Head of Estates]

1516.03 Matters Arising/ Actions points of last meeting of 13 July 2015

The Convenor addressed the above and asked the committee for an update on each of the actions.

The Convenor also requested that an extra column be added to the table to highlight item number on the agenda for the actions which would be covered and updated over the course of the committee meeting.

[ACTION: Committee Secretary]
1516.04 **Remit and Membership**

The Registrar detailed the changes within the Remit, Membership and Procedures 2015/16, these include:

- The addition of Janet Allison, Head of Policy and Governance (Deputy Registrar)
- The addition of Andrew Kerr, Fire Regulatory Compliance Officer
- The addition of Amy Moore, Health and Safety Advisor and Amy Simpson, Health and Safety Administrator as secretaries for the committee
- An amendment within the quorum to note the change in representation of trade union members from three representatives to two.

1516.05 **Registrar’s Report**

The Registrar reminded the Committee that a core challenge for the coming session was the need to balance the available Health and Safety resource against the demands for service across GSA and the need to progress the Occupational Health and Safety Plan (OHS Plan). Significant progress has been made on actions from internal audit reports and outstanding actions will be closely monitored to conclusion.

1516.06 **Annual Health and Safety Report (1 February to September 2015)**

The Health and Safety Officer provided information on this report which complemented the report submitted to the February meeting. As planned, Health and Safety Annual Reports now align with the academic year.

The following key headings were summarised:

i. **Status Review Report**
   The Report was completed and submitted to the board in June. This would be used as a benchmark by GSA for planned health and safety improvements.

ii. **Active Monitoring Programme**
   The completion of the active monitoring inspection programme in September 2015 would establish a baseline for the rolling three year active monitoring inspection cycle, which would follow.

iii. **Incident Reporting**
   A total of forty seven incidents were reported within the period. One incident was reportable under the Reporting of Incidents Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013. The incident came to light after communication from a solicitor and as a consequence was reported late to the Health and Safety Executive HSE.

iv. **Degree Show Protocols**
   The School of Fine Art led the development of structured protocols, which were adapted by other Schools. This adaptation and development has continued into the Graduate Degree Show.
v. **Phoenix Exhibition**

The work of the Phoenix Bursary Coordinator and the Exhibition Coordinator ensured the effective management of health and safety during all stages of this exhibition.

vi. **Legislation Update**

The Health and Safety Officer summarised the changes made to the Construction (Design and Management) Regulations 2015 which came into force on 6 April 2015 and would keep the Committee up-to-date as appropriate.

The Committee was of the view that the protocols displayed during the degree show were positive developments but recognised that a future challenge was to ensure that these protocols became embedded across GSA.

The Committee confirmed its support for the Occupational Health and Safety Annual Report, in current form, noting that the final version would be considered by the Registrar and subsequently offer to the Director for approval. The final version would be reported to the 9 October 2015 meeting of the Board of Governors.

1516.07 **Occupational Health and Safety Plan 2015/16**

The Health and Safety Officer reported on the above noting that GSA’s Occupational Health and Safety Management System used the model set out in the Health and Safety Executive’s Publication HSG65 *Managing for Health and Safety* which focused on the Plan, Do, Check, Act cycle.

The Health and Safety Officer summarised selected topics from the Occupational Health and Safety Plan (OHS Plan).

i. **Policy**

Significant resource had been allocated to the review and update of GSA health and safety policies and related documentation, which would be led by the Health and Safety Team. To be successful this would require appropriate assistance and contributions from Schools and Professional Support departments, though in many cases this would be through the operation of the Occupational Health and Safety Committee. Twenty eight documents had been removed from the Health and Safety VLE site. Correct approval and version control would be implemented throughout the process in accordance with anticipated GSA wide requirements. New or revised documents would continue to be published on the GSA website in a structured manner.

ii. **General Advice and Support**

The demand for this service cannot be fully predicted. While it mostly relates to straightforward matters, a significant element could involve requests for advice which might be specialised or in a unique context.

iii. **Investigations:**

The demand for this service cannot be fully predicted. The Health and Safety Officer highlighted that first line investigations was important and this would usually be undertaken by those involved in the delivery or management of the situation that gave rise to the incident.
iv. **Active Monitoring**
The Active Monitoring inspections completed in 2014-15 provided a baseline for the planned three year cycle. The cycle is detailed in Annex 3 of the OHS Plan.

v. **Training**
The first element of this would involve the completion of a Training Needs Analysis. This would then inform the future programme of health and safety training, factoring in available resource.

The Health and Safety Officer informed the Committee that the initial revision of the Student Health and Safety Induction Checklist and Guidance had been completed. These documents were available on the GSA website. A presentation template for adaptation by those delivering the induction had also been provided. Briefing sessions have been arranged for programme leaders/tutors on the revised material for delivering health and safety inductions to students.

The Committee noted that delivery of Health and Safety Inductions by programme leaders/tutors was a core aspect of developing an effective health and safety culture across the school.

There was a focused discussion relating to field work, specifically regarding the inclusion of transportation. The Health and Safety Officer confirmed that this topic has been included in the OHS Plan 2015/16. The Committee agreed that an update on progress regarding the matter should be given at the meeting of 19 November 2015.

[**ACTION**: Health and Safety Officer]

The Committee confirmed its support for the Occupational Health and Safety Plan, in current form, noting that the final version would be considered by the Registrar and subsequently offered to the Director for approval. The final version would be reported to the 9 October 2015 meeting of the Board of Governors.

[**Action**: Head of Policy and Governance (Deputy Registrar)]

1516.08 **Active Monitoring and Fire Risk Assessment Schedules 2015/16**

a) **Active Monitoring Inspection Programme Schedule 2015/16**
The Committee noted that this paper had already been covered through the Occupational Health and Safety Plan.

The Committee confirmed its support for the Active Monitoring Inspection Programme Schedule, in current form, noting that the final version would be considered by the Registrar and subsequently offered to the Executive Group for approval. The final version would be reported to the 9 October 2015 meeting of the Board of Governors.

[**Action**: Head of Policy and Governance (Deputy Registrar)]

On a related point, the Head of School of Fine Art noted that the layout of the Tontine had changed since the inspection. The Health and Safety Officer clarified that a visit to review this would be agreed but that the bulk of the inspection report covered matters in a way that remained informative and relevant. The Health and Safety Officer offered to propose a process by which these changes are captured and flagged to the Health and Safety team, and would report to the 19 November meeting on this matter.

[**ACTION**: Health and Safety Officer]
b) **Fire Risk Assessment Programme Schedule 2015/16**

The Head of Estates reported that they would endeavour to inspect all buildings in the 2015/16 year and from that adapt the traffic light system to prioritise buildings by their fire risk rating.

The Committee confirmed its support for the Fire Risk Assessment Programme Schedule, in current form, noting that the final version would be considered by the Director of Finance and Resources and subsequently offer to the Executive Group for approval. The final version would be reported to the 9 October 2015 meeting of the Board of Governors.

[**ACTION:** Head of Estates]

1516.09 **Progress Reports on Planned Delivery**

c) **Fire Risk assessment Programme Schedule 2014/15**

The Head of Estates reported that damage to ceiling tiles had been included in the planned maintenance schedule. There was a discussion regarding the use and storage of aerosols within the school. The Health and Safety Officer noted that this was included in the studio and compliance practice review. Research has identified small and intermediate sized spray booths and at least one UK supplier. It was recognised that the Estates Department had an important contribution to make to this work particularly if any of these units need to vent to atmosphere.

[**ACTION:** Head of Estates, Health and Safety Officer, Head of Technical Services]

The Head of Estates also noted that a survey has been completed to review the status of the current fire signage in each building of the school. Given the difference in age of buildings there are inconsistencies in the standard of signage displayed. The Head of Estates agreed to take this matter forward and would report to the 19 November 2015 meeting on progress.

[**ACTION:** Head of Estates]

1516.10 **Standing Item Reports**

a) **Incident Investigations**

No formal investigations have been undertaken during this period.

b) **Accident Reporting**

21 incidents were reported to the Health and Safety team during the period.

16 incidents involved a minor injury.

1 incident was reportable under The Reporting of Incidents Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

A discussion was held regarding the incident table. The Committee agreed that an additional column should be added to reflect any addition action completed following any incidents.

[**ACTION:** Health and Safety Officer]

c) **Active Monitoring Inspection Reports**

No reports were submitted to this meeting.

d) **Fire Risk assessment Reports**

No reports were submitted to this meeting.
e) **Update on Statutory and Sector Developments**

The Health and Safety Officer referred again to the changes within CDM Construction (Design and Management) Regulations 2015. It was also highlighted that new regulations coming into force in October 2015 exempting self-employed persons whose work activities pose no potential risk of harm to others from health and safety law. The Health and Safety Officer would keep the Committee appropriately informed of developments.

f) **Review of Studio and Compliance Practice**

The Registrar covered the actions required within the review and requested feedback on each. The Committee agreed that a written update from the relevant parties should be provided to the Health and Safety Team, which would collate the response for further consideration by the Committee at the meeting of 19th November. It was noted that the Executive Group also required to be updated. The Health and Safety Team would contact relevant parties in due course.

[ACTION: Committee Secretary]

1516.11 **Policy Approval**

No policy changes were to be approved.

1516.12 **Any Other Business**

There was no other business to be discussed.

1516.13 **Date of Next Meeting**

The next meeting of the OHS Committee will be the 19 November 2015
THE GLASGOW SCHOOL OF ART

Board of Governors

Statement of Corporate Governance 2015/16

For submission to the Board of Governors, October 2015

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1. **Introduction**

The Glasgow School of Art (GSA or ‘the School’) is a Higher Education Institution (HEI). It forms part of the Higher Education sector in Scotland as recognised by the Further and Higher Education (Scotland) Act 1992 and, for funding purposes, by the Scottish Funding Council (SFC). While the constitutional arrangements for Scottish and UK HEIs vary according to the age and types of institution, they all share fundamental characteristics, namely that they are:

- legally independent corporate institutions;
- bodies with charitable status;
- accountable through a governing body which carries ultimate responsibility for all aspects of the institution.

As an HEI, some aspects of the School’s governance arrangements are defined by the Privy Council through an Order of Council (a Scottish Statutory Instrument), derived from the Further and Higher Education (Scotland) Act 1992. This Order was last amended in 2005 and specifies, among other things, the composition of the Board of Governors, including the appointment of Chair and Vice-Chair(s), periods of office, the composition of the Academic Council, and the existence of the Students’ Association.

It is also important to note that GSA is a Company Limited by Guarantee. The School is therefore legally required to carry out certain actions as defined by the Companies Act, notably providing annual returns and accounts to Companies House, holding an Annual General Meeting, and maintaining an updated list of directors. The Governors of GSA are also the Directors (and Members) of the Company. The Memorandum and Articles of Association for the Company were last updated in 1997.

Given that GSA receives a significant proportion of its income in the form of grants from the Scottish Funding Council, the School is also bound by the conditions of the SFC Financial Memorandum. In addition to specific financial conditions, notably those relating to audit, the Memorandum also emphasises the importance of HEIs having appropriate and effective governance arrangements in place.

A final point to be borne in mind is that the School (like all HEIs) has charitable status and therefore has obligations under the Charities and Trustee Investment (Scotland) Act 1995, including responsibility for making annual returns to the Office of the Scottish Charity Regulator (OSCR). The Governors and School’s Directorate are the charity Trustees.

Until 2013, the definitive source of guidance for Scottish HEIs on governance was the Governance Code of Practice published by Committee of University Chairs (CUC), which incorporated good practice as influenced by such sources as the Lambert Report (2003). The CUC Code (revised in 2009) remains influential, but in July 2013 a further source of guidance became available, namely the **Scottish Code of Good HE Governance**, drawn up by an independent Steering Group on behalf of the Committee of Scottish Chairs. This new Code drew upon the existing UK-wide Code, while seeking also to respond to issues raised by the Scottish Government’s Review of Higher Education Governance in 2011. The School’s Statement of Corporate Governance seeks to comply with the Scottish Code of Good HE Governance, while also complying with the various requirements arising from the School’s status (as mentioned above) as an HEI subject to Statute, a Company Limited by Guarantee, a charity, and a body receiving funds from the Scottish Funding Council.
2. Board of Governors: Statement of Primary Responsibilities

The Board of Governors has the following responsibilities:

.1 To consider and approve the mission and strategic vision of the School, including:
  
  • approval of the School’s long-term strategic plans (academic and business), ethos, major investment decisions, risk assessment, and academic and financial sustainability;
  
  • oversight of the School’s autonomy, academic freedom and the appropriate participation in decision-making of key constituents, including staff and students.

.2 To be the principal financial and business authority of the institution, to ensure that proper books of account are kept, to approve the annual budget and financial statements, to oversee borrowing, to approve the Annual Accounts, to ensure adherence to the Scottish Funding Council’s Financial Memorandum, to approve the creation (and monitoring) of subsidiary bodies, and to have overall responsibility for all the institution’s assets.

[Note: investment levels for which authority from the Board is required are shown in the Schedule to the Corporate Governance Statement]

.3 To appoint the Chair of the Board of Governors, to appoint up to two Vice Chairs, and to appoint new Governors (see also section 3. overleaf).

.4 To appoint the Director (Chief Executive) of the School, and to delegate authority to the Director for the academic, corporate, financial, estate and human resources management of the School, and to put in place suitable arrangements (including consultation with all Governors) for monitoring his/her performance.

.5 To appoint the Secretary to the Board (presently the Registrar and Secretary) and ensure that, if the person appointed has managerial responsibilities in the institution, there is an appropriate separation in the lines of accountability.

.6 To advise on the appointment of the Director of Finance and Resources, given this post-holder’s Company Secretary responsibilities, and to ensure that, if the persons appointed have managerial responsibilities in the institution, there is an appropriate separation in the lines of accountability.

.7 To appoint the Deputy Director of the School (should such a post be part of the School’s management structure).

.7 To ensure the establishment and monitoring of systems of control and accountability, including financial and operating controls and risk assessment, and procedures for handling internal grievances, ‘whistleblowing’ complaints, conflicts of interest, and any issues relating to inappropriate gifts or hospitality (as outlined in the Bribery Act).

.8 To ensure that processes are in place to monitor and evaluate the performance and effectiveness of the institution against the plans and approved Key Performance Indicators, which should be – where possible and appropriate – benchmarked against other comparable institutions.
To establish processes to monitor and evaluate the performance and effectiveness of the Board of Governors itself and revise structures and processes where necessary in light of such evaluation, including a major externally-facilitated review at least every five years of the effectiveness of the Board, its committees and the Academic Council. This five-year review shall include assessment of the Board’s effectiveness in relation to both this Statement of Corporate Governance and the Scottish Code of Good HE Governance. There will also be interim annual reviews of the Board’s effectiveness.

To conduct its business in accordance with best practice in higher education corporate governance and with accepted standards of ethics and behavior in public life (selflessness, integrity, objectivity, accountability, openness, honesty and leadership). Members shall exercise their responsibilities in the interests of the School rather than as representatives of specific constituencies. The Board shall also have due regard to the interests of all stakeholders, including the wider public.

To be the employing authority for all staff in the institution, to be responsible for establishing a human resources strategy, and to oversee payments and allowances to staff, and allowances (expenses) to Governors.

To determine and review the remuneration of those senior staff members whose salaries are not included within national pay scales. (This function is delegated to the Remuneration Committee, which should be chaired by the Chair of the School’s Audit Committee).

To ensure that systems are in place for meeting all the institution’s legal obligations, including those relating to health and safety, and the observance of good practice in equality and diversity, the governing instruments of the School and its charitable status.

To appoint, and receive reports from, the Academic Council and to ensure the quality of institutional educational provision and adherence to externally-defined academic quality assurance standards and to foster a suitable environment whereby knowledge may be advanced and the potential of learners fulfilled.

To make such provision as appropriate for the general welfare of students, in consultation with the Academic Council.

To form, and receive regular reports from, Committees to consider major areas of activity. Board Committees will all be chaired by Lay Governors. The present list of Board committees is shown in the Schedule to the Corporate Governance Statement.

To approve the constitution and functions of the Students’ Association

To safeguard the reputation and values of the institution.

To take all final decisions on matters of major concern to the School.
3. **Composition of the Board of Governors and Appointment of Governors and Senior Board Officers**

i) **Composition of the Board of Governors**

The Board of Governors consists of:

- A total membership of not less than 11 and not more than 25 members, of which a majority must be independent (lay) members, i.e. members who are not employed by the School. One of these lay Governors should have experience in local government and one should have experience in the provision of education. The remaining lay Governors should have experience in industrial, commercial or employment matters or the practice of any profession (and particularly those relating to disciplines taught within the School). The balance of skills and experience among lay Governors shall be sufficient to enable the Board to meet its primary responsibilities and to ensure stakeholder confidence. A matrix showing the skills, attributes and experience required across the Board’s membership, including attributes and goals (having due regard to applicable law) relating to equality and diversity, shall be prepared and utilised in the recruitment of Governors and be available for public inspection. The composition of the lay Governors shall be assessed against this matrix;

- The Director of the School, the Deputy Director of the School (should such a post be part of the School’s management structure) and the President of the Students’ Association in the School, as governors ex officio; and

- Staff Governors appointed as follows:
  - one who shall be appointed by the Academic Council from among the members of the academic staff of the School who are members of the Academic Council;
  - one who shall be elected by the academic staff of the School;
  - one who shall be elected by the support staff of the School.

ii) **Appointment and Period of Office of Governors**

- Any governor ex-officio shall hold the office of such a governor for the duration of the tenure of the office by virtue of which this person is a governor.

- Lay Governors shall normally be appointed for a period of three years and any governor appointed (and being eligible) may be further appointed (on the recommendation of the Nominations Committee) on expiry of the term of office.

- A person shall not be appointed as a governor where the term of office, if aggregated with any previous terms of office, would cause that person to serve for more than nine years as a governor.
iv) The Governors shall make rules for the duration of the terms of office of governors appointed, which may be revoked and replaced or varied by further rules made by the Governors, provided that no governor shall be appointed for a term of office of more than three years;

v) When vacancies in the Board’s membership arise, the Nominations Committee shall advertise and widely publicise, both internally and externally, written descriptions of the role and the capabilities desirable in a new member, with the subsequent appointments to be managed by the Nominations Committee based on a full evaluation of the balance of skills and experience of the Governors and taking into account the desirability of ensuring diversity of the Governors.

vi) A governor shall be deemed to have vacated the office as governor and the Governors shall declare the place vacant in any of the following circumstances:-

- where that person intimates in writing to the Governors his/her resignation as a governor;
- where the estate of the governor is sequestrated or a bankruptcy order is made against the governor or such governor has granted a trust deed for, or entered into an arrangement with, his/her creditors;
- where such person becomes unable to carry out the duties of a governor by reason of physical or mental illness;
- where such governor has missed attending four or more consecutive meetings of the Governors or any of their committees or sub-committees other than for a reason approved by the Governors;
- in the case of a staff governor, when such person ceases to be a member of the Academic Council or the academic or support staff as the case may be.

.3 Appointment of Chair and Vice-Chair

i) The Governors shall appoint a Chair and at least one Vice-Chair (and may appoint up to two Vice-Chairs) from among the Governors.

ii) Appointments of the Chair and Vice-Chairs shall be managed by the Nominations Committee (membership of which shall include a staff governor and the President of the Student’s Association) and, in the case of the Chair, the appointment shall be advertised, taking into account the Board’s skills and attributes matrix (see 3.1 above) and a job specification for the post of Chair detailing the skills required, expected time commitments and the need for availability at unexpected times. A formal interview process shall be required for the short-listed candidates.
iii) The following provisions shall apply to any Chair or Vice-Chair so appointed:

- such person shall hold office for such period as may be determined by the Governors;
- the period of office shall not extend beyond that person’s period of office as a Governor;
- such person may resign from office;
- such person may be removed from office by resolution of the Governors; and
- such person shall cease to hold office if that person is deemed to have vacated office as Governor.

.4 Appointment of Governor to act as Intermediary

The Board shall appoint one of the Lay Governors to act as an intermediary. Governors may appoint this person to raise any concerns regarding the conduct of meetings or the Chair. The Intermediary will hold an annual meeting of the Board in the absence of the Chair in order to appraise the Chair’s performance and provide a report to the Chair.

4. The Role of the Chair of the Board of Governors

.1 The Chair of the Board of Governors (‘the Chair’) shall chair meetings of the Board of Governors. In the absence of the Chair, the Vice-Chair or in the event of there being more than one, one of the Vice-Chairs shall preside. In the absence of both the Chair and a Vice-Chair, the Governors present may appoint one of their own number to preside at any meeting.

.2 The Chair (or, in his/her absence, the acting Chair) shall convene and chair the Business and Estates Committee and the Nominations Committee and is a member of the Remuneration Committee.

.3 The Chair shall show leadership to the Board of Governors and represent the best interests of the School on all occasions, including discussions involving external agencies. The Chair shall be ultimately responsible for the effectiveness of the Board of Governors and must also ensure the School is well connected with its stakeholders, including staff and students.

.4 The Chair shall recommend (for approval by the Board) Governors to sit on the various Committees of the Board.

.5 The Chair shall expect the Director to keep him/her informed at all times regarding the affairs of the School.

.6 The Chair shall convene regular meetings of the Business and Estates Committee to receive regular reports from the School’s senior management regarding the business of the School.
The Chair shall ensure that new Governors receive a full induction on joining the Board and that opportunities for further development for Governors are provided.

The Chair shall make arrangements to review annually the performance of the Director, this process to involve consultation with all Governors.

The Chair shall have powers to act on behalf of the Board of Governors on occasions when in his/her opinion there is no opportunity to call a meeting before the business requires action, provided that such a meeting is convened or all Governors otherwise informed at the earliest opportunity to report on the action taken.

On occasions that disciplinary matters involving senior staff of the School require independent input, the Chair may be invited to take part in the School’s formal processes, or may nominate an appropriate Governor or Committee of Governors to participate in these processes.

5. Discharge of Functions by the Director

The Governors shall make arrangements to secure that such of their functions as are specified below shall be discharged on their behalf by the Director of the School.

The Director is the Chief Accountable Officer of the School responsible for providing the Governors with advice on the strategic direction of the School and its management and is the designated officer in respect of the use of Scottish Funding Council funds and compliance with the Council’s Financial Memorandum.

In pursuance of arrangements made under paragraph .1 above, the Director shall discharge the functions of the Governors relating to:

- the day to day organisation and management of the School and the discipline therein, and
- with the advice of the Academic Council, the overall planning, co-ordination, development and supervision of the academic work of the School.

In discharging the functions specified above, the Director shall be subject to the general control and direction of the Governors but otherwise the Director shall have all the powers and duties of the Governors in relation to those functions insofar as they are not reserved to the Board in the above Statement of Primary Responsibilities.

6. The Role of Secretary to the Board

The role of Secretary to the Board of Governors is currently held by the Registrar and Secretary. The Secretary to the Board is responsible for ensuring that the business of the Board is conducted smoothly and efficiently, that the Board operates within its powers, and that the Board follows agreed and proper procedures. The Secretary should ensure the School complies with all relevant statutory and regulatory requirements (including the Order of Council, the Scottish Code of Good HE
Governance and the Scottish Funding Council’s Financial Memorandum, the latter in collaboration with the Director of Finance and Resources) and must be able to offer impartial advice to the Board and ensure that the proceedings of the Board and its committees are recorded fully and accurately.

Irrespective of his/her other duties within the School, the Secretary is solely responsible to the Board in his/her role as secretary to the governing body and therefore has a direct link to the Chair of the Board for the conduct of governing body business. As specified in the Scottish Code of Good HE Governance, the Secretary is responsible for alerting the Board to any action on the part of either the Director or the Board of Governors itself which might exceed defined limits of authority, and is also responsible for advising the Chair of any matters where conflict may occur between the governing body and the Director.

The Secretary has the right to attend any meeting of the Board, or any meeting of any committee established by the Board, except where any such meeting is deliberating on the remuneration, conditions of appointment, conduct, dismissal or retirement of the appointee (currently the Registrar and Secretary).

The Secretary will be responsible for:

- ensuring that the conduct of the business of the Board, and of individual members, accords with the high standards expected of people in public office.

- planning the business of the board and its Committees. This will include:
  - timetabling of meetings
  - preparation for meetings, including agendas; and
  - commissioning and distribution of papers in a timely manner.

- ensuring that meetings of the Board and its Committees are properly run, including ensuring that Governors can receive appropriate advice and that the meetings are minuted properly and appropriate records kept.

- ensuring that Governors are appointed and replaced in accordance with the Order of Council and the Scottish Code of Good HE Governance.

All individual members of the Board shall have access to the advice and services of the Secretary to the Board.

6. **The Role of Director of Finance and Resources**

The Director of Finance and Resources, is responsible for the School’s Finance Office and Estate. The Director of Finance and Resources also undertakes appropriate Company Secretary duties, where appropriate in consultation with the Secretary to the Board. He/she attends the Board of Governors and relevant Board committees, including the Audit Committee, the Business and Estates Committee, the Mackintosh Restoration Committee and the Remuneration Committee. In particular, the Director of Finance and Resources is responsible for ensuring that the School complies with the requirements of the Companies Acts; the Memorandum and Articles of
Association of the Company and (in collaboration with the Secretary to the Board) the Financial Memorandum between the School and the Scottish Funding Council

The Director of Finance and Resources is responsible for ensuring that the Annual Report and Accounts are prepared on time and comply with the Companies Acts and the relevant accounting statements. He/she is also responsible for:

- ensuring that the Registered Office is maintained, its address is correctly recorded with Companies House and that all official notices to the School delivered to the Registered Office are attended to properly.
- arranging general meetings of the Company and ensure that proper notice is issued for the Annual General Meeting and any Extraordinary General Meetings that are called.

All individual members of the Board shall have access to the advice and services of the Director of Finance and Resources.

7. **Academic Council**

.1 Subject to paragraph .2 below, the Governors shall appoint, and maintain by further appointment, an Academic Council.

.2 The proceedings of the Academic Council shall be regulated in accordance with the Order of Council.

.3 The Governors shall confer on the Academic Council the following functions:

i) advising the Director in relation to the overall planning, co-ordination, development and supervision of the academic work of the institution: and

ii) such other functions of the Governors as may be assigned to the Academic Council by the Governors:

.4 In discharging the functions specified in paragraph .3 above, the Academic Council shall have all the powers and duties of the Governors in relation to those functions and shall have the power to make any recommendations to the Governors on such matters relating to those functions as the Academic Council may think fit.

.5 The Governors shall receive regular reports from the Academic Council and ensure that the Academic Council discharge the functions imposed on them by or under paragraph .3 above.

8. **Standing Orders for Meetings of the Board of Governors**

.1 **Frequency of Board Meetings**

The Board shall normally meet a minimum of five times per annum and these meetings shall normally be within academic terms, with the first meeting being held at the beginning of October and the last meeting at the end of June in the following...
year. The December meeting will coincide with the Annual General Meeting of
Glasgow School of Art (‘the Company’).

.2 Quorum

The quorum necessary for the transaction of business by the Board will be four,
none of whom shall be ex-officio or elected staff governors.

.3 Voting

In the absence of consensus, a simple majority shall apply, with the Chair (or the
Governor acting as Chair in the Chair’s absence) holding both a deliberative and
casting vote.

.4 Extraordinary Meetings

Extraordinary meetings of the Board may be called by the Chair (or a Vice-Chair or
other Governor acting as Chair) and may also be called by a written requisition
specifying the purpose of the meeting and signed by at least half of the Board
membership. Unless there are special circumstances, at least five days notice shall
be given of Extraordinary meetings.

.5 Conduct of Board Members

Members must attend meetings of the Board regularly and actively participate in its
proceedings. The Board shall exercise its responsibilities in a corporate manner, i.e.
decisions should be taken collectively by all of the members acting as a body.
Members should not act individually or as representatives of a constituency or in
informal groupings. Members must act with selflessness, integrity, objectivity,
accountability, openness, honesty and leadership in respect of the School.

.6 Open Proceedings/Reserved areas of business

The proceedings of the Board of Governors shall be conducted in as open a manner
as possible, and information and papers restricted only when the wider interest of
the institution or public interest demands, including the observance of contractual
obligations.

Where any meeting of the Governors or of any committee of the Governors, as the
case may be, is to consider any of the following matters, that is to say, the salary,
conditions of service, appointment, promotion, suspension or dismissal of any
member of the staff of the School, any governor who is a governor ex officio by
virtue of holding office as Convener of the Students’ Association, or as a staff
governor in accordance with the Order of Council, shall withdraw from the meeting,
or that part of the meeting, as the case may be, at which any of the said matters are
to be considered, unless invited to remain by virtue of a resolution of the remaining
members of the Governors or committee thereof, as the case may be, present at the
meeting.
.7 Validity of proceedings of the Governors.

No failure or defect in the appointment of any governor and no vacancy in the office of governor shall prevent the Governors from acting in the execution of their functions, nor shall any act or proceedings of the Governors or any committee appointed by the Governors be invalidated or be illegal by reason of or in consequence of any such vacancy or of any such defect in the appointment of any one or more governors.

9. Register of Interests

Governors and senior members of staff with significant financial responsibility must notify the Secretary of all membership, directorships and paid employment held by them in public bodies, companies or firms together with any other interests which might influence their judgment. The Register of Interests will be available on request for public inspection. If a Governor or senior member of staff has interest in any proposed contract or other matter that is to be considered by the Board, the Governor or senior member of staff should disclose the interest as soon as possible and before the matter is discussed.

10. Related Companies

The responsibilities of the Board extend to any related companies or other business entities owned or controlled by the School. In this context, the School should be represented on the board of directors of any related companies by independent lay member(s) of the Governors or by individual(s) nominated by the Governors.

11. Annual General Meeting of the Company

The Annual General Meeting of the Company approves the Annual Accounts, considers the report from the (external) auditors, and appoints or reappoints the auditors.

12. Policies

The School has a wide range of formal policies, listed in the Schedule to the Corporate Governance Statement

(Ends)

Attached: Schedule to the Corporate Governance Statement
Glasgow School of Art: Statement of Corporate Governance 2015/16

Schedule to the Corporate Governance Statement

1. Investment levels requiring approval from the Board of Governors

The School’s Financial Regulations state that “Any new aspect of business, or proposed establishment of a company or joint venture, which will require an investment in buildings, resources or staff time of more than £100,000 should be presented for approval to the Business Committee, with projects in excess of £200,000 requiring the approval of the Board of Governors”.

2. List of Board Committees

- Business and Estates Committee*
- Audit Committee
- Mackintosh Restoration Committee
- Human Resources Committee
- Remuneration Committee
- Nominations Committee*
- Investment Committee
- Museum and Archive Committee
- Occupational Health and Safety Committee

Board Committees are all chaired by Lay Governors, with those asterisked being chaired by the Chair of the Board of Governors.

3. School Policies

School policies are available on the website. Examples are:

- Equality Outcomes 2013-17
- Equal Opportunities Statement
- Disability Leave Policy
- Race Equality Policy
- Equal Pay Statement
- Student Admissions Policy
- Staff Recruitment Policy
- Complaints Policy (Model Complaints Handling Procedure)
- Bullying Policy
- Data Protection/Freedom of Information
- Disciplinary and Performance Management Policy and Procedure
- Staff Grievance Policy and Procedure
- Dignity and Respect at Work and Study Policy
- Whistleblowing Policy
- Gifts and Hospitality Policy
- Flexible Retirement Policy

..........................
• Staff Redeployment Policy and Procedure
• Health and Safety Policies
• IT Acceptable Use Policy
• Anti-Bribery and Corruption Policy
• Home Working Policy

Copies of all policies are available on the School’s website or from the Secretary to the Board.

(Ends)
The Glasgow School of Art

Academic Council and Board Committees: Remits, Memberships and Procedures for the 2015/16 Academic Year

For approval by the Board of Governors, October 2015

Below are Remits, Memberships and Procedures for 2015/16 for the following:

- Academic Council Page 2
- Business and Estates Committee Page 4
- Audit Committee Page 7
- Mackintosh Restoration Committee Page 10
- Human Resources Committee Page 12
- Museums and Archives Committee Page 15
- Investment Committee Page 17
- Nominations Committee Page 20
- Remuneration Committee Page 21
- Occupational Health & Safety Committee Page 22

JM
September 2015
Glasgow School of Art

Academic Council

Remit and Membership 2015/16

1. Remit

The remit of Academic Council is defined by statute and represents delegated functions from the Governing Body, namely:

- the overall planning, co-ordination, development and supervision of the academic work of the institution; and
- such other functions of the Governing Body as may be assigned to the Academic Council by the Governing Body.

Notes:

The functions specified shall be discharged by the Academic Council subject to the general control and direction of the Governing Body. In discharging the functions specified, the Academic Council shall have all the powers and duties of the Governing Body in relation to those functions and shall have the power to make any recommendations to the Governing Body on such matters relating to those functions as the Academic Council may think fit.

2. Membership

Ex-officio

- The Director (Convenor)
- The Registrar
- The Heads of the Schools of Design, Fine Art and the Mackintosh School of Architecture
- The Director of the Digital Design Studio
- The Head of Learning and Teaching
- The Head of Learning Resources
- The Head of Policy and Governance (Deputy Registrar)
- The Head of Research
- The President of the Students’ Association
- The Head of Academic Registry

Elected

- Between three to seven members, elected by and from members of the part-time and full-time academic staff, who are not otherwise members ex-officio or co-opted members. Elected members shall serve for a period of three years.
Co-opted Members

- Up to four members, two of whom shall normally be representatives of the University of Glasgow

Secretary: A member of staff from Policy and Governance

3. Frequency of meetings

It is expected that the Council will meet at least once each term.

4. Quorum

A minimum of six members, including at least two ex-officio members and at least two elected members.

(Ends)
1. Remit

a) To act on behalf of the Board of Governors to develop strategic financial management of GSA in response to the Strategic Plan.

b) To ensure that GSA is being managed efficiently and effectively, that the funds received from the Scottish Funding Council (SFC) are being correctly applied and that the financial and other policies of the Board are being met by the Director and management.

c) To receive regular management accounts, cash flow reports and any other financial reports and report on these to the Board.

d) To recommend the Annual Accounts to the Board.

e) To consider the School’s annual budgets, including budgetary submissions to the Funding Council, and recommend these to the Board.

f) To review and approve the level of overseas and rest-of-UK student fees for the following year.

g) To approve the level of block grant to the Students’ Association each year and to monitor the financial state of the Association by reviewing regular financial reports and statements prepared by the Association.

h) To consider the establishment of related companies/joint ventures prior to consideration by the Board, and to consider progress reports from such companies/ventures.

i) To consider the policy of, and progress reports from, the Director of Development (including reports on funds donated in relation to the Mackintosh Building fire) and to report or make recommendations to the Board as appropriate.

j) To consider the School’s Estates Development strategy, including financial and resource aspects, and make recommendations to the Board of Governors in relation to that strategy.

k) To receive progress reports on the School’s major Estates Development projects.
2. **Membership**

   a) The Chair of the Board of Governors (Convenor).
   
   b) Up to 6 lay Governors, ideally with experience in the areas of Finance, Legal/Corporate, Architecture/Surveying, Marketing/PR
   
   c) The Director of the School
   
   d) The Director of Finance and Resources
   
   e) The President of the Students’ Association
   
   f) The Registrar (in attendance)
   
   g) The Deputy Director of Finance and Resources (in attendance)
   
   h) The Head of Finance (in attendance)
   
   i) Co-opted members as required for specific issues.

   The initial membership for 2015/16 is as follows

   Ms Muriel Gray, Chair of the Board of Governors (Chair)
   Mr Douglas Brown, Lay Governor
   Professor Tom Inns, Director
   Mr Eliot Leviten, Director of Finance and Resources
   Ms Eleanor McAllister, Lay Governor
   Mr Lewis Prosser, President, Students’ Association
   Ms Christa Reekie, Lay Governor
   Mr Ken Ross, Lay Governor
   Sir Muir Russell, Lay Governor (and Vice Chair of the Board)
   Ms Sandi Galbraith, Deputy Director of Finance and Resources (in attendance)
   Mr Alistair Storey, Head of Finance (in attendance)
   Mr Craig Williamson, Registrar (in attendance)

3. **Chairperson**

   The Chairperson will be the Chair of the Board of Governors or, in his/her absence, the Chair’s nominee, to be another lay governor from the Committee’s membership. Agendas will be approved by the Chair following consultation with the Directorate.

4. **Quorum**

   The quorum for a meeting shall be 4 governors, at least 2 of whom should be lay Governors.
5. **Attendance**

Members are expected to attend meetings regularly. Where a member fails to attend four consecutive meetings of the Committee, other than for a reason approved by the Chair, that member will be deemed to have left the Committee and may be replaced.

6. **Meetings**

The Committee should meet at least four times a year but can convene more often as required. One meeting should be scheduled to discuss and recommend for Board approval the School’s Annual Budget and SFC submission (normally the May/June meeting). Another meeting should be scheduled to discuss and recommend (for Board and AGM approval) the School’s Annual Accounts (normally the November meeting).

7. **Reserved Business**

Reserved business may be specified on the agenda as and when required if sensitive issues are to be discussed, in which case the President of the Students’ Association may be asked to withdraw during these discussions.

(ends)
1. Remit

The Audit Committee shall:

a) General

- Satisfy itself that the financial affairs of the School are correctly represented, that the funds received from the Scottish Funding Council (‘the Council’) are used in accordance with the Financial Memorandum between the Council and the School, and that funds received from other sources are similarly employed in an appropriate manner.

- Consider the internal and external auditors’ assessment of the effectiveness of the School’s financial and other control systems, including controls to prevent or detect fraud or other irregularities, as well as those for securing economy (value for money), efficiency, effectiveness and management of risk.

- Consider the School’s compliance with corporate governance requirements and good practice guidance, including oversight of the School’s Statement of Corporate Governance and reviews of the effectiveness of the Board of Governors.

- Oversee the School’s performance management, risk management and internal financial control arrangements, including Financial Regulations.

- Report to all meetings of the Board of Governors and, in addition, prepare an Audit Committee Annual Report for consideration by the Board of Governors.

- Receive and consider the implications of any relevant reports from the National Audit Office/Audit Scotland, Scottish Funding Council, and any other relevant agencies.

b) Internal Audit

- Advise the Board on the selection, appointment or re-appointment and remuneration of the internal auditor and:

- Advise on the terms of reference of the internal auditor, and review the scope, efficiency and effectiveness of the work of the internal auditor.

- Monitor management action on the implementation of agreed recommendations by the internal auditor.

- Inform the Board of its approval of the internal auditor’s annual report.

- Secure and monitor appropriate liaison and co-ordination between internal and external auditors.

- Respond appropriately to notification of fraud, whistleblowing or improprieties received from the internal auditor or other person.
c) **External Audit**

- Advise the Board on the selection, appointment or re-appointment, removal and remuneration of the external auditors and the scope of their work, and:

  - Consider the School's annual financial statements, including the external audit opinion, Statement of Members Responsibilities and any relevant issues raised in the auditor’s management letter, and the external auditor’s report, prior to submission to the Board by the Business Committee.

  - Review the external auditor’s annual Management Letter and monitor management action on the implementation of agreed recommendations.

  - Review the external audit strategy plan

  - Consider the objectives and scope of any non-statutory audit work to be undertaken by the external auditor’s firm and advise the Board of any potential conflict of interest.

2. **Membership**

   a) Core membership shall be a minimum of three lay Governors, although a membership of up to five lay Governors is recommended.

   b) The Chair of the Board of Governors is not a member, but may attend by invitation.

   c) The Director of the School is not a member, but attends by invitation and would normally attend all meetings of the Committee.

   d) Other senior managers attend by invitation, namely the Director of Finance and Resources, Deputy Director of Finance and Resources, Registrar, and the Head of Finance, who would normally attend all meetings of the Committee.

   e) Representatives of the External and Internal Auditors will be invited to attend meetings.

.........../
In 2015/16, the initial membership consists of:

Members

Ms Alison Lefroy-Brooks  Lay Governor (Chair)
Mr Douglas Brown        Lay Governor
Dr Janet Brown          Lay Governor
Sir Muir Russell        Lay Governor

In attendance

Ms Muriel Gray          Chair, Board of Governors
Professor Tom Inns      Director, GSA
Mr Eliot Leviten        Director of Finance and Resources
Ms Sandi Galbraith      Deputy Director of Finance & Resources
Mr Alistair Storey      Head of Finance
Mr Craig Williamson     Registrar
Mr James McBride, Scott Moncrieff (External Auditor)
Mr Gary Devlin, Scott Moncrieff (External Auditor)
Mr Craig Wright BDO     (Internal Auditor)
Ms Claire Robertson, BDO (Internal Auditor)

3. Chair

The Chair shall be appointed by the Board of Governors from among the Committee’s core lay membership. In his/her absence, the Chair’s nominee will act as Chair, this to be another lay governor from the Committee’s membership. Agendas will be approved by the Chair following consultation with the Directorate.

4. Quorum

A minimum of two Lay Governors.

5. Attendance

Members are expected to attend meetings regularly. Where a member fails to attend four consecutive meetings of the Committee, other than for a reason approved by the Chair, that member will be deemed to have left the Committee and may be replaced.

6. Meetings

The Committee shall meet at least four times per academic year, with one meeting scheduled to precede consideration of the School’s Annual Accounts.

(ends)
GLASGOW SCHOOL OF ART - BOARD OF GOVERNORS

MACKINTOSH RESTORATION COMMITTEE

REMIT, MEMBERSHIP & PROCEDURES 2015/16

1. Remit

The Committee’s primary role is to oversee the restoration of the Mackintosh Building following the fire of May 2014. This role will include:

- consideration of the timetable and key milestones for the restoration of the building (for recommendation to the Board of Governors);
- consideration of progress reports from the Restoration Project Group and from key individuals, including the Director, Director of Finance and Resources, Internal and External Project Managers;
- as defined by a schedule of spending thresholds approved by the Business and Estates Committee and Board of Governors, authorisation of expenditure and the appointment of contractors. Where expenditure will exceed authorised limits, the Committee will make recommendations to the School’s Business and Estates Committee and/or Board of Governors on major financial decisions and appointments in relation to restoration of the building;
- provision of regular reports to the Board of Governors, including summaries of expenditure (as above).

2. Membership

- The Chair of the Board of Governors
- Up to four further lay Governors, one of whom chairs the Committee
- The Director of the School
- The Director of Finance and Resources
- The Senior Project Manager for the Restoration Project
- The President of the Students’ Association
- The Head of the Mackintosh School of Architecture
- Co-opted members or attendees, as required for specific issues

The membership for 2015/16 is as follows:

Ms Eleanor McAllister, Lay Governor (Chair)
Ms Muriel Gray, Lay Governor and Chair of the Board of Governors
Mr Douglas Brown, Lay Governor
Ms Christa Reekie, Lay Governor

continues.........
(membership – continued)

Professor Tom Inns, Director, GSA
Mr Lewis Prosser, President of the Students’ Association
Mr Eliot Leviten, Director of Finance and Resources
Ms Liz Davidson, Senior Project Manager
Professor Chris Platt, Head of the Mackintosh School of Architecture

In Attendance

Mr Ranald MacInnes, Head of Heritage Management Historic Scotland
Ms Sandi Galbraith, Deputy Director of Finance and Resources
Mr Peter Trowles, Curator, GSA
Mr John Martin, Assistant Company Secretary (secretary)

3. Quorum

The quorum for meetings shall be 4 members, at least 2 of whom should be Lay Governors.

4. Meetings

Meetings will be held as and when necessary, but there will normally be a minimum of four meetings per annum, reporting to corresponding meetings of the Board of Governors.

5. Attendance

Members are expected to attend meetings regularly. Where a member fails to attend four consecutive meetings of the Committee, other than for a reason approved by the Chair, that member will be deemed to have left the Committee and may be replaced.

6. Agenda

The agenda will be approved by the Chairperson following consultation with the Directorate.

(ends)
The Glasgow School of Art

Human Resources Committee

Remit, Membership and Procedures 2015/16

1. Remit

To discuss, inform and comment on policy and procedure in relation to staff matters including recruitment, training and development, equity and diversity, discipline, grievance, etc. Matters will be of a general nature affecting all staff or discrete groups. Discussion of individuals or casework shall not be competent business, as this will be dealt with as operational matters through the School’s normal policies and procedures.

As necessary, to establish from its membership short term working parties to support the development of new policy or relevant initiatives.

To lead on the development of new HR policy and procedures and to regularly review existing policies, taking account of new legislation or other changes in the environment.

To recommend new policies and procedures to the Board of Governors for approval.

To inform and advise the Board of Governors on general staff matters.

The Convenor shall have delegated authority to act on behalf of the Human Resources Committee out with its normal meeting schedule, providing that all matters acted upon are reported to the next meeting of the Committee.

2. Membership and Procedures

2.1 Membership criteria:

a) Up to three lay governors, one of whom shall be Chair.

b) Up to three members of Academic Staff, elected by the academic staff (elected for periods of 3 years)

c) Three support staff, one to be elected to the committee from each of three areas of staff:

- administration, including library;
- technical; and
- maintenance, including estates.

(to serve for periods of three years)

d) A representative from each of the recognised Trades Unions.

e) The President of the Students’ Association

f) The Deputy Director of Finance and Resources

g) The Registrar

h) The Head of Human Resources

i) The Deputy Head of Human Resources
j) Further members may be co-opted as necessary in relation to specific issues.

2.2 Convenorship

The Convenor will be nominated by the Board.

2.3 In attendance by invitation

a) Chair of the Board of Governors.
b) Director of the GSA.
c) Staff from the Department of Human Resources

2.4 Membership 2015/16

The initial membership for 2015/16 is as follows:

Ms Linda McTavish (Lay Governor) (Chair)
Ms Kerry Aylin Staff Governor (co-opted)
Ms Nicky Bird UCU Representative
Ms Liz Calderwood Elected Administrative Representative*
Ms Lesley Coyle Deputy Head of Human Resources (ex-officio)
Mr David Dalziel Head of Human Resources (ex-officio)
Ms Sandi Galbraith Deputy Director of Finance and Resources (ex-officio)
Mr Lewis Prosser President, Students’ Association (ex-officio)
Mr Craig Laurie UNITE Representative
Mr Dennis McCormick Elected Maintenance Staff Representative*
Ms Kathy Molloy UNISON Representative
Ms Shona Paul Elected Academic Representative*
Ms Julie Ramage Elected Academic Representative*
Professor Johnny Rodger EIS Representative (deputy: Prof. C Porteous)
Ms Sally Stewart Elected Academic Representative*
Mr Craig Williamson Registrar (ex-officio)

Professor Tom Inns, Director (in attendance)
The Chair of the Board of Governors (in attendance)

Unfilled vacancy Elected Support Staff Representative (Technical)*
(nominations to be invited again during September 2015)

* Period of office September 2014 – 31 August 2017

2.5 Attendance

Members are expected to attend meetings regularly. Where a member fails to attend four consecutive meetings of the Committee, other than for a reason approved by the Chair, that member will be deemed to have left the Committee and may be replaced.
3. Meetings

3.1 The Committee will normally meet four times a year prior to meetings of the Board of Governors. Meeting dates may vary depending on business.

3.2 The Chair shall report regularly on the business of the Committee to the Governors.

3.3 The Chair shall have authority to act on behalf of the Committee, provided that all matters acted upon are reported to the next meeting of the Committee.

3.4 The quorum shall be six members, one of whom should be a Governor and one of whom should be either the Registrar or the Head of HR.

4. Agenda

The agenda shall be drafted in consultation between the Chair, the Registrar and the Head of Human Resources.

5. Minutes

The Minutes of meetings, approved by the Chair, will be distributed to all Committee members.

The Minutes of meetings, approved by the Chair, will be forwarded to the Board of Governors.

(ends)
The Glasgow School of Art

Board of Governors

Museum and Archives Committee

Remit, Membership and Procedures 2015-16

1. Remit

- To advise on the management, development and use of the GSA’s collections and archives, in line with recognised professional standards
- To oversee strategic planning and the development of policies, and to advise on and approve acquisitions, loans and exhibition proposals related to the GSA’s collections and archives
- To report to and make recommendations to the GSA Board of Governors
- To advise on issues relating to the fabric of the Mackintosh building
- To liaise with other GSA committees as appropriate
- To represent GSA in the wider community as required

2. Membership

Membership will comprise:

Convenor: The Convenor will normally be a GSA Lay Governor. In the Convenor’s absence, his/her nominee from the Committee’s membership will Chair meetings.

Ex-Officio: The Curator
The Archivist
The Head of Learning Resources
The Head of Estates
The Exhibitions Director
A member of GSA Senior Management Team
The President of the Students’ Association

External Members: Up to 5 external members, including at least one GSA Governor. The term of membership for external members will be 3 years, with the option of a second term.

Co-Opted Members: Additional GSA staff may be co-opted as appropriate.
3. **Membership 2015/16**

The initial membership for 2015/16 will be as follows:

Professor Alison Yarrington, Lay Governor (Convenor)

Ms Jenny Brownrigg, Exhibitions Director, GSA (ex-officio)
Professor Ken Neil, GSA Director of Research (ex-officio)
Mr Lewis Prosser, President, Students’ Association (ex-officio)
Ms Alison Stevenson, Head of Learning Resources (ex-officio)
Mr Michael Quigley, Head of Estates (ex-officio)
Mr Peter Trowles, Curator (ex-officio)
Ms Susannah Waters, Archivist (ex-officio)

Mr Simon Green, Royal Commission Ancient & Historical Monuments of Scotland (until October 2015. First appointed 2009)
Ms Victoria Peters, Archivist, University of Strathclyde (until December 2016. First appointed 2014)
Dr Evelyn Silber, former Director of the Hunterian Museum and Art Gallery (until August 2017. First appointed 2011)
Dr Sabine Weber, Lecturer, History of Art, University of Glasgow. (until August 2017. First appointed 2011)

Ms Liz Davidson, Senior Project Manager, GSA (co-opted)
Ms Cathie Randall, General Manager, GSA Enterprises (co-opted)

4. **Meetings**

The Committee will meet at least four times per annum.

Members are expected to attend meetings regularly. Where a member fails to attend four consecutive meetings of the Committee, other than for a reason approved by the Chair, that member will be deemed to have left the Committee and may be replaced.

5. **Quorum**

Four members, including at least two external and two ex-officio members.

(ends)
The Glasgow School of Art

Investment Committee

Remit, Membership and Procedures 2015-16

1. Remit

a) Determine the investment strategy to be recommended to the Board

b) Agree investment guidelines with the investment fund managers

c) Monitor the policy and performance of the investment fund managers

d) Monitor the execution of a recommended ethical and environmental strategy
    (See 4. below)

e) Review the overall investment management position on a six-monthly basis

f) Appoint and reappoint/change the investment fund managers.

2. Membership and Procedures

1.1 The members and attendees of the Committee will consist of

   • Lay Governors appointed through the Board of Governors who have
     appropriate specialist knowledge, including the Chair of the Audit
     Committee
   • The Director of Finance and Resources
   • The Deputy Director of Finance and Resources (in attendance)
   • The Head of Finance (in attendance)
   • A Representative from the Investment Fund Managers (in attendance)
   • The Assistant Company Secretary (in attendance - secretary)

1.2 The Chair will be nominated by the Board and will be a Lay Governor from the
    Committee’s membership

1.3 The Committee will meet as and when required, normally at least twice per
    annum.

1.4 The quorum for the Committee will be two Governors.

1.5 The Committee will report to the Board of Governors.

1.6 The Chair shall have authority to act on behalf of the Committee, provided that all
    matters acted upon are reported to the next meeting of the Committee.
3. Membership 2015/16

The initial membership for 2015/16 will be as follows:

Sir Muir Russell, Vice-Chair, Board of Governors (Chair)
Ms Alison Lefroy Brooks, Governor and Chair of the Audit Committee
Mr Douglas Brown, Governor
Mr Eliot Leviten, Director of Finance and Resources

In attendance

Ms Sandi Galbraith, Deputy Director of Finance and Resources
Mr Alistair Storey, Head of Finance
Mr Peter Hillier, Cazenove Capital Management
Mr John Martin, Assistant Secretary to the Board

4. Socially Responsible Investment

Please see overleaf.
Glasgow School of Art

Investment Committee

Statement on Socially Responsible Investment

The Glasgow School of Art is committed to investing its funds in organisations which adhere to the highest possible social, environmental and ethical standards.

As a small, specialist institution, the Glasgow School of Art relies on an external asset management company to manage its investment funds, the activities of which are overseen by the School’s Investment Committee. While the aim of investments is to provide sufficient return to meet the School’s objectives in relation to the funds (e.g. income generation for the provision of financial support for students), the School also requires its asset management company to monitor the social, environmental and ethical (SEE) stance of companies which form part of the School’s investment portfolio. The School is thus alerted to significant SEE issues, and favours wherever possible those investments with positive SEE indications.

Details of the School’s investments are reported annually to the Board of Governors (the membership of which includes representation from the Students’ Association and elected staff representatives) and are published on the School’s website.

If a representative group within the School – including the Students’ Association, recognised trades union or any of the School’s committees and standing groups such as the Sustainability Action Group - has concerns regarding any of the School's investments, representation may be made to the School’s Executive Group. Such representations would be likely to suggest that a particular investment was inconsistent with the School's ethos and strategic ambitions and/or gave concern on wider social, environmental or humanitarian grounds. The Executive Group would discuss any such representations with the School’s Investment Committee and the asset management company, and then consider whether the investment under question might be discontinued.

Approved by the Board of Governors, Glasgow School of Art, October 2012
Remit

The Committee will be responsible for recruiting, assessing and recommending candidates for Board lay membership, for considering re-appointment of existing Lay Governors, and for considering and recommending candidates for:

- The Chair of the Board of Governors
- The Vice-Chairs(s) of the Board of Governors
- The Chairs of the Board Committees

The Committee will oversee the preparation and updating of the School’s Guidelines on the appointment or renewal of Lay Governors, which includes the Skills and Attributes Matrix and the policy on equality and diversity in relation to the membership of the Board of Governors.

Membership

- The Chairman of the Board of Governors (Chair)
- The Chairs of the Board Committees (Business and Estates, Audit, Mackintosh Restoration, Human Resources, Museum and Archive, Investment, Occupational Health and Safety)
- The Director
- An elected Staff Governor nominated by the Board
- The President of the Students’ Association
- (In attendance) The Registrar

Quorum

Four members

Meetings

The Committee will meet when required.
Remit

The Committee will be responsible for agreeing annually the remuneration of those senior staff not covered through national pay scales, and for considering the terms and conditions and severance payments for such staff (subject to Scottish Funding Council guidance).

Membership

- The Chair of the Audit Committee (Chair)
- The Chair of the Board of Governors
- The Vice-Chair(s) of the Board of Governors
- The Director (In attendance)
- The Director of Finance and Resources (In attendance)
- The Registrar (in attendance)

(The Director, Director of Finance and Resources, and Registrar shall leave meetings when their own cases are being discussed)

The membership should have the required expertise to review and determine salaries, terms and conditions and, where appropriate, severance payments for the staff within its remit.

Quorum

Three full members

Meetings

The Committee will normally meet on an annual basis and have any further meetings as required.

(ends)
GLASGOW SCHOOL OF ART

BOARD OF GOVERNORS

OCCUPATIONAL HEALTH AND SAFETY COMMITTEE
REMIT, MEMBERSHIP AND PROCEDURES 2015/16

1. Remit

To review:

- Occupational injury and ill health statistics and trends.
- Occupational health and safety training courses and attendee data.
- Work-related sickness absence data.
- Safety audit reports.
- Reports into serious incidents at work.
- Reports arising from inspections and/or enforcement action by relevant enforcing authorities.
- Reports submitted by employee trades union and partnership bodies; making recommendations on the improvement of occupational health and safety performance and minimisation of occupational injury and ill-health as appropriate.
- Relevant new or revised policies and guidance, and approve them. It is noted that some policies or guidance may also require approval by the Executive group.

To consider the impact of:

- The effect and implementation of new occupational health and safety law and regulations.
- Changes to the workplace, workforce, technology and working practices.
- The working practices and safety standards of GSA-appointed contractors and their employees in relation to the occupational health and safety of employees.

To monitor:

- GSA’s occupational health and safety performance against legal and statutory requirements.
- GSA’s occupational health and safety performance against GSA’s strategic aims, as well as that of the Scottish Government, and national strategy, guidelines and standards. This may include, for example, reports from Schools and Professional Services groupings, as appropriate.
- The impact of occupational health and safety communication and publications on occupational health and safety performance.
2. Membership

- Chairperson – Lay Governor
- Vice Chairperson – Lay Governor
- Registrar
- Director of Finance and Resources
- Heads of School
- President of the Students’ Association
- Head of Human Resources
- Head of Estates Management
- Head of Technical Support
- Health and Safety Officer
- Fire Regulatory Compliance Officer
- Health and Safety Advisor
- Trade union representative(s)
- Other persons may attend by invitation, as required

The initial membership for 2015/16 is as follows:

- Dr Janet Brown, Lay Governor (Chairperson)
- Mr Ken Ross, Lay Governor (Vice Chairperson)
- Dr Craig Williamson, Registrar
- Mr Eliot Leviten, Director of Finance and Resources
- Professor Paul Anderson, Director of Digital Design Studio
- Professor Irene McAra-McWilliam, Head of School of Design
- Dr Alistair Payne, Head of School of Fine Art
- Professor Christopher Platt, Head of Mackintosh School of Architecture
- Mr Lewis Prosser, President of the Students’ Association
- Ms Janet Allison, Head of Policy and Governance (Deputy Registrar)
- Mr David Dalziel, Head of Human Resources
- Mr Mike Quigley, Head of Estates Management
- Mr John Ayers, Head of Technical Support
- Mr Brian McDade, Health and Safety Officer
- Mr Andrew Kerr, Fire Regulatory Compliance Officer
- Dr Nicky Bird, UCU Representative
- Mr Craig Laurie, UNITE Representative
- Ms Kathy Molloy, UNISON Representative
- Professor Johnny Rodger, EIS Representative
- Mr Guillaume Coet, General Manager, GSA Students’ Association (Attending)

Committee Secretaries:

- Ms Amy Moore, Health and Safety Advisor
- Ms Amy Simpson, Health and Safety Administrator

3. Chairperson

The Chairperson will be a lay Governor or in his/her absence, the Vice Chairperson, or their nominee in the event neither can attend.
4. Agenda
The agenda will be approved by the Chairperson following consultation with the Registrar.

5. Quorum
The quorum of the meeting will be seven members, one of whom will be a lay governor, three of whom will be management staff, and two of whom will be trade union representatives. There is an expectation that the Student President or his/her nominee will attend all meetings.

6. Meetings
The Committee will meet at least four times per year but may convene more often, as required, following consultation with the Chairperson and the Registrar.

The Chairperson will report regularly on the business of the Committee to the Board of Governors given occupational health and safety is a standing item on the agenda of meetings of the Board of Governors.

7. Minutes
The minutes of meetings, approved by the Chairperson, will be distributed to all Committee members and forwarded to the Board of Governors.

(ends)
Equality and Diversity Report 2014/15 and Operational Plan 2015/16

The Board of Governors is invited to note the Equality and Diversity Report 2014/15 and the Equality and Diversity Operational Plan 2015/16.

Jill Hammond
29th September 2015
THE GLASGOW SCHOOL OF ART

Equality and Diversity Report 2014/15 and Operational Plan 2015/16

Contents

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Equality and Diversity Report 2014/15 ......................... 2
Equality and Diversity Operational Plan 2015/16 ............ 6
Schedule of Equality Impact Assessments 2015/16 .......... 9
Annex 1: GSA Guidance on Equality Impact Assessment
Annex 2: GSA Equality Outcomes (for reference)
EQUALITY AND DIVERSITY STATEMENT

Working with difference and promoting equality underpins our ambition and purpose. Our studio based learning, research and collaboration transforms thinking and our individual and collective contributions influence the day to day lives of people across local and global communities.

As a community we are committed to creating and sustaining learning and working environments where difference is respected and the widest possible range of cultural and social perspectives are valued. We treat each other fairly, according to need, and minimise barriers to participation for all.

By fostering environments in which difference nourishes new questions and possibilities and where respect is a catalyst for the removal of barriers, we support the learning and development of individuals and our collective contribution to the common good.
EQUALITY AND DIVERSITY ANNUAL REPORT 2014/15

GSA’s approach to the requirements of the Equality Act 2010 and the Scottish Specific Duties 2012 is to effectively mainstream equality into all functions and activities as the most efficient means of demonstrating compliance, engaging staff and students in evidence based decision making and delivering the Public Sector Equality Duty.

Significant work has been undertaken to establish the strategic environment and framework of accountability required to support a mainstreaming approach and GSA is confident that a firm foundation for delivery has been established.

KEY ACHIEVEMENTS

1 SCOTTISH PUBLIC SECTOR EQUALITY DUTY REPORTING

The Scottish Specific Duties 2012 require public authorities to report on progress in meeting their duties under the Public Sector Equality Duty.

The Public Sector Equality Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Scottish specific duties are intended to enable the better performance of the general equality duty. Public bodies in Scotland are required to:

- Mainstream the equality duty and report on progress
- Publish equality outcomes and report progress
- Assess and review policies and practices
- Gather and use employee information
- Publish pay gap information (gender, race, disability)
- Publish statements on equal pay
- Consider award criteria and conditions in relation to public procurement
- Publish required information in a manner that is accessible.

In line with the requirements of the Scottish specific duties, the following reports were published on the GSA website on 30th April 2015:

- Mainstreaming Equality Progress Report
- Employee information /data
- Equality Outcomes: Report on Progress
- Equal Pay Review

To support these reports, GSA also published the following documentation:

- Final Report: Mainstreaming Equality through Impact Assessment Project
- GSA Guidance for equality impact assessment
- Summary reports of the equality impact assessments undertaken to date
- Student equality monitoring data
2. PROGRESS ON EQUALITY OUTCOMES

GSA published a full report of progress in meeting equality outcomes in April 2015. Progress has been made in relation to each of the outcomes with the exception of Equality Outcome 6 where it is anticipated that current strategic and policy development, including the revised staff recruitment policy and procedures, will facilitate this area of work.

While GSA’s formative approach is providing the foundation for long-term change, analysis of evidence suggests that there are gaps to be addressed in order for more systematic and focused progress on equality outcomes to be achieved. Key measures will include more effective use of management information; the review and where required refinement or reorientation of equality outcomes and the agreement of robust impact measures in order that progress can be more effectively demonstrated.

3 MAINSTREAMING EQUALITY THROUGH IMPACT ASSESSMENT

Evidence based equality impact assessment as a vehicle to mainstream equality is central to GSA’s strategic approach. In addition to ensuring that GSA complies with its legal obligations, to mainstream and impact assess, this approach also facilitates the examination, articulation and development of practice and embeds the consideration of equality at institutional, departmental and individual level. It also supports the delivery of GSA’s equality outcomes.

The final report of the Mainstreaming Equality through Impact Assessment Project, which piloted and developed this approach, was completed in December 2014. The full report is published on the GSA website.

Summary reports of the equality impact assessments completed to date are also published on the GSA website.

GSA Guidance for Equality Impact Assessment (Appendix 1) was developed through practice and published in March 2015 with an update in July 2015 to make its application more explicit to planning, development and decision making processes at both strategic and operational levels.

Development clinics to support colleagues undertaking the process of impact assessment have been well received with feedback suggesting that these are effective, task oriented, peer learning opportunities with a sustained impact on staff awareness of equality issues. Those put in place for Programme Leaders have been particularly productive with four programme level equality impact assessments due to progress through academic committee in autumn 2015. Summary reports will be published on the GSA website and links to them included in published programme specifications.

---

1 An increased proportion of staff from diverse ethnic and cultural backgrounds making a contribution to learning, teaching and research at GSA.
4  EQUALITY IMPACT ASSESSMENT PRIORITY SCHEDULE 14/15

Progress has been made in all prioritised areas with equality consideration contributing to the development of strategy, policy and associated practice. As anticipated the actions identified as a consequence of equality consideration and the impact assessment of these policies has generated and will continue to generate the need for associated consideration at operational and local level.

<table>
<thead>
<tr>
<th>Policy /Process</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Policy</td>
<td>Draft impact assessment has been undertaken and actions identified to finalise the impact assessment and ensure it informs and aligns with the development and implementation of GSA’s approach to contextual admissions - a strategic priority within the SFC Outcome Agreement</td>
</tr>
<tr>
<td>Code of Assessment</td>
<td>Draft impact assessment has been undertaken. To be finalised subsequent to University of Glasgow approval of amendments to the Code which include arrangements for disabled students.</td>
</tr>
<tr>
<td>Learning and Teaching Strategy</td>
<td>GSA’s commitment to mainstreaming equality has been identified as a key driver in the development of the strategy. The Head of Learning and Teaching has been offered support and guidance and it is anticipated that evidence based equality impact assessment will be an integral part of the formulation and implementation of the strategy.</td>
</tr>
<tr>
<td>Staff Recruitment</td>
<td>The Staff Recruitment Policy and procedures have been reviewed with equality impact assessment as an integral aspect of the review process. It is anticipated that the revised policy, procedures and equality impact outcomes report will be finalised in Term 1 2015/16.</td>
</tr>
<tr>
<td>Estates Development Strategy</td>
<td>Draft guidance on the application of equality consideration and the reporting of equality impact has been developed in conjunction with the Head of Estates and is currently being piloted. This will be refined and finalised in Term 1 2015/16.</td>
</tr>
<tr>
<td>Procurement</td>
<td>The equality impact assessment of policy, award criteria and contract conditions and a plan to address any equality relevant issues arising will be finalised in Term 1 2015/16.</td>
</tr>
</tbody>
</table>

5. STUDENT AND STAFF DATA

Equality data on GSA staff and students is published annually on the GSA website.

The Scottish specific duties require public authorities to monitor protected characteristics at key points in the employment cycle, including the composition, recruitment, retention and development of employees, in order to actively use this information to better perform the general equality duty. The purpose of collecting student data is to similarly inform GSA’s equality related activities and demonstrate both positive and negative impact.
The equality development work undertaken by GSA in 14/15 has highlighted the need for greater granularity across both student and staff data with regard to protected characteristics in order to ensure that equality impact, both positive and negative can be understood and that mainstreaming can be demonstrated.

An analysis of GSA’s needs relative to the quality and coherence of equality data at institutional and local level is identified as a key objective in the 15/16 plan attached.

As anticipated, activities to obtain further qualitative data on the student experience, particularly at a programme level, are emerging through the mainstreaming strategy. It is anticipated that the staff survey planned for 2015/16 will provide baseline qualitative data on the staff experience.

6 WIDENING PARTICIPATION

The department of widening participation (WP) has been an active partner in increasing awareness and understanding of the need to develop targeted activity to address the under representation of people from UK domiciled Black and Minority Ethnic groups (BME) at GSA. The department has undertaken focus groups with potential students from BME backgrounds to identify perceptions of GSA and potential barriers to application, commissioned a literature review to identify good practice in the engagement of BME groups in art, design and architecture and is developing a proactive approach to community engagement. A reappraisal of WP delivery to address under representation in a broader context has resulted in a refocused WP programme which offers the flexibility to target a range of underrepresented groups, including pupils from BME backgrounds.
EQUALITY AND DIVERSITY OPERATIONAL PLAN 2015/16

This 2015/16 plan builds on the achievements of 2014/15 and the framework for mainstreaming now established. Success to date has been dependant on collaboration and partnership with colleagues across GSA and this will continue to be critical in the context of mainstreamed accountability for compliance. Activities undertaken as part of this plan will be led by the functional area and supported by the equality lead who will report progress to the Board of Governors.

Not only does the plan link with GSA strategic developments and support the delivery of legislative and Scottish Funding Council requirements it also seeks to align with, and contribute to the application of GSA values in practice.

<table>
<thead>
<tr>
<th>Legislative requirement</th>
<th>Implementation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mainstream the requirements of the general duty into all functions and systematically assess the impact of policies and practices against the needs of the General Equality Duty</td>
<td>Continue to embed accountability within governance and management structures/processes to mainstream the systematic consideration of equality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Briefing paper to all committees outlining responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integrate requirement for all operational/enhancement plans to include and report on activities identified as a consequence of equality impact assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integration of requirement for equality consideration and impact assessment into Policy Development and Review Policy</td>
</tr>
<tr>
<td>2</td>
<td>Ensure that staff exercising functions understand their obligations</td>
<td>Support implementation of (1) above by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continuing ‘development clinics’ to support those undertaking equality impact assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Build resources to inform and develop practice across all functions</td>
</tr>
<tr>
<td>3</td>
<td>Equality Impact Assessment</td>
<td>Complete and report on priority EIA’s 14/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete and report schedule 15/16 attached</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support EIA’s being undertaken in all areas as at (2) above</td>
</tr>
<tr>
<td>4</td>
<td>Consider award criteria and contract conditions in relation to procurement</td>
<td>Finalise equality impact assessment and associated action plan December 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement outcomes of impact assessment July 2016</td>
</tr>
<tr>
<td>5</td>
<td>Report on Progress April 2017 including: Employee and student data - gender, race and disability pay gap information - equal pay audit and statement</td>
<td>To demonstrate progress in April 2017:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review equality outcomes to enable more focused local objectives and assessment of impact/progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review data collection to ensure compliance and provide reliable evidence base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implement initiatives to encourage disclosure by staff and students</td>
</tr>
</tbody>
</table>
### Equality Outcomes

GSA Equality Outcomes will be reviewed and refined in 15/16 to enable more focused objectives at local level and facilitate assessment of impact/progress. This will not negate the continued relevance of the activities identified below.

<table>
<thead>
<tr>
<th></th>
<th>Equal Pay audit recommendations taken forward Pay and reward structure (EO 5,3,4,7)</th>
<th>As set out in Human Resources operational plan 2015/16 and collaboration on equality relevant aspects of pay and reward initiatives.</th>
<th>Head of Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Shape and implement a learning and development framework and programme for all staff (EO 3,1,2,4,7)</td>
<td>As set out in Human Resources Operational Plan 2015/16. Working in conjunction with Human Resources on equality relevant aspects and requirements of training for managers, generic training and briefings. Design and deliver staff development interventions to raise awareness and engagement with learning, teaching and curriculum considerations when working with students from BME groups.</td>
<td>Head of Human Resources</td>
</tr>
<tr>
<td></td>
<td>Diversifying the influences in and on the curriculum through more diverse staffing (visiting staff and external examiners) (EO 6,2,7)</td>
<td>Analysis of (1) visiting staff and (2) external examiners in relation to protected characteristics and implementation of an approach to increasing diversity.</td>
<td>Equality Lead</td>
</tr>
<tr>
<td></td>
<td>Curriculum and academic development (EO 7)</td>
<td>Support programme level equality impact assessment and mainstreaming of equality consideration into quality enhancement processes. Ensure equality consideration is mainstreamed in the development of the Learning and Teaching Enhancement Strategy and its implementation.</td>
<td>Equality Lead</td>
</tr>
<tr>
<td>10</td>
<td>Extend GSA’s Widening Participation remit to working with underrepresented groups beyond those that are socially-economically deprived including UK domiciled black and minority ethnic groups (EO 8)</td>
<td>Action to be integrated into and developed in a revised Widening Participation strategy Support development of contextual admissions at institutional and local level to deliver strategic objectives as outlined in GSA Strategic Plan 15/18 and SFC Outcome Agreement Report on research into actual or perceived barriers to study at GSA within black and minority ethnic communities and use the outcomes of the research to develop and extend Widening Participation activities.</td>
<td>Head of Continuing and Professional Education Director of Marketing, Communication and Strategic Planning Head of Continuing and Professional Education</td>
</tr>
<tr>
<td></td>
<td>Clarify policy and practice framework of support for students and staff with disabilities and mental health difficulties specifically (EO 1,3)</td>
<td>Review of policy framework and introduction of capability policy for staff and fitness to study policy for students.</td>
<td>Head of Human Resources Head of Student Support and Development</td>
</tr>
<tr>
<td></td>
<td>Review operation of Dignity and Respect at Work and Study Policy (EO 1,3)</td>
<td>Align with complaints procedures and review supporting mechanisms in conjunction with review of SPSO complaints handling. Briefings and training developed and integrated into learning and development framework for staff as set out in Human Resources operational plan 2015/16</td>
<td>Equality Lead. Head of Policy and Governance Head of Human Resources</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>NEW 2015/16</td>
<td></td>
<td>Support the development of the GSA Outcome Agreement 16/17 in line with the SFC requirement for equality consideration and impact assessment to be used in the development of the agreement Support as appropriate GSA submission for Athena Swan (Bronze award) Support the research department as appropriate in addressing the equality issues identified in REF2014.(links to disclosure and enhanced activity planning for academic staff)</td>
<td>Director of Marketing, Communication and Strategic Planning Head of Research</td>
</tr>
<tr>
<td>13</td>
<td>SFC Outcome Agreement Equality priorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Staff Survey</td>
<td>Equality relevant issues to be addressed within the survey and outcomes used to inform 16/17 plan.</td>
<td>Head of Human Resources</td>
</tr>
</tbody>
</table>
EQUALITY IMPACT ASSESSMENT SCHEDULE 15/16

In addition to completing the priority impact assessment schedule 2014/15 the following policy and process areas will be impact assessed during 2015/16.

These assessments will be led by the functional area and supported by the equality lead who will report progress to the Board of Governors. Maintaining the momentum achieved in relation to equality impact assessment as a consequence of the significant development work undertaken to date is key to embedding and sustaining GSA’s mainstreaming approach. It is anticipated that all functional areas will have developed capability and experience of impact assessment by the end of this planning period.

<table>
<thead>
<tr>
<th>Policy /Process</th>
<th>Lead Area</th>
<th>Existing / new</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued from 2014/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions Policy</td>
<td>Recruitment</td>
<td>Existing</td>
<td>Director of Marketing, Communication and Strategic Planning</td>
</tr>
<tr>
<td>Code of Assessment</td>
<td>Policy and Governance</td>
<td>Existing</td>
<td>Head of Policy and Governance</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>Academic Development</td>
<td>As part of revision process</td>
<td>Head of Learning and Teaching</td>
</tr>
<tr>
<td>Enhancement Strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Recruitment</td>
<td>Human Resources</td>
<td>As part of revision process</td>
<td>Head of Human Resources</td>
</tr>
<tr>
<td>Estates Strategy</td>
<td>Estates Development</td>
<td>As developed and implemented</td>
<td>Director of Finance and Resources</td>
</tr>
<tr>
<td>HR policies as set out</td>
<td>Human Resources</td>
<td>Existing</td>
<td>Head of Human Resources</td>
</tr>
<tr>
<td>in HR schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Capability Policy</td>
<td>Human Resources</td>
<td>New</td>
<td>Head of Human Resources</td>
</tr>
<tr>
<td>Staff Disciplinary Policy</td>
<td>Human Resources</td>
<td>Existing</td>
<td>Head of Human Resources</td>
</tr>
<tr>
<td>Activity Planning</td>
<td>Research</td>
<td>New</td>
<td>Head of Research</td>
</tr>
<tr>
<td>Implementation of Strategic Plan 2015-2018</td>
<td>Marketing, Communication and Strategic Planning</td>
<td>New</td>
<td>Director of Marketing, Communication and Strategic Planning</td>
</tr>
<tr>
<td>SFC Outcome Agreement 2016/17</td>
<td>Marketing, Communication and Strategic Planning</td>
<td>New</td>
<td>Director of Marketing, Communication and Strategic Planning</td>
</tr>
<tr>
<td>Occupational Health and Safety Policies</td>
<td>Health and Safety</td>
<td>New and revised</td>
<td>Head of Policy and Governance</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Academic Programmes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Des Design Innovation: Interaction Design</td>
<td>New</td>
<td></td>
<td>Head of School of Design</td>
</tr>
<tr>
<td>Transformation Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Des Interior Design</td>
<td>Existing</td>
<td></td>
<td>Head of School of Design</td>
</tr>
<tr>
<td>MSc Visualisation</td>
<td>Existing</td>
<td></td>
<td>Head of Digital Design Studio</td>
</tr>
<tr>
<td>BA(Hons) Communication Design (Glasgow and Singapore)</td>
<td>Existing</td>
<td></td>
<td>Head of School of Design</td>
</tr>
<tr>
<td>BDes (Hons) Digital culture</td>
<td>Existing</td>
<td></td>
<td>Head of School of Design</td>
</tr>
<tr>
<td>Master of Research</td>
<td>New</td>
<td></td>
<td>Head of School of Design</td>
</tr>
<tr>
<td><strong>Periodic Review Documentation</strong></td>
<td>Quality Assurance</td>
<td>Existing</td>
<td>Head of Policy and Governance</td>
</tr>
<tr>
<td><strong>Recruitment of lay governors</strong></td>
<td>Governance</td>
<td>Existing</td>
<td>Head of Policy and Governance</td>
</tr>
<tr>
<td><strong>Review of Board effectiveness (process)</strong></td>
<td>Governance</td>
<td>Existing</td>
<td>Head of Policy and Governance</td>
</tr>
</tbody>
</table>

Mapping activity will be undertaken to identify gaps in engagement with equality impact assessment for targeted action in 2016/17
Guidance for equality impact assessment

July 2015
<table>
<thead>
<tr>
<th><strong>GLOSSARY</strong></th>
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<td><strong>Public Sector Equality Duty (PSED)</strong></td>
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<td><strong>Advancing equality</strong></td>
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Legislative Requirements

The Equality Act 2010 introduced a public sector equality duty (PSED) consisting of a general duty supported by specific duties. The general duty requires public bodies to have due regard to three needs. These are:

- The need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

- The need to advance equality of opportunity between people from different groups, considering the need to:
  - Remove or minimise disadvantages suffered by people due to their protected characteristics
  - Meet the needs of people with protected characteristics
  - Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

- The need to foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

In order to demonstrate due regard to these three needs, the legislation requires that public bodies, including providers of education:

- Consider (give due regard to) equality implications across all aspects of institutional practice including decision making, the design and delivery of services, policy, procedure and practice at both strategic and operational levels.

- Take a proactive and systematic approach to addressing 'institutional discrimination' with a focus on institutional change.

The delivery of this requirement is supported by the Scottish specific duties, introduced in May 2012. The specific duties include the requirements to:

- Mainstream equality into all functions and report on progress
- Assess the impact of policies and practices against the three needs of the general duty, act on the outcomes of that assessment and publish these in an accessible manner.

Public bodies must meet both the general and specific duties of the PSED.
Equality Impact Assessment at GSA

The systematic consideration of equality and the assessment of equality impact in decision making assist GSA in demonstrating that it is effectively mainstreaming equality by ensuring that:

- Equality consideration is part of GSA’s structures, behaviours and culture
- GSA can articulate and provide evidence of how, in carrying out its functions, it is promoting equality
- The process of mainstreaming equality contributes to continuous improvement and better performance.

This guidance applies to all levels of organisational and individual decision making, policy development, implementation and practice. It provides a framework to support staff in mainstreaming equality consideration, assessing and recording equality impact and taking appropriate action to advance equality in all aspects of their organisational roles.

Effective impact assessment

- Is undertaken by those who are involved in and responsible for the area of activity or function that is being considered.
- Is undertaken with others, a team approach is important. This will enable you to draw on more than one perspective and a range of knowledge and expertise. Discussion and debate will enhance your understanding of equality impact and different experiences, resulting in a more considered, robust assessment.
- Involves learning. If you are unsure about any aspect of equality impact for a specific protected characteristic group speak to other staff with appropriate knowledge and expertise or to groups that represent staff/students. There is significant equality related guidance and expertise within the sector that can be accessed (GSA web link).
- Requires that you focus on the experience of different groups and how your decision, policy or practice might affect them.
- Means you need to consider a broad range of both quantitative and qualitative evidence so that you are not only able to identify statistical trends related to people with protected characteristics but you are also able to understand their needs and experiences.
- Results in actions that are incorporated into a departmental/operational plan so that responsibility is shared appropriately.
- Is supported by the systematic collection of evidence and data as part of your day-to-day activities and on an ongoing basis.

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Assessing equality impact

Four fundamental principles underpin the process of equality consideration and assessing equality impact:

1. Assessing equality impact is a reflective, developmental and iterative process. Equality impact assessment is not a ‘one off’ activity. It is cyclical in nature and referred to in EHRC guidance as a ‘continuous approach’.

2. Equality Impact Assessment and equality consideration is part of the development and decision making process at all levels.

3. Equality must be considered and equality impact assessed in terms of the three needs of the PSED and in relation to all protected characteristics.

4. Unless evidence is available to demonstrate that a policy or practice is already perfect in terms of equality, the outcome of all impact assessments will lead to change.

Considering equality and assessing equality impact in planning and development

As part of GSA’s approach to mainstreaming, the consideration of equality and evidence based assessment of equality impact needs to be an integral aspect of decision making in strategic and operational planning and development processes.

The application of this guidance at each stage of the decision making and development process will ensure that:

- Decisions are informed by robust evidence, advance equality of opportunity and foster good relations for protected characteristic groups;
- Decisions contribute effectively to the achievement of GSA’s Outcome Agreement targets, Equality Outcomes and institutional equality ambitions;

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• Risk is mitigated and due regard to the PSED has been given from the outset in the process rather than retrospectively.

Equality impact needs to be considered on an ongoing basis at each decision making stage of any development process as follows:

• Data on all protected characteristic groups should feature in the assessment of evidence to inform each aspect of the development or change
• Equality consideration needs to form part of discussions and consultation activity
• Discussion and conclusions drawn in respect of equality impact need to be recorded in minutes and notes of meetings and any other relevant documentation.

Once a decision has been reached and the development finalised for approval/implementation, the assessment of equality impact which has taken place throughout the development and decision making process needs to be summarised on the Summary Reporting Template for publication. This summary should inform the final decision making process and be included in documentation submitted for final approval prior to implementation. The summary should also include an indication of how and when the equality impact of the development will be reviewed as part of GSA’s iterative approach to continuous improvement in mainstreaming equality.

Key questions for equality consideration

Use the following key questions as a framework to discuss and consider equality as it relates to your area of activity or policy. Ensure that the questions are applied in relation to the three needs of the PSED and to all protected characteristics.

• What is the aim or purpose of the policy, procedure or decision?
• What are the positive/negative equality impacts you have found?
• How are your findings demonstrated by the evidence you have collected?
• If there are gaps in your evidence base what actions are you taking to address these?
• What action are you taking to address negative impact and promote positive impact and practice?
• How will you ensure and demonstrate that your actions are effective?

Collecting and analysing evidence

A robust evidence base for your impact assessment is essential. Your evidence should:

• Enable you to fully understand the impact or potential impact of your decision, policy, or practice, for people with protected characteristics.
• Enable you to identify where there is any difference in experience or outcomes for people with protected characteristics relative to the area of practice, policy or decision making you are assessing.
• Enable you to identify actions as a consequence of your impact assessment that are grounded in evidence rather than assumption or hypothesis.
• Include quantitative and qualitative data

If the evidence you have considered does not allow you to identify equality impact you should identify the ways in which you can address these evidence gaps.

Sources of evidence could include:

• GSA equality statistics available in the equality section of GSA’s website
• Statistics prepared for annual planning and reporting
• Staff/student surveys
• Bespoke focus groups and questionnaires
• External sector benchmarking information

Sources and analysis of evidence must be referred to when you record your impact assessment.

**Action as a result of Impact Assessment**

Action should be formulated to:

- Address any negative impact you have identified, for example differential experiences for staff or students from protected characteristic groups compared with others
- Mitigate against any potential or future negative impact
- Disseminate any positive impact and practice which supports equality of experience.

The following points should be taken into consideration when identifying the action you will take:

- Actions should contribute to the mainstreaming of equality and to integrated practice.
- Actions should be anticipatory. Use your evidence to make decisions that mitigate or remove negative impact and improve the experience of all staff or students as you develop policy or practice.
- Actions should be proportionate. Any action to mitigate negative impact for a protected characteristic group should not disproportionately impact on any other group.
- Involve staff or students who might be affected or external groups who represent people with protected characteristics to help you consider your actions or to gather feedback on the actions you are proposing.

**Recording the process of consideration and impact assessment**

There is no prescribed way to record an assessment - one size does not fit all.

You must however keep a record that demonstrates that you have systematically considered and addressed equality impact with reference to the three needs of the PSED and all protected characteristics. You must ensure that you make connections between your evidence, your findings and your actions and the three needs of the PSED.

GSA Staff participating in the *Mainstreaming Equality through Impact Assessment* project developed a number of ways to undertake and record equality consideration and impact assessment. Examples are available [here](#).

**Outcome of the assessment /ongoing monitoring and review**

Actions should be recorded in a plan showing a timeframe for delivery, who will be responsible for the action and what the anticipated positive result will be.

All actions from the plan must be integrated into the appropriate management, planning or development mechanisms, for example departmental, operational or quality enhancement plans. This ensures that links are made with other GSA activity and that there is no duplication of effort. In addition, this will allow progress to be monitored and reported through established institutional mechanisms and reporting routes on an annual basis.
Reporting and accountability

Public reporting of the outcomes of equality consideration and impact assessment is a legislative requirement.

A report of your impact assessment must be recorded on the Summary Report Template and signed off by the executive officer responsible for the functional area. Sign off will confirm that the documentation is complete and that actions and accountability for delivery and review have been embedded into School/Departmental planning and reporting mechanisms.

Reporting the outcome of an impact assessment will be through established management and reporting structures/processes. The route for reporting will therefore vary depending on the focus of the assessment. Assessment reports will be tabled through the relevant committee structure where queries must be answered, further investigation or amendments made as necessary and sign off confirmed.

A Summary Reporting Template is attached.

Publication

It is a legislative requirement that the outcome of all impact assessments is published within a reasonable timescale. Your summary report and related action plan must be published within four weeks of confirmation through the relevant reporting route.

Review of your impact assessment and updates on your action plan should align with the planning and reporting cycle and be published after confirmation through the relevant reporting route.

Impact assessments and updates/reviews will be published in the Equality section of GSA’s website.
### GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

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<td>Lead member of staff:</td>
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<td>Location of impact assessment documentation (contact or web link):</td>
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<td>Area of decision making/title of policy, procedure or relevant practice:</td>
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**Please indicate if this is:**
- New: [ ]
- Existing/Reviewed: [ ]
- Revised/Updated: [ ]

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

**Evidence used to make your assessment:**

**Outline any positive or negative impacts you have identified:**

**Summary of the actions you have taken or plan to take as a result:**
(Please attach your action plan)
Summary of what you anticipate will change as a result of your actions and where/when these will be reported and reviewed:

How will these changes contribute to the delivery of GSA’s equality outcomes?

The outcome of your assessment:

- No action – no potential adverse impact
- Amendments or changes to remove barriers/promote positive impact
- Proceed with awareness of adverse impact

Sign-off, authorisation and publishing

Review Lead

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Executive Lead

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Equality Lead (Head of Student Support and Development)

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Annex 2

GSA EQUALITY OUTCOMES 2013/17

Equality Outcome 1
An organisational culture in which staff and students can be confident that people with a hidden disability and specifically mental health issues, will be supported and in which staff are confident in their role related responsibilities for supporting colleagues and students who disclose a hidden disability or mental health issue.

Measures of success will include: Biennial trust and confidence survey of staff and students.

Equality Outcome 2
An organisational culture in which staff and students feel free to express their identity with specific reference to sexual orientation and religion or belief.

Measures of success will include: Biennial trust and confidence survey of staff and students

Equality Outcome 3
All staff including those employed part time are engaged in the development and implementation of organisational priorities with particular regard to equality and diversity issues.

Measures of success will include: All staff have participated in core, role related, development activities

Equality Outcome 4
GSA has a transparent and supported career structure for all staff, including those working part time, which promotes equality of opportunity and outcome in relation to all protected characteristics.

Measures of success will include: All line managers have met their agreed target for mentoring staff in role development and enhancement.

Equality Outcome 5
A reduction in the gender pay gap in each salary grade.

Measures of success will include: Gender pay gap in each grade reduced and evidenced in biennial equal pay review
Equality Outcome 6

An increased proportion of staff (external examiners, visiting lecturers etc) from diverse ethnic and cultural backgrounds making a contribution to learning, teaching and research at GSA.

Measures of success will include: Increased diversity evidence through annual statistical reporting and evidence of impact on curriculum reported through all stages of Annual Programme Monitoring and programme development.

Equality Outcome 7

A curriculum which explicitly engages with the personal and political dimensions of diverse identities and develops student confidence in engaging creatively with issues of diversity and equality in their work with others.

Measures of success will include: Evidence of the curriculum development and its impact through all stages of Annual Programme Monitoring and programme development and in formal showcase of academic content each term

Equality Outcome 8

An increased number of UK domiciled students from black and minority ethnic groups studying at GSA at undergraduate and postgraduate levels.

Measures of success will include: Increased application from UK domiciled black and minority ethnic groups with proportionate increase in admissions.
THE GLASGOW SCHOOL OF ART

Board of Governors and Board Committees: Meeting Dates 2015-16

As at 28 September 2015

Board of Governors

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Business and Estates Committee

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Audit Committee

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Mackintosh Restoration Committee

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Board of Governors and Board Committees: Meeting Dates 2015-16 (cont.)

**HR Committee**

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**Occupational Health and Safety Committee**

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**Museum & Archive Committee**

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**Investment Committee**

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JM