# Description

## PART A: Items for Discussion

Members may indicate if they wish a discussion to be held on any items from Part B of the agenda

## Introduction and Report from the Chair

### 2.1 Welcome/Apologies for Absence

Apologies: Susie Mitchell

### 2.2 Declarations of Interest

### 2.3 Minutes of the Board Meeting of 12th June 2017

For approval

- Paper 2.3 - GSA Board Minutes June 2017 (websites... 9

### 2.4 Report from the Chair

Oral Report

## Stow Building

### 3.1 Minutes of the Special Joint Meeting of the Business and Estates Committees, September 2017

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

### 3.2 Stow Building: update

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

## Report from the Director

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

## Report from the President of the Students' Association

For information

- Paper 5 - Report from GSA Students Association O... 15
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<td>Items in Part B will be taken as read and (where a recommendation is made) approved. Members may request that an item be moved from Part B to Part A.</td>
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THE GLASGOW SCHOOL OF ART
BOARD OF GOVERNORS

Minutes: 12th June 2017

Present: Ms Muriel Gray Lay Governor (Chair)
Mr Douglas Brown Lay Governor
Ms Laura Glennie President, GSA Students’ Association
Professor Tom Inns Director, GSA
Professor Nora Kearney Lay Governor
Dr Susie Mitchell Lay Governor
Professor Ken Neil Deputy Director (Academic), GSA
Ms Christa Reekie Lay Governor
Professor Johnny Rodger Staff Governor (Academic Council)
Mr Ken Ross Lay Governor
Sir Muir Russell Lay Governor (Vice-Chair)
Mr Andrew Sutherland Lay Governor
Ms Lesley Thomson Lay Governor
Professor Alison Yarrington Lay Governor

Attending: Mr Guillaume Coet General Manager, Students’ Association (item 7)
Mr Colin Langford Consultant (Board Effectiveness)
Mr Alastair Milloy Director of Finance and Resources
Dr Craig Williamson Registrar and Secretary
Mr John Martin Assistant Secretary to the Board

1. Welcome

The Board again welcomed Colin Langford, external consultant for the School’s five-yearly review of the effectiveness of the Board and its committees (see also item 9.5 below).

2. Apologies for Absence

Mr Charles Beattie, Ms Eleanor McAllister, Mrs Linda McTavish, Dr Sarah Smith

3. Declarations of Interest

Andrew Sutherland declared a professional relationship with Page and Park, the architects leading the restoration of the Mackintosh Building.

4. Minutes of Previous Meeting

The minutes of the meeting held on 20th March 2017 were approved.

5. Report from the Chair

The Chair drew attention to several points, some of which were contained in her written report (Paper 2.4):

...............
1. Kerry Aylin

The Board and the wider GSA community had been shocked and saddened by the sudden death of Kerry Aylin, a longstanding member of staff and a Staff Governor since 2009. Kerry’s family had sent their thanks to the School for numerous messages of condolence and support and for the School’s participation in Kerry’s funeral. A student prize in her memory was being planned.

2. Linda McTavish

Linda McTavish would step down as a Governor of the School on 30th June 2017, having served the maximum term of office. The Chair led the Board in thanking Linda (in her absence) for her major contribution to the work of the Board and GSA. She had chaired the HR Committee throughout her term of office, had also served as Chair of the Remuneration Committee, and the School had often benefitted from her wide experience and sound advice.

3. Students’ Association Elections

The Board congratulated Laura Glennie on her re-election as President of the Students’ Association for a second year.

4. Degree Show 2017

The undergraduate Degree Show had been highly successful. Additional security measures had been introduced in the light of recent terrorist incidents in London and Manchester.

5. GSA Choir

The GSA Choir had held a highly successful concert at the Kelvingrove Museum to mark the choir’s fifth anniversary.

6. Report from the Director

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

7. Report from the President of the Students’ Association

The Board welcome Guillaume Coet, General Manager of the Students’ Association. The President of the Association introduced her report (Paper 4). Social and entertainment events were running successfully, and the Vic Café Bar had received a commendation in the Eating and Drinking Guide in ‘The List’. Student representation activities were also progressing well, including reorganisation of the Class Representatives system.

Following a discussion at the Business and Estates Committee, further discussions had led to a significant proportion of the Association’s debt to GSA being written off, for which the Association expressed thanks. The Association’s amended annual accounts would now be submitted to the relevant bodies. The Association also recognised the importance of finalising its Relationship Agreement with the School.

8. Report from the Director of Finance and Resources

*This minute has been withheld from the website version of the Minutes on the grounds of commercial confidentiality.*
9. Report from the Registrar and Secretary

The Registrar and Secretary introduced his report (Paper 6)

1. Staff Governor Vacancy

Given the sudden and tragic death of Kerry Aylin, a vacancy now existed on the Board for the Staff Governor elected by the School’s non-academic staff. It was agreed that an election be held during September 2017, with a view to the successful candidate joining the Board in October 2017 for an initial term of three years.

2. Board of Governors Guidance to Remuneration Committee

As specified in the framework provided by the Committee of Scottish Chairs, the Head of Human Resources had provided (in a briefing paper circulated as Paper 13) guidance on the advice the Board might wish to give to the Remuneration Committee in 2017/18. The Board recommended to the Remuneration Committee that, as in recent years, the School should apply the nationally-negotiated pay award to those staff whose salary levels were outwith the national pay scales, with any cases for additional increases to be considered by the Remuneration Committee. The Board also asked the Remuneration Committee to ensure that equality and equal pay principles were considered in its deliberations.

3. Revised Scottish Code of Good HE Governance

A draft revision of the Scottish Code of Good HE Governance had been prepared by the Committee of Scottish Chairs (circulated as Paper 14). There were no major implications for the School, and the new Code would be mapped against the next revision of the GSA Statement of Corporate Governance.

4. Recruitment of New Lay Governors

Further to the discussion at the Board’s previous meeting, the process for recruitment of new Lay Governors was underway.

5. Five-Yearly Review of Governance

The five-yearly review of governance (including the effectiveness of the Board and its major committees) was progressing well, with a report to the Board being scheduled for October 2017.

6. Higher Education Governance (Scotland) Act 2016

The School was planning to submit to the Privy Council in early 2017/18 proposed changes to its Order of Council, in response to the requirements of the Higher Education Governance (Scotland) Act, together with any other revisions identified by the five-yearly review of governance.

7. General Data Protection Regulation (GDPR)

Steps were being considered by the School in response to the significant implications of the General Data Protection Regulation. The Regulation would become applicable in May 2018 and there were serious penalties for non-compliance.
.8 Competitions and Markets Authority (CMA) Compliance

The School was continuing to address its response to the guidance provided to HEIs by the CMA, although further action would be required to ensure full compliance.

.9 UKVI: Student and Staff Immigration

As reported at previous meetings, compliance with UKVI procedures was vital for all HEIs, given the importance of retention of licenses relating to staff and students from overseas. Procedures relating to overseas students and staff were working effectively. However, an issue for the School was the poor practice in academic Schools in adhering to pre-employment checks for casual staff. The Board noted the importance of addressing this matter. Weekly reports were being provided to the Director's senior staff, who were then responsible for addressing any indication that procedures were not being followed correctly. The Audit Committee was also monitoring this matter.

.10 Corporate Parenting (Children and Young People (Scotland) Act 2014)

The Children and Young People (Scotland) Act 2014 placed obligations on public bodies (including HEIs) in relation to the needs of looked-after children and care leavers. The School's Executive Group had approved a Corporate Parenting Plan, circulated as Paper 15. In noting that this plan included provision of year-round student accommodation for certain students, it was confirmed that student support services were also available outwith academic terms/semesters.

.11 Internal Audit

Responsibility for Internal Audit had been transferred to the Registrar and Secretary, who was reviewing the School’s approach and consistency with sector standards.

.12 Public Interest Disclosure (Whistleblowing)

The role of ‘Designated Officer’ for Public Interest Disclosure (PID) matters at GSA had been transferred to the Registrar and Secretary. A revised policy, following sector benchmarking, would shortly be considered by the HR Committee and thereafter by the Audit Committee.

The Registrar and Secretary’s report also contained updates on the Prevent Duty, Equality Duty, Complaints Management, Safeguarding/Child Protection, and the Draft Gender Representation on Public Boards (Scotland) Bill.

In response to a query on cyber security, it was confirmed that a recent audit had confirmed that the School met the required sectoral standards. A further audit would be undertaken in 2018/19.

10. Action Points

The Board noted its list of Action Points (Paper 9).

11. Risk Register

The Board noted the Risk Management Update and the latest Risk Register (Paper 10). It was suggested that, following the outcome of the recent UK General Election, the degree of risk associated with a possible further referendum on Scottish independence might be reviewed.
12. **Reports from Academic Council and Board Committees**

The Board noted the minutes of the following meetings:

- Academic Council, 8\(^{th}\) March 2017 (Paper 11.1)
- Academic Council, 3\(^{rd}\) May 2017 (Paper 11.2)
- Business and Estates Committee, 22\(^{nd}\) May 2017 (Paper 11.4)
- Estates Development Committee, 15\(^{th}\) May 2017 (Paper 11.6)
- Museum and Archive Committee, 8\(^{th}\) May 2017 (Paper 11.7)
- Human Resources Committee, 18\(^{th}\) April 2017 (Paper 11.8)
- Occupational Health and Safety Committee, 17\(^{th}\) May 2017 (Paper 11.10)
- Investment Committee, 22\(^{nd}\) May 2017 (Paper 11.11)
- Nominations Committee, 20\(^{th}\) March 2017 (Paper 11.12)

13. **Audit Committee**

The Board noted the minutes of the meeting of the Audit Committee held on 26\(^{th}\) April 2017 (Paper 11.3) and approved the extensions for one year of the contracts for Internal Audit services (with BDO) and External Audit services (with Scott Moncrieff), prior to these services being retendered during 2017/18.

14. **Mackintosh Restoration Committee**

The Board noted the minutes of the meeting of the Mackintosh Restoration Committee held on 8\(^{th}\) March 2017 (Paper 11.5) and noted also that the Committee had agreed with the Business and Estates Committee in recommending the formation of the Estates Development Committee.

15. **Remuneration Committee**

The Board noted the report of the meeting of the Remuneration Committee held on 20\(^{th}\) March 2017 (Paper 11.9)

16. **Management Accounts to 30\(^{th}\) April 2017**

The Board noted the Management Accounts to 30\(^{th}\) April 2017 (Paper 12)

17. **Dates of Meetings 2017/18**

The Board noted the latest update on the dates of Board and Board committees for 2017/18 (Paper 16).

18. **Date of Next Meeting**

Monday 9\(^{th}\) October 2017 at 1.30pm.

JM
October 2017: GSA Students’ Association

The Art School has now completed another hectic round of Freshers’ activities. As always, representation in mind and not just parties has been an important influencing factor to what we offer during this period. Our approach is centered around offering information, accessibility and non-commercial entertainment. It is important to us that Freshers’ is used as a mode of induction rather than a way to capitalize, so everything from our club nights to Information Fairs have been ethically considered.

Since the last report I have visited GSA Singapore for the impressive Degree Show and Graduation Ceremony week! In Singapore I explored the opportunity to extend our GSASA Project Funding to Singaporean students and this is now in the stages of being developed with GSASA. Meanwhile, GSA Singapore students visited Glasgow on the OIP Programme. We enjoyed hosting these students in a cross-cultural Pecha Kucha in the summer.

Since our last report, GSASA also played host to the wedding of our Bar and Catering Managers, Lauren and Andy! The Vic and the Assembly Hall were completely transformed for this event. The staff team were blown away by just how beautiful and bespoke our space can become. This has made us even more excited about the flexibility we have to offer to potential clients. This summer our venue also turned into the HQ for the GSA PGT Fashion Show and The Great Scottish Beer Fest.

Lastly, the launch of ‘Race, Rights and Sovereignty’ has just about been completed. This lecture series seeks to celebrate, challenge, inspire and inform the next generation of artists, designers and architects about race and empower them to have a creative voice.
Student Representation, Key Moments

Scottish Student Presidents Forum  As Student President I am now part of SPF and attended the first meeting which was held at Dundee University Students’ Association. The purpose of the group is to act as a good practice and idea sharing forum. Moreover, the group will allow for honest discussions about confidential matters involving individuals and their SAs, whilst acting as a support and advice group. The next meeting will be co-hosted this October in Glasgow by Kate, President of Glasgow SRC and myself at GSASA.

SSI Art School Presidents meet  This November I will be attending the first ‘Arts Specialist Students Union Summit’ at the Norwich University of Arts. This is a networking event which I think will create invaluable contacts for the Association and our specific tasks.

Letter to Westminster  Initially created by the Student President at St Andrews University, representatives from all Scottish HEI’s have begun singing a letter addressing student prioritization in Brexit Discussions. Important matters we have listed include continued participation in Erasmus, protected mobility between EU/UK, and sustained levels of research funding. The letter explains that if these matters are unattainable we recommend a reopening of national discourse on Brexit in order to assure the education sector is not suppressed.

Tramway Symposium  On the 22nd of September I attended ‘Project X Symposium: Let’s Move to More Visibility’ at Tramway. The symposium explored how the arts sector in Scotland can have a greater representation and support of POC and/or BAME practitioners.

GSA Class Rep Structure  Ken Neil and I have now briefed all 5 schools of GSA on the changes we have made to the formal Student Voice offer at GSA. This was in direct response to student feedback from a number of platforms, including the Student Protest. We are confident that our approach is clearer than ever. This is in the fact that our briefing includes a written handbook - available physically and digitally, an animation and briefing sessions. The changes also aim to streamline and harmonise the feedback loop for students.
Staffing Changes - a real challenge this summer with exciting opportunities.

Our new Events Convenor, Sgàire Wood has now joined the team full time and played a vital role in our 2017 Freshers’ Planning.

This July we said goodbye to our Student Engagement Co-Ordinator of three years, Kirsty Hendry. Kirsty has moved on to become Engagement Manager at the Glasgow Sculpture Studios but has stayed with the team to help with the recruitment and transition of her role.
We received over 40 applications, the caliber of which was overwhelmingly high. The position has now been filled with a team who job share, Ray and Alex.

Ray Bushell,
A Co-Director, alongside Alex, of the Transmission Committee. Ray is the most recent winner of the prestigious Friends of GSA Student Life Prize for contributions to the People Of Colour Student Community.

Alex Sarkisian,
As well as Transmission, Alex has notably worked and facilitated groups with a number of charities and universities around the world. Including our close allies, Unity Centre Glasgow.

Ray and Alex display real synergy and offer a varied skillset to the team. As a duo they are critically and emotionally aware of what it takes to work as a successful job share and leave us confident they will be efficient and beneficial to all at GSASA.

One of our strongest candidates besides from Ray and Alex was Alice Andrews displayed outstanding experience and interview skills. Alice has worked in vital roles for Third Sector organisations such as the Market Gallery, SQIFF and the Glasgow Women's Library.
In an emotional deliberation period, our second current Student Engagement Coordinator Rebecca Edgar recognised that losing the chance of working with Alice would be unfortunate for GSASA.
Rebecca sees this as an opportunity to move on from her role and offer strength to the team, after years of deliberating moving back to her hometown in Belfast.
Rebecca’s stepping down of her position in a timely and forward thinking manner means a great deal to us and shows her amazing commitment to GSASA.
Therefore, we were able to offer the position to Alice who will have began her role by the time this paper comes to the BoG.

Shortly, the GSASA team will be recruiting for a new part time Administration position. This is a role we have felt will help to manage the workload of the team for some time. Now that we have a Block Grant this is something we can sustainably achieve.
Within the Business side of The Art School we have also seen significant staffing changes. After many years with us our Operations Manager Paul Prendergast has moved on to a change of career which has allowed for increased operational responsibilities for our Catering and Bar managers Lauren McFadyen and Andrew Wilson.

Our Programme Coordinator, Joel White has also moved on to study a PhD at the University of Edinburgh so at the moment our ex Student President & Events Convenor, Lewis Prosser, has temporarily stayed within the team to fulfill this role and offer an element of continuity during this time of change. Lastly, this August we said goodbye to our well-loved Head Chef Jameel Lombard. He has moved on to Glasgow University Students Union with new revamped facilities and catering project on University Avenue - after 6 years with us. This means that our 2nd chef, David Rivaux will now lead the kitchen with an exciting outlook on sustainable produce and a background in French Cuisine.
General Manager Report

Submission of Accounts to Companies House and OSCR Following the GSA Business Committee decision to review the treatment of the old debt, we have been able to progress with the submission of our annual accounts for 2015/16 to both Companies House (for GSASA LTD) and OSCR (for GSASA SCIO). Our auditors BDO are now completing those.

Constitutional amendments In line with our relationship agreement with GSA, we instructed the Bellwether Green legal team to proceed with the constitutional review work.

2017/18 Forecast As GSASA does not have financial reserves, the summer of 2017 was difficult - but we have now seen this period behind. To see us through this time £60K of our Block Grant from GSA was awarded prior to Freshers week, for which we secured a good £9K in funding from sponsors - a higher figure than last exercise. A lot of events have been secured for the next 6 months (including the Celtic Connections 25th anniversary events in Jan/Feb 2018). We foresee a more stable period, this paired together with the block grant gives us more opportunities with student engagement and events. A new generation of staff and students with exciting perspectives will only help this along even more.

Thank you,

Laura Glennie

GSA Student President
THE GLASGOW SCHOOL OF ART

BOARD OF GOVERNORS: 9 OCTOBER 2017

REPORT FROM THE REGISTRAR AND SECRETARY

ACTION SOUGHT

The Board is invited to take the referenced action regarding papers listed in Section 1 (which are set out in full in Part B of the Agenda).

The Board is invited to note Section 2 of this paper.

SECTION 1

For endorsement

- GSA Annual Report to the Scottish Funding Council on Institution-Led Review Activity in 2016/17

For approval

- Statement of Corporate Governance 2017/18
- Committee Remits 2017/18
- Public Interest Disclosure (Whistleblowing) Policy
- GSA SPSO Complaints Handling Procedure Annual Report 2016/17

SECTION 2

This report summarises key governance and legal developments and GSA's progress against them. Not all items will be reported on at each meeting of the Board.

The briefing below may cite the senior staff who are line managed by the Director. For clarification, these are Mr Alan Horn (Director of Development), Professor Irene McAra-McWilliam (Deputy Director (Innovation)), Mr Alastair Milloy (Director of Finance and Resources), Professor Ken Neil (Deputy Director (Academic)), Mr Scott Parsons (Director of Strategy and Marketing), and Dr Craig Williamson (Registrar and Secretary).

1. Appointment of New Lay Governors

As of 19 September, thirty applications had been received. The deadline for applications is 22 September 2017. The recruitment process will be mindful of the skills matrix, GSA’s current and emerging needs, the gender balance commitment, and the opportunity to increase the diversity of the Board’s membership.

On behalf of the Nominations Committee, a sub group will take the process forward, with a shortlisting meeting taking place on 12 October 2017. This will comprise of the Chair, the Vice-Chair, the Chair of HR Committee, the Director of GSA, and the President of the Students’ Association, with the Registrar and Secretary in attendance. Once a shortlist has been selected, the sub group will act as the interview panel. Recommendation on appointments will be made to the Board in due course.
2. **Five-Yearly External Review Of Governance**

The Five-Yearly External Review of Governance is progressing well, with a report currently scheduled to be provided to the December 2017 meeting of the Board. GSA’s approach has been to undertake a rigorous self-assessment and benchmarking exercise, which the External Consultant will then review and use to inform his wider report. The five-yearly review is a requirement of the Scottish Code of Good HE Governance.

3. **Revised Scottish Code of Good HE Governance**

The publication of the revised Code is awaited. As part of the aforementioned Five-Yearly External Review of Governance GSA has updated its detailed mapping against the requirements of the current Code and its translation into the Statement of Corporate Governance. Once the revised Code is issued, the mapping will be checked to ensure that all aspects remain in hand.

4. **Higher Education Governance (Scotland) Act 2016**

Preparations for adherence with the above are being made as part of the Five-Yearly External Review of Corporate Governance. It is anticipated that Board approval of proposed changes to the Order of Council will be sought in December 2017. Following this, the process will involve engagement with GSA’s solicitors, the Scottish Government and the Privy Council. It is likely that the final outcome will be the issuing of a new Statutory Instrument.

5. **Statement of Corporate Governance 2017/18**

The Statement of Corporate Governance is set out for approval in Part B of the agenda.

The Statement of Corporate Governance has been revised to directly incorporate more of the Scottish Code of Good HE Governance. The additions are directly from the Code or are aligned to its expectations. In addition to aiding alignment this also make it simpler for GSA to evidence adherence to the Code. (Additions to the Statement are coloured blue.)

6. **Board Committee Remits and Memberships 2017/18**

The remits and memberships of the Board and it committees are set out for approval in Part B of the agenda.


The above is set out for endorsement on Part B of the agenda. Given that the report must be submitted to the Scottish Funding Council (SFC) by 30 September, the endorsement, rather than approval is sought.

The purpose of GSA’s submission is to assure the SFC that GSA is committed to the Council’s Quality Enhancement Framework and its underlying principles of high quality learning, student engagement and quality culture. Core to this is institution-led review.
The report sets out a statement on the operation and outcomes of institution-led review activity in the academic year 2016/17. This includes the outcomes of GSA’s internal review processes for session 2016/17, which covers Collaborative Review, Student Engagement and Programme Monitoring and Annual Reporting (PMAR). In relation to PMAR, the report outlines that, in addition to actions specific to Schools and cognate areas, a series of co-ordinated GSA-wide actions were agreed and taken forward.

In addition to submitting the report to the Scottish Funding Council, the Chair of the Board also provides a written Statement of Assurance, which is also set out in the documentation.


The above is set out for approval in Part B of the agenda.

The Board of Governors must assure itself that GSA is compliant with the Equality Act 2010 and meets the requirements of the Public Sector Equality Duty and the Scottish Specific Duties. The Director of GSA is responsible for providing leadership and ensuring that compliance and equality matters are integral to GSA’s strategic aims and are delivered across all activities and functions. The Registrar and Secretary is responsible for briefing the Director, supported by the Equality Lead. All members of the GSA Executive Group are responsible for ensuring that institution-level policy is implemented and delivered effectively within the areas for which they have leadership and management responsibility. GSA Executive Group members are also responsible for the development and implementation of relevant local-level measures to ensure alignment with institution-level policy and compliance with the Equality Act 2010 in the delivery of the activities within their remit.

In 2016/17 these clearly defined equality related roles and responsibilities have supported the systematic delivery of GSA’s approach to mainstreaming equality at institutional and local level. Senior staff line managed by the Director are responsible for ensuring that new or revised policy, practice and strategic decisions are equality impact assessed and that actions arising are included in operational and enhancement plans. Some differential in progress across strategic areas is reflected in the GSA’s Equality Impact Assessment Register, however it is anticipated that all current policy will be equality impact assessed before September 2018. All academic programmes will have completed an equality impact assessment by December 2017.

Development clinics and responsive support for staff undertaking this work has continued to be well received.

GSA’s Equality Plan 2017/18 builds on and is underpinned by the significant progress in establishing and consolidating an approach to mainstreaming equality at GSA and reflects the development of a more strategic and mainstreamed model for achieving the equality related priorities identified in GSA’s Equality Outcomes 2017-21:

1. An organisational culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted.

2. An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.

3. An increase in the number of students from currently under-represented groups and achieving successful outcomes.

4. A fair pay and career progression framework which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.
5. An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

Members of the Executive Group line managed by the Director are responsible for the delivery of these outcomes and have defined action plans to achieve progress in 2017/18. These combined plans constitute GSA’s Equality Plan 2017/18. Progress and impact reports, using the measures of success detailed in the plan, will be produced annually by equality outcome owners and these will inform the Equality Report to the Board in each year of the 2017-21 statutory reporting cycle.

9. Competition and Markets Authority (CMA) Compliance

Further to a recent Internal Audit Report on the above, the senior staff reporting to the Director have confirmed that good progress has been made in their respective areas regarding alignment with the Competition and Markets Authority (CMA) guidance on consumer protection legislation. Some actions remain but a clear timeline for completion has been set out by the responsible staff.

10. General Data Protection Regulation (GDPR)

GSA is continuing with its preparation for the implementation of the above in May 2018. Briefing materials from the Office of the Information Commissioner have been provided to Executive Group members and additional training will be provided in due course by GSA’s solicitors. Discussions are underway regarding the appointment or designation by May 2018 of a Data Protection Officer.

11. Home Office: UKVI – Student Immigration Obligations

GSA has renewed its UKVI licence, which is now applicable until 2020. Additionally, GSA must annually apply for a Basic Compliance Assessment and this is in progress.

12. Home Office: UKVI – Staff Immigration Obligations

The Audit Committee is continuing to monitor GSA’s local-level adherence to the requirements of the Immigration, Asylum and Nationality Act 2006, which is linked to UKVI obligations.

13. Internal Audit

Following the transfer of responsibility for Internal Audit arrangements to the Registrar and Secretary, an Internal Audit Protocol has been drafted and it is anticipated that this will be offered to the Audit Committee and Board for approval in due course. This is a development borne from the internal work undertaken as part of the current review of corporate governance.

14. Public Interest Disclosure (Whistleblowing) Policy

The Public Interest Disclosure (Whistleblowing) Policy is set out for approval in Part B of the agenda. Following the transfer of responsibility for Public Interest Disclosure arrangements to the Registrar and Secretary, the Public Interest Disclosure (Whistleblowing) Policy was reviewed and benchmarked. Prior to offering the revised policy to the Board for approval, the policy was considered, with positive responses, by the HR Committee (June 2017) and the Audit Committee (September 2017).
15. Counter-Terrorism and Security Act 2015 (Prevent Duty)

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including Higher Education Institutions, to have in the exercise of their functions ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent Duty.

GSA submitted its six monthly progress report to the Scottish government in May 2017. This reflected GSA’s progress in delivering bespoke training to key staff groups, the development of a sustainable approach to staff training and confirmation of compliance with the requirements of the duty.

Five Prevent training sessions were delivered for senior staff and for staff with a need for an enhanced knowledge of the duty in November and December 2016. The sessions were well attended and received with sixty one staff participating. The systematic provision and delivery of appropriate training/briefing for staff will continue in 2017/18, linking appropriately with GSA’s revised approach to staff development and staff induction.

GSA’s Prevent Group meets biannually, with the next meeting scheduled for November 2017.


The above is set out for approval in Part B of the agenda.

The report is part of GSA’s adherence to the Scottish Public Services Ombudsman Act 2002. As of 31 August 2013, all Scottish higher and further education institutions were required to have implemented the model Complaints Handling Procedure which was introduced by the Scottish Public Services Ombudsman (SPSO). GSA adheres to this requirement. The Director and the Registrar and Secretary receive quarterly reports and the Board an annual report. Both sets of reports are also sent to the Executive Group for local review and action.

The report provides a summary of complaints received by GSA in 2016/17. As has been the case in previous years, most complaints received in session 2016/17 were in relation to the student facing departments of GSA such as Estates and academic schools.

The Complaints Handling Procedure continues to be visible to staff, students, and the general public. GSA continues to work to having all complaints being recorded as it identifies common and recurring issues.

Dr Craig Williamson
Registrar and Secretary
20 September 2017
### THE GLASGOW SCHOOL OF ART
Board of Governors October 2017: Action Points

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| 20.03.17 | 8.3 | **Funded loan for Reid Building**  
Mechanism to be checked | AM | Checked by DFR – all in order. |
| 20.03.17 | 8.1 | **Stow Building Heating System**  
Quality of survey of Stow Building | AM | Now part of larger review of Stow Project – on agenda, October 2017 |

### Ongoing Items

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| 09.03.15 | 9 | **Recruitment and Admissions**  
Presentation on Recruitment Processes | SP | For future Board meeting |
| 09.03.15 | 13 | **Visit by Governors to Forres Campus**  
To be arranged | MG | Ongoing |
| 18.06.15 and thereafter | 14 | **Relationship between GSA and GSASA**  
Under review | CW/AM/LG | Ongoing |
| 10.10.16 | 6.2 | **Stow and Mackintosh Costs**  
To be considered by DFR and Chair of Audit Committee | CB/AM | Ongoing |
THE GLASGOW SCHOOL OF ART

AUDIT COMMITTEE

Minutes: 30th August 2017

Present:
Mr Charles Beattie   Lay Governor (Chair) (items 1-6)*
Dr Susie Mitchell    Lay Governor
Sir Muir Russell     Lay Governor and Vice-Chair, Board of Governors (Chair for items 7-12)

Attending:
Ms Sandi Galbraith  Deputy Director of Finance & Resources
Ms Muriel Gray      Chair, Board of Governors
Professor Tom Inns  Director, GSA
Mr James McBride    Scott Moncrieff (External Auditor)
Mr Alastair Milloy  Director of Finance & Resources
Professor Ken Neil  Deputy Director (Academic) (item 5)
Ms Claire Robertson BDO (Internal Auditor)
Mr Alistair Storey  Finance Manager
Dr Craig Williamson Registrar and Secretary
Mr John Martin      Assistant Secretary to the Board

* Attending via conference call

1. Apologies for Absence

None.

2. Declarations of Interest

None.

3. Minutes of Previous Meeting

The minutes of the meeting held on 26th April 2017 were approved.

4. Action Points

The Committee noted its list of Action Points (Paper 4). It was agreed that audit training for Lay Governors should be considered further after the appointment of new Lay Governors, for which the recruitment process was already underway.

5. UKVI (Employment of Staff and Students)

The Committee welcomed the School's Deputy Director (Academic) for a further discussion on the School's compliance with the UKVI procedures relating to the employment of staff and students. As previously discussed, it was vital that the School complied with these procedures and the Deputy Director (Academic) was emphasising this in his regular meetings with the heads of the academic schools. He added that heads of school were now required to sign the relevant paperwork personally rather than delegate this responsibility. Consideration was also being given to the budgets for employment of staff and students being assigned to heads of schools, thus introducing a higher level of centralisation to the process by which staff or
students could be invited to undertake employment. The Committee welcomed these measures.

6. **Internal Audit**

*Part of this minute has been withheld from website publication on grounds of commercial confidentiality.*

.5 **Internal Audit Plan**

The Committee approved the Internal Audit Plan for 2017/18. The ‘audit sponsor’ for the audit of the General Data Protection Regulation (GDPR) would be amended to be the Registrar and Secretary for this particular audit given that a Data Protection Officer will not be required to be in post until May 2018. It was suggested that additional future areas for audit might include cyber security and the implications for GSA of Brexit.

7. **Audit Tracker**

The latest update of the Registrar and Secretary’s progress report on the implementation of Internal Audit recommendations had been circulated (Paper 8). A number of older recommendations had now been implemented. The Internal Auditors would shortly carry out their formal examination of the implementation of recommendations.

8. **External Audit: Audit Planning Letter**

A draft version of the Audit Planning Letter from the External Auditors had been circulated (Paper 9). The letter outlined the various stages of the audit process for the 2016/17 annual accounts, including the audit risk areas for consideration. As in the previous year, the School faced the challenge of accurately identifying its core underlying performance, given the impact of extraordinary income and expenditure arising from the Mackintosh fire and insurance settlement, together with the impact on the accounts of the rules associated with FRS102. It was reported that some HEIs were even preparing separate versions of their accounts to convey the ‘true position’ after removal of extraordinary items.

The final version of the Audit Planning Letter would now be sent to the School.

9. **Risk Management and Register: Update**

The Committee noted the latest version of the Risk Register (Paper 10). The Director reported that the School was reviewing its approach to risk management, with assistance from the same consultant who was the external assessor for the School’s Five-Year Review of Governing Body Effectiveness. Brexit continued to be a major risk factor for HEIs, and the School was being cautious in assuming that there would be a negative impact in such areas as recruitment from EU countries post-Brexit. It was by no means clear that government monies previously earmarked to meet the fees of non-RUK EU students studying in Scotland would be retained in the HE sector, although there was perhaps a growing appreciation of the positive contribution of such students to the Scottish economy.
The risk update paper included consideration of the potential impact of the Scottish Government’s recently-announced 15-24 Learner Journey Review, although it was suggested that this review might become less comprehensive than initially thought. The School would continue to monitor the Review, however, particularly where themes were consistent with potential opportunities for GSA, e.g. increased articulation with the FE and secondary school sectors.

10. Public Interest Disclosure (Whistleblowing) Policy

The Committee noted a revised policy on Public Interest Disclosure (Whistleblowing). This policy (which involved the Audit Committee in both possible involvement in cases and in notification of outcomes) had already been considered by the Trade Union Forum and the Human Resources Committee, and would be considered for approval by the next meeting of the Board of Governors.

11. Management Accounts to 30th June 2017

The Committee noted the Management Accounts to 30th June 2017 (Paper 12).

12. Barclay’s Bank Covenant

As discussed at the previous meeting, the introduction of FRS102 had necessitated a review of the Barclay’s Bank Covenant for a loan of around £1m in relation to the Margaret MacDonald and Barnes buildings. Barclays had provided a series of options, as outlined in Paper 13, which were now being reviewed by the External Auditors prior to a recommended course of action being presented to the Committee and the Board of Governors.

13. Bank Legislative Changes

The Committee noted a summary of a change in UK legislative requirements for larger banks to separate their banking activities from other business (Paper 14).

14. Date of Next Meeting

Monday 20th November 2017 at 2.00pm.

JM
1. Apologies for Absence

Ms Eleanor McAllister, Mr Ken Ross

2. Declarations of Interest

Andrew Sutherland declared a professional relationship with Page and Park, the architects leading the restoration of the Mackintosh Building.

3. Minutes of Previous Meeting

The Minutes of the meeting held on 22nd May 2017 were approved.

4. Action Points

The Committee noted its list of Action Points (Paper 4).

1. Review of Tours and Retail Activities

This review was underway, not least in the context of discussions relating to the reopening of the Mackintosh Building in 2019.

2. Presentation on School of Simulation and Visualisation

It was agreed that this presentation to the Committee be scheduled for a meeting in early 2018.

3. GSAE/HMRC

Consideration of the most suitable administrative arrangement for GSA Enterprises was ongoing. This question partly related to the above-mentioned review of tours and retail activities, along with consideration of the VAT implications of differing organisational arrangements. While the VAT element of future GSAE income would be a significant amount, it was suggested that the School should not seek to introduce unnecessarily complex organisational arrangements for the sake of a tax benefit.
5. **Remit, Membership and Procedures 2017/18**

An updated draft Remit, Membership and Procedures for the committee had been circulated (Paper 5). Subject to correction of one omission in the membership, the Committee recommended to the Board of Governors that the Remit, Membership and Procedures be approved.

6. **Mackintosh Restoration Project: update**

    This minute has been withheld from website publication on grounds of commercial confidentiality.

7. **Stow Building: update**

    This minute has been withheld from website publication on grounds of commercial confidentiality.

8. **Students’ Association**

.1 **President’s Report**

The Committee welcomed Guillaume Coet, General Manager of the Students’ Association.

The President introduced her report (Paper 7.1). The Association’s activities during the Degree Show had been highly successful. The President was engaged in a number of student representation activities at both local and national level, to which the Director added that some changes to the student representative system at GSA would be notified to the next meeting of the Board of Governors. Several key staff were leaving the Association and, while they would be missed, the Association was taking the opportunity to restructure its administration.

Part of this minute has been withheld from website publication on grounds of commercial confidentiality.

It was suggested that consideration might be given to a linkage between the Association and the tours arranged by GSAE.

.2 **GSASA/GSA Governance: update**

The Committee noted an update from the Registrar and Secretary on the GSA-GSASA Relationship Agreement and Code of Practice (Paper 7.2)

9. **Management Accounts**

    This minute has been withheld from website publication on grounds of commercial confidentiality.
10. **Cash Flow**

The Committee noted the cash flow forecast for the period to September 2019 (Paper 9). Significant likely variables were the scale and timing of income generated by the Development Office, and possible major changes in estates costs arising from the Estates Masterplan.

11. **Procurement of Travel Management**

As outlined in a paper from the School’s Procurement Manager, the contract for the School’s travel management company was now due to be re-tendered, the estimated value of the contract being £1.25m over five years. It was proposed that a mini-competition be held under the Framework Agreement available through the Southern Universities Purchasing Consortium (SUPC). There were five suppliers available through this route, including the School’s present travel management company. The Committee approved this approach.

12. **Date of Next Meeting**

Monday 13th November 2017 at 11.00am

JM
1. Welcome and Apologies for Absence

The Committee welcomed Sally Stewart, Head of the School of Architecture, to her first meeting. Apologies for absence were received from Liz Davidson and Laura Glennie.

2. Declarations of Interest

None.

3. Minutes of Previous Meeting

The Minutes of the meeting held on 15th May 2017 were approved.

4. Mackintosh Restoration Progress Report

The latest Project Progress Report (dated May 2017) had been circulated (Paper 5) and the following points arose in discussion:

- Works on the new roofs to the west side of the building was proceeding apace and it was planned to remove the temporary roof late in August.

- Part of this minute has been withheld from website publication on grounds of commercial confidentiality.

- It was suggested that a section from one of the old studio floors might be retained for posterity.

5. Mackintosh Project Cost Reports

This minute has been withheld from website publication on grounds of commercial confidentiality.
6. **Mackintosh Restoration Decision-Making**

The Special Project Manager had prepared a paper on Restoration Decision-Making in relation to the Mackintosh Building (Paper 7.1), accompanied by an initial Decision Register (Paper 7.2). As previously discussed by the Committee, the decision-making process on the restoration process was spread across various committees and groups, as outlined in the Special Project Manager's paper. While the authority of these various bodies was specified, the various decisions taken could be complex and interpretation of processes could be subjective. The Decision Register was designed to assist all concerned in offering henceforth a list of all decisions, which would allow, for example, senior bodies to review all decisions and, if necessary, reconsider them. The Register would be maintained by the internal Project Managers and would also be a useful source of information for audit and future recording of the entire project. The Estates Development Committee (soon to be renamed ‘Estates Committee’) was clearly a central focal point for important decisions, and provided, through attending Lay Governors, a clear connection to the Board.

It was suggested that in the case of difficult decisions, a brief narrative might be included in the Decision Register.

Among the decisions likely to come before the Committee in the near future were those on the colour schemes for studio spaces and the design of Entresol seating – in the latter case, discussions were ongoing with Graven Images, who were being asked to participate as a specialist consultant.

7. **Mackintosh Library Chairs**

_This minute has been withheld from website publication on grounds of commercial confidentiality._

8. **Mackintosh Project: Dashboard Report**

The Committee noted the latest Dashboard Report (number 19) from Gardiner & Theobald (Paper 8.1).

9. **Mackintosh Project: Risk Register**

The Committee noted the latest Risk Register (Paper 8.2). It was noted that the risk of programme delay resulting from uncertainty in confirmation of the fire suppression system had now receded, given the progress made in discussions with the contractor and insurers.

10. **Mackintosh Project: Key Dates**

The Committee noted the latest Schedule of Key Dates from Gardiner & Theobald (Paper 8.3).

11. **Mackintosh Operational Group**

The Committee noted the minutes of the meeting of the Mackintosh Operational Group held on 7th June 2017 (Paper 9.1).
12. **Mackintosh Conservation Skills Activity Plan**

The Committee welcomed Thom Simmons, Conservation Skills Coordinator, who gave a presentation on the Conservation Skills Activity Plan for the Mackintosh Restoration Project. The range of craft skills required for restoration work varied in terms of availability. In some cases, therefore, the team was seeking to encourage mentoring and training in certain skills, which would hopefully lead to a positive legacy benefit at the end of the project. Outreach to schools and to GSA’s own students was also underway, and there was potential for the School eventually to be able to offer CPD courses in certain skills, e.g. stained glass conservation.

The recent short film on conservation of the Mackintosh Building’s plaster casts had been well received and it was hoped that further films of this type might be made if funding could be found. Similarly, there were other additional activities which might be undertaken, including the creation of a website on the project’s conservation activities, subject to success in applications for grant funding.

The Committee thanked Thom for an interesting and informative presentation.

13. **General Estates Update**

The Director of Finance and Resources had provided a general update on the Estate (part of Paper 11) and drew attention to the following points:

.1 **Cladding Systems**

Following the Grenfell fire disaster in London, the School had immediately checked the cladding materials on its buildings. Initial reports suggested no cause for concern, but further precautionary checks were being carried out. As a further precaution, 24-hour security cover had been provided in the School’s student residences until checks had been completed.

.2 **Sprinkler Systems**

Another national debate following the Grenfell disaster had been the potential benefits of sprinkler systems in large buildings. This had particular relevance to the Stow Building, given that the School had recently considered at length the advantages and disadvantages of a sprinkler system in that building. The Board had now asked that the School should revisit the question of installing a system in the Stow Building, and the design and cost implication of such an installation would be added to the urgent review of the Stow project already underway (see 14. below). It would be important to ensure a good design for the sprinkler system, in order to avoid potential disadvantages identified during earlier discussions, e.g. unnecessary flooding from false alarms and slippery floors during fire evacuations. Assuming that a system was installed in the Stow Building, fire suppression would then be present in the Reid, Mackintosh and Stow Buildings. The School’s other buildings would also be considered in this context, bearing in mind such factors as size and the specialist activities taking place in the buildings.

It had been suggested that a special Board meeting be held during the summer to consider the question of sprinklers in the Stow Building, but as the Committee already had a meeting scheduled for 4th September 2017, that meeting would offer an early opportunity for an initial discussion.
14. **Stow Building Update**

This minute has been withheld from website publication on grounds of commercial confidentiality.

15. **Dates of Meetings 2017/18**

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<td>Monday 9th April 2018</td>
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(Note: it has been agreed by the Board of Governors that the name of the Committee from 2017/18 onwards will be ‘Estates Committee’)

JM
1. **Apologies for Absence**

Apologies for absence were received from Christa Reekie.

2. **Declarations of Interest**

None.

3. **Stow Building**

*This minute has been withheld from website publication on grounds of commercial confidentiality.*

4. **Minutes of Previous Meeting**

The Minutes of the meeting of the Estates Development Committee held on 28th June 2017 were approved.

5. **Matter Arising: Mackintosh Library Prototype Bay**

The prototype Library bay was now complete – members who wished to view the prototype could contact Liz Davidson.

6. **Remit, Membership and Procedures 2017/18**

An updated draft Remit, Membership and Procedures for the committee had been circulated (Paper 5). The Committee recommended to the Board of Governors that the Remit, Membership and Procedures for 2017/18 be approved.

7. **Mackintosh Restoration Project**

.1 **Progress Report**
The latest Project Progress Report had been circulated (Paper 7.1) and the following points arose in discussion:

- Work was progressing well and was generally of the required quality, e.g. the infrastructure for Studio 58. Discussions were being held on the extent to which either lath and plaster or plasterboard might be used for differing parts of the building.

- The School's insurers had now accepted the specification for the building’s mist suppression system.

- Some late contract tenders had been more costly than anticipated and possible adjustments to specifications (via a value engineering exercise) were being considered where possible. The majority of the work-package contracts were now underway, however, so there should be no further significant budgetary increases from this source that could not be covered by the existing contingency balances.

- Graven Images were continuing to be involved in discussions on such design aspects as retail and exhibition spaces.

- Members had been saddened to learn of the untimely death of Nick Saunders, who had been advising on clock mechanisms. It was hoped that an alternative source of expertise would be found shortly.

- A progress report on conservation skills was tabled.

.2 Mackintosh Chairs

The Committee examined two early prototypes of replacement ‘Windsor’ chairs for the Mackintosh Library, alongside an original chair. Some adjustments would be required before final versions were of the required standard, as would be made clear when further prototypes were ordered. It had been suggested that the new prototypes might be ‘roadtested’ by students, but that the initial prototypes should not be utilised in this way. As agreed at the previous meeting, it was no longer being suggested that the dimensions or design of the Windsor chairs might change or that a new design might be considered.

.3 Mackintosh Project Cost Reports

This minute has been withheld from website publication on grounds of commercial confidentiality.

.4 Mackintosh Project: Dashboard Report

The Committee noted the latest Dashboard Report (number 20) from Gardiner & Theobald, which was tabled at the meeting.

.5 Mackintosh Project: Risk Register

The Committee noted the latest Risk Register (Paper 7.5).
.6 Mackintosh Project: Key Dates

The Committee noted the latest Schedule of Key Dates from Gardiner & Theobald (Paper 7.6).

.7 Mackintosh Operational Group

This minute has been withheld from website publication on grounds of commercial confidentiality.

8. Proposed Student Residence on Sauchiehall Street

It was reported that the recent decision by the City Council to reject a proposal to build student residences on Sauchiehall Street (on the ‘Jumpin’ Jaks’ site) had been successfully appealed by the developers. Interested parties would now be contacted with regard to the way in which the appeal review would be conducted.

9. Date of Next Meeting

Monday 30th October 2017 at 11.00am

JM
THE GLASGOW SCHOOL OF ART

MUSEUM AND ARCHIVE COMMITTEE

Minutes: 21st September 2017

Present: Professor Alison Yarrington Lay Governor (Chair)  
Ms Jenny Brownrigg Director of Exhibitions (items 1-4)  
Ms Polly Christie A & C Recovery Project Lead  
Mr Simon Green Historic Environment Scotland  
Professor Ken Neil Deputy Director, GSA (items 1-6)  
Ms Victoria Peters Archivist, University of Strathclyde  
Ms Cathie Randall Commercial Devp & General Manager, GSAE  
Dr Evelyn Silber Former Director, Hunterian Museum & Art Gallery  
Ms Alison Stevenson Head of Learning Resources, GSA  
Mr Peter Trowles Curator, GSA  
Ms Susannah Waters Archives and Collections Manager, GSA

Attending: Mr John Martin Assistant Secretary to the Board

1. Apologies for Absence

Ms Liz Davidson, Ms Laura Glennie, Ms Sarah McKinnon, Mr Mike Quigley, Dr Sabine Wieber

2. Remit, Membership and Procedures 2017/18

A draft Remit, Membership and Procedures for 2017/18 had been circulated. The Committee agreed with the proposal that, exceptionally, Drs Silber and Wieber each be reappointed for a further three-year term of membership of the Committee. Subject to this recommendation, the Committee recommended to the Board of Governors that its Remit, Membership and Procedures for 2017/18 be approved.

3. Minutes of Previous Meeting

Subject to correction of one typographical error, the Minutes of the meeting held on 8th May 2017 were approved. There were four matters arising:

.1 Stow Building Drawings

In addition to the drawings of the Stow Building which might be provided by the Head of Estates, Archives and Collections had also obtained information about drawings held by the City Council.

.2 Copyright and Archives

Advice had now been received from HE Shared Legal on the question of the School publishing low-resolution online images of items held in the collection for which copyright was unclear. The advice indicated that such publication was unlikely to be problematic, but the School’s Executive group would now be asked to consider this issue.

.............../
3. **Home Front Project**

Further to previous discussions, it was reported that the research into the School’s WW1-related activities had produced a significant amount of material. Some additional names for the School’s Roll of Honour had emerged, alongside information which would contribute to a companion memorial to the Roll of Honour.

4. **Maurice Greiffenhagen**

Further to the report at the previous meeting on Maurice Greiffenhagen’s painting in the Langside Library, the School was also investigating a further Greiffenhagen work presently held by Possilpark Academy.

4. **Report from the Exhibitions Director**

A report from the Exhibitions Director was circulated. Visitor numbers during 2016/17 had been highly encouraging, e.g. there had been a 22% increase in the number of visitors to the Reid Gallery. The next major show would be ‘East and West Walk Forward’, consisting of the staff exhibition from Luxun Academy of Fine Arts (a reciprocal exhibition by the GSA School of Fine Art would take place at Luxun in 2018/19). The 2017/18 programme included two funded ‘Glasgow International’ projects, secured against significant competition.

In response to a query, it was reported that initial plans for the exhibition to mark the reopening of the Mackintosh Building in 2019 had been presented to the School’s Executive Group.

5. **Recovery Project Report**

The Recovery Project Report (September 2017) had been circulated. A quarter of the project budget had now been spent and the project was on track and progressing well. A significant recent activity had been consideration of Archive Management Systems, and the School was considering the use of ‘AtoM’, a system already in use at the University of Strathclyde. The newly-appointed Assistant Archivist (Rachael Jones) had made good progress.

Discussions on the eventual location across campus of the School’s plaster casts were underway, and the possibility of applying for formal Recognition Status for the collection of casts was also being considered.

6. **Archives and Collections: Exhibitions and Loans**

The Committee noted the A & C Exhibitions and Loans report and agreed that:

- Two Gillespie Kidd and Coia drawings be lent to the V & A Museum of Design in Dundee. The V & A would pay for minor repairs to the drawings. The loan request had not specified a time period and it was therefore agreed that the items be lent for an initial period of one year, with possible extension thereafter.

.............
- Eight items be lent to the City Council for an exhibition provisionally titled ‘Charles Rennie Mackintosh and the Making of the Glasgow Style’, which would run at Kelvingrove from March – August 2018, possibly followed by a multi-venue tour. It was agreed that the initial loan should cover the Kelvingrove exhibition only, with a possible extension to cover the tour to be considered once further details became available. The organisers had requested over 20 items in all, but some (e.g. items of furniture) were likely to be required by the School.

The Committee was also reminded that it had approved a request at short notice by email in August 2017, namely the loans of two architectural drawings (alongside three books from the GSA Library’s Special Collections) to the Alexander Thomson Society exhibition at The Lighthouse.

7. Archives and Collections Accessions Report

The Committee noted the Accessions Report. Included in the report were requested de-accessions:

.1 Sensitive documents containing personal data

Recent cataloguing work had identified records containing personal data of a type that should not be retained by the School. The Committee agreed that records of this type should be destroyed.

.2 Textiles

Some of the textile holdings did not fit with the collecting remit of the Archives and Collections Centre and it was agreed that these materials be deaccessioned in line with Museum Association Guidelines. (In some cases, the identity of the materials was obscure, and a further opinion would be sought prior to de-accession).

.3 Photographs (Ian Monie)

A set of photographs of Glasgow donated by a former member of staff also did not fit with the collecting remit of the A&C and it was agreed that these materials be deaccessioned in line with The National Archive’s Guidelines.

.4 Architectural Drawings (James Macrae)

A set of drawings by James Macrae (not the GSA student of that name) had also been identified for deaccession, but Historic Environment Scotland (HES) had indicated an interest in the drawings. The Committee agreed that the drawings be transferred to HES.

8. Museum Accreditation

The Curator provided an update on the School’s application for Museum Galleries Scotland accreditation. Following a recent accreditation visit, continuing provisional accreditation had been awarded. One requirement for future full accreditation would be for data to be provided on a ‘museum-only’ basis, i.e. such data would need to be separated out from School-wide data. This was possible, but would be a time-consuming process. The next opportunity for re-assessment would be in February 2018. It was also noted that a fresh application would also need to be made after the re-opening of the Mackintosh Building.
9. **Fashion Show Audio Visual Project**

Further to discussion at the previous meeting, the Committee noted the Project Report on the Fashion Show (1970s and 1980s) Audio Visual Project. This had been a highly successful project and set a useful precedent for similar activities in future. Congratulations were extended to Jennifer Lightbody, the Skills for the Future trainee who had worked on the project.

10. **Archives & Collections Accommodation in the Mackintosh Building**

   .1 **Mackintosh Furniture Gallery**

   The Committee noted an extensive briefing paper on the future of the Mackintosh Furniture Gallery, as provided by the GSAE Commercial Development and General Manager. It was suggested that digital imagery of furniture not on display might be provided, although GSAE’s primary emphasis was on the Gallery’s contribution to tours of the Mackintosh Building. This said, digital images of furniture might become part of any future update of the ‘Window on the Mackintosh’ exhibit in the Reid Building (see also item 12 below).

   .2 **Archives and Collection Space in the Mackintosh Building**

   Discussions were continuing with the Mackintosh Restoration team on the allocation and specification of A & C spaces in the restored building, including the reading room, Animal Gallery and storage spaces. It seemed clear that most of the department’s holdings would fit in the storage spaces already identified, with the exception of furniture and fragments. Additional space from as-yet-unallocated space in the Mackintosh Building would be sought, failing which the furniture and fragments would be stored off-campus.

   Graven Images (a design company) would be involved in the design of the Furniture Gallery and Animal Gallery, but not in some other areas, e.g. the reading room. Care would need to be taken to ensure some consistency of design across all spaces.

11. **Mackintosh Restoration Project**

As it had not been possible for either Liz Davidson or Sarah Mackinnon to attend the meeting, it was agreed that the most recent report on the Mackintosh Restoration project be emailed to members of the Committee.

12. **Report from GSA Enterprises**

   The Commercial Development & General Manager of GSAE provided an update on GSAE activities. In addition to planning for the reopening of the Mackintosh Building, GSAE was keen to update and refurbish the ‘Windows on the Mackintosh’ exhibit – while funding was not yet available for a full overhaul of the exhibit, some new exhibits were being added. It was also reported that the two plaster casts now positioned next to the model of the Mackintosh Library in the Reid Building had been attracting significant interest from tour visitors.

13. **Date of Next Meeting**

   To be confirmed.

JM
THE GLASGOW SCHOOL OF ART

HUMAN RESOURCES COMMITTEE

Minutes: 20th June 2017

Present: Mrs Linda McTavish Lay Governor (Chair)
Mr John Ayers Technical Staff Representative
Ms Nicky Bird UCU Representative
Ms Lesley Coyle Deputy Head of HR
Mr David Dalziel Head of HR
Professor Tom Inns Director, GSA
Professor Nora Kearney Lay Governor (Chair-elect)
Mr Alastair Milloy Director of Finance and Resources
Professor Johnny Rodger EIS Representative
Dr Craig Williamson Registrar and Secretary

Attending: Ms Emma Bullen HR Manager
Ms Lisa Davidson Policy and Governance Manager
Mr John Martin Assistant Secretary to the Board

1. Apologies for Absence

Apologies for absence were received from Ms Liz Calderwood, Ms Laura Glennie, Ms Kathy Molloy, Ms Shona Paul.

2. Minutes of Previous Meeting

The Minutes of the meeting held on 18th April 2017 were approved.

3. Election of Staff Representatives on HR Committee

Further to the discussion at the previous meeting, it was reported that invitations to stand for election as staff representatives for the period 2017/18 – 2019/20 had been issued. Two nominations for the Professional Support (Technical) category had been received and an election had just been held, the outcome of which would be announced as soon as both candidates had been informed. One nomination had been received for the Professional Support (Administration) category and Lisa Davidson had therefore been elected unopposed. No nominations had been received for the Academic and Professional Support (Maintenance) categories and, as specified in the rules, a further call for nominations for these categories would be issued shortly.

4. Action Points

The list of the Committee’s outstanding action points was noted.

5. Public Interest Disclosure (Whistleblowing) Policy

A draft Public Interest Disclosure (Whistleblowing) Policy had been circulated (Paper 5). This policy would replace the present Whistleblowing Policy and Procedure. The revised policy had been benchmarked against those in operation in five other HEIs. The policy sought to tighten procedures to minimise the possibility of any cases being handled incorrectly. The Committee also noted that the draft policy had been discussed at the Trade Union Forum.

The Committee recommended to the Board of Governors that the Public Interest Disclosure (Whistleblowing) Policy be approved, noting that the Audit Committee would also be invited to comment prior to consideration by the Board.
6. **Staff Disciplinary Policy and Procedure**

A draft Staff Disciplinary Policy and Procedure had been circulated (Paper 6). As discussed at the Committee’s previous meeting, the former Staff Disciplinary and Performance Management Policy would henceforth be divided into separate Capability and Disciplinary policies, along with a possible third policy relating to ill-health considerations. Cases might switch from one policy to another as appropriate. It was suggested that a flow chart describing these related policies would be helpful.

It was suggested that Section 2.3.2 (timing and location of hearings) might be moved further up the document. It was also suggested that the categories of representative who could accompany staff to hearings might be widened beyond the present two categories allowed, namely colleagues or trade union representatives. While it might be appropriate on occasion for other individuals to accompany staff, this might be described as an exceptional occurrence and care should be taken, for example, to prevent routine attendance by lawyers, who might prove intimidating to those participating in a hearing.

The policy was approved on the basis of the comments received being further considered by the Trade Union Forum and on final feedback from Unite.

7. **Policy Review Schedule**

The Committee noted the latest update on HR Policies and Procedures. Significant progress had been made in producing new and updated policies, all of which were available through the GSA website, and credit was due to HR staff and the Trade Union Forum. Progress would be considered as part of the current five-yearly review of the effectiveness of the Board of Governors and its committees.

8. **Career Development and Review**

It was reported that a formal paper on Career Development and Review would be presented to the Committee in 2017/18. In the meantime, training sessions for both reviewers and those being reviewed had been held and had been well received.

9. **National Pay Negotiations 2017/18**

The Committee noted the latest UCEA update (dated 2nd June 2017) on national pay negotiations for 2017/18 (Paper 9). The employers’ final offer was an increase of 1.7% for most spine points, with a higher increase at the lowest points. Formal responses from the trade unions were awaited and were likely to be variable. The UCU representative indicated that UCU would wish to discuss other issues in addition to the basic pay award, notably the gender pay gap in HE.

10. **Points Raised by UNISON**

The UNISON representative was unable to attend the meeting, but had asked that three matters be raised:

*Part of this minute has been withheld from website publication on grounds of commercial confidentiality.*

.3 **Car Parking**

In response to a query from UNISON, it was confirmed that a policy on car parking was awaited from the Head of Estates. The possibility of staff car parking spaces becoming available on the Stow Building site would be considered, although this was unlikely to be possible while contractors were working on refurbishment of the building.
11. Linda McTavish

This would be the final meeting of the Committee for Linda McTavish, whose appointment as a Lay Governor would end shortly. Linda had chaired the Committee through her nine-year period of service as a Governor, and had been a constant source of advice, experience and guidance to the Committee and to the GSA staff she had worked with. The Committee extended its grateful thanks to Linda, who indicated in turn that she had greatly enjoyed her work with the Committee over the years.

12. Dates of Meetings 2017/18

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JM
The Glasgow School of Art

Board of Governors

Report from Human Resources Committee of 19 September 2017

Action Sought

The Board of Governors is invited to note the minutes from the Human Resources Committee of 19 September 2017 and, in particular the following items that the Committee agreed should be highlighted for attention:

Item 3.2 Election of Staff Representatives on HR Committee

With regard to Trade Union representation on the Board of Governors, the Registrar and Secretary confirmed that GSA was in the process of progressing amendments to its Order of Council to ensure its compliance with all relevant aspects of the Higher Education Governance (Scotland) Act 2016. This would require detailed engagement with GSA’s solicitors, the Scottish Government and the Privy Council.

Item 6. Career Review and Development

Following a request from the Trade Union Forum regarding detail on Career Review and Development (CRD) completion rates, the Committee considered the report from the Head of HR (Paper 6), and expressed disappointment in the completion rate, particularly in light of the important links between career review and staff development, and activity planning.

The Committee agreed that an update regarding completion rates would be offered to each meeting of the Committee in the course of 2017/18, to allow closer monitoring of this important issue.

The Convenor agreed to highlight the Committee’s concerns at the Board of Governors meeting in October 2017.

Subsequent to their consideration and recommendation by the Human Resources Committee, the Board of Governors is also invited to approve the following policies:

- Capability Policy and Procedure
- Employee Support Procedure

Nora Kearney
Chair of Human Resources Committee
2 October 2017
THE GLASGOW SCHOOL OF ART

HUMAN RESOURCES COMMITTEE

Minutes: 19 September 2017

Present:  Professor Nora Kearney Lay Governor (Convenor)
Mr John Ayers Technical Staff Representative
Dr Nicky Bird UCU Representative
Mr David Dalziel Head of HR
Ms Lisa Davidson Administrative Representative
Mr Alastair Milloy Director of Finance and Resources
Ms Kathy Molloy UNISON Representative
Professor Johnny Rodger EIS Representative
Dr Craig Williamson Registrar and Secretary

Attending:  Ms Emma Bullen HR Manager

1. Apologies for Absence

Apologies for absence were received from: Ms Lesley Coyle; Ms Laura Glennie; Ms Muriel Gray; Professor Tom Inns; Mr Craig Laurie.

2. Minutes of Previous Meeting

The Minutes of the meeting held on 20 June 2017 were approved.

3. Matters Arising from the Minutes

.1 Overtime Payments

The Head of HR reported that overtime payments had been discussed at the Trade Union Forum on 12 September 2017, and subsequently, clarification regarding GSA’s position on overtime arrangements (as agreed in 2007) were circulated. While no immediate issues had been identified, it was recognised that this may need to be reviewed in due course.

.2 Election of Staff Representatives on HR Committee

As reported at the Committee’s last meeting, a further call for nominations for the three vacant positions for academic staff and one vacant position for a member of maintenance staff elected positions on the Committee would shortly take place.

Nominations would be invited on 4 October, with a closing date of 18 October. If necessary, elections would be held in the first week of November. Care was taken to avoid these elections coinciding with that for the Support Staff Governor on the Board, to avoid confusion between the different elections.

With regard to Trade Union representation on the Board of Governors, the Registrar and Secretary confirmed that GSA was in the process of progressing amendments to its Order of Council to ensure its compliance with all relevant aspects of the Higher Education
Governance (Scotland) Act 2016. This would require detailed engagement with GSA’s solicitors, the Scottish Government and the Privy Council.

4. Action Points

The list of the Committee’s outstanding action points was noted (Paper 4). The following items were discussed:

.1 Car Parking

In the absence of an update from the Head of Estates, it was agreed that this action should be revisited at the next meeting of the Committee.

[Action: AM]

.2 Outsourcing

The Head of HR reported that the matter had been discussed at meeting of the Trade Union Forum on 7 August 2017 which was attended by the Director of Finance and Resources. A number of matters, including the contractual position regarding withdrawal from the contract and the rate of pay for staff engaged under the contract, were carried forward to the next meeting of the Trade Union Forum to which the Head of Procurement would also be invited to attend. Unfortunately, both the Director of Finance and Resources and the Head of Procurement were unable to attend the scheduled meeting and another date will be arranged.

[Action: DD/AM]

5. Draft Remit and Membership 2017-18

A draft Remit and Membership for 2017/18 had been circulated (Paper 5). Subject to the correction of some minor corrections and the addition of a second Lay Governor, the Committee recommended to the Board of Governors that its Remit, Membership and Procedures for 2017/18 be approved.

6. Career Review and Development

Following a request from the Trade Union Forum regarding detail on Career Review and Development (CRD) completion rates, the Committee considered the report from the Head of HR (Paper 6), and expressed disappointment in the completion rate, particularly in light of the important links between career review and staff development, and activity planning.

This section has been withdrawn on the grounds of commercial confidentiality.

The Committee agreed that an update regarding completion rates would be offered to each meeting of the Committee in the course of 2017/18, to allow closer monitoring of this important issue.

[Action: DD]

The Convenor agreed to highlight the Committee’s concerns at the Board of Governors meeting in October 2017.
7. **Capability Policy and Procedure**

The Deputy Head of HR provided a brief overview of the development of the policies on this meeting’s agenda (Papers 7, 8, 9 and 10), all of which had been considered by the Trade Union Forum in September 2017.

The Committee noted that, given these formed part of a wider suite of inter-linking HR policies in development, that they would be reviewed in totality, in April 2018 to ensure their operational effectiveness.

A draft Capability Policy and Procedure had been circulated (Paper 7). Members provided feedback in particular relating to: the Capability definition in 2.1; the operation of the Panel at Stage 3; and the graphic representation of the process in Appendix 4.

[Action: DD]

Subject to the incorporation of the above feedback, the Committee recommended to the Board of Governors that the Capability Policy and Procedure be approved.

8. **Redundancy Policy and Procedure**

A revised Redundancy Policy and Procedure had been circulated (Paper 8). There was a detailed discussion regarding the recommended minimum period of consultation, and the consensus was that this required further consideration. The Committee agreed that, subsequent to further discussion at the Trade Union Forum on this particular point only, the Policy and Procedure should be re-submitted for consideration at its November 2017 meeting.

[Action: DD]

The Committee also agreed that the Enhanced Redundancy Package, currently offered by GSA, and not otherwise set out in the policy, should be ratified by the Committee on an annual basis for the purpose of transparency. This would be submitted to the November 2017 meeting for ratification.

[Action: DD]

9. **Redeployment Policy and Procedure**

A revised Redeployment Policy and Procedure had been circulated (Paper 9).

Members welcomed that a pay protection had been included in the policy, however, there was comprehensive discussion regarding whether six months was in line with sector norms. The Committee agreed that it was important that the process should be transparent and this element required further consideration. The Committee agreed that, subsequent to further discussion on this particular point only at the Trade Union Forum, the Policy and Procedure should be re-submitted for consideration at its November 2017 meeting.

[Action: DD]

10. **Employee Support Procedure**

A revised Employee Support Procedure had been circulated (Paper 10). Feedback was provided regarding the importance of stating the benchmarking undertaken on the procedure.
The Committee recognised the importance of providing appropriate training and guidance to line managers, in order to ensure that the Employee Support Procedure, and the wider suite of policies, may be implemented correctly and in the spirit intended.

The Committee **recommended to the Board of Governors** that the Employee Support Procedure be approved.

The Committee noted the significant work undertaken by the Head of HR, and in particular by the Deputy Head of HR and the HR Manager, in the development of these policies and procedures.

11. **National Pay Negotiations: Update**

The Committee noted that the National Pay Negotiations for 2017/18 had concluded and that the pay increase, back dated to 1 August 2017, would be included in staff’s September 2017 pay.

12. It was **agreed** by the Committee that in future Any Other Business would not be itemised on the agenda but Committee members will have the opportunity to submit items for the agenda in advance.

13. **Dates of Meetings 2017/18**

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1. Apologies for Absence

Sir Muir Russell

2. Minutes of the Meeting held on 20th March 2017

The minutes of the meeting held on 20th March 2017 were approved.

3. Guidance from the Board of Governors

As specified in the framework for the operation of the Committee, the Board of Governors had considered (at its meeting on 12th June 2017) its policy guidance to the Committee, as outlined in Paper 3. The Board had duly agreed:

.1 To continue the previous practice of implementing the national pay award, i.e. GSA would apply any national increase to staff outwith the national pay award, save for those staff for whom an additional increase was agreed by the Committee.

.2 To continue with the existing practice that all remuneration decisions in relation to roles paid above the national pay scales would be referred to the Remuneration Committee.

.3 To charge the Remuneration Committee with ensuring that equality matters were considered in its deliberations and that the basic principle of equal pay for work of equal value was followed.

4. Severance Payments 2016/17

The Committee noted the Summary of Severance Payments 2016/17, prepared by the Head of HR. There had been three agreements, only one of which had been at a level requiring consideration by the Committee (at its meeting in August 2016) and notification to the Scottish Funding Council.
5. **Staffing Case: Head of Research and Enterprise**

The School had recently appointed a Head of Research and Enterprise. A proposed salary level had been circulated, which included benchmarking data (Paper 5). A salary was agreed (full details are shown in the minutes of the meeting).

6. **Equality and Diversity**

The Committee had considered equality and diversity factors in relation to the previous item and it was reported that the Head of HR would be carrying out an analysis of equality and diversity in relation to the operational areas of all senior staff who reported to the Director.

JM
ACTION SOUGHT

The Board of Governors is invited to **approve** the attached Statement of Corporate Governance 2017/18

BACKGROUND

The Statement of Corporate Governance has been revised to directly incorporate more of the Scottish Code of Good HE Governance. The additions are directly from the Code or are aligned to its expectations. In addition to aiding alignment this also make it simpler for GSA to evidence adherence to the Code.

Dr Craig Williamson
Registrar and Secretary
19 September 2017
THE GLASGOW SCHOOL OF ART

BOARD OF GOVERNORS

STATEMENT OF CORPORATE GOVERNANCE 2017/18

Approved by the Board of Governors, October 2017

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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.

The School is also a Company Limited by Guarantee and is therefore legally required to carry out certain actions as defined by the Companies Act. The School provides annual returns and accounts to Companies House, holds an Annual General Meeting, and maintains 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 (SFC), 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.

The School 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.

**The School subscribes to the Scottish Code of Good HE Governance.** 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.

*Note: the Scottish Parliament passed the Higher Education Governance (Scotland) Act in 2016, which includes changes to the composition of the governing bodies of Scottish Higher Education Institutions. The School is developing measures to ensure compliance with the legislation, including appropriate revision of the Order of Council.*
The School also subscribes to the Seven Principles of Conduct in Public Life. These are:

**Selflessness**
Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their families or their friends.

**Integrity**
Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that may influence them in the performance of their official duties.

**Objectivity**
In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability**
Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness**
Holders of public office should be as open as possible about all their decisions and the actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty**
Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership**
Holders of public office should promote and support these principles by leadership and example.

2. **Board of Governors: Statement of Primary Responsibilities**

The Board of Governors has the following responsibilities:

.1 To play a key role in the development, approval and review of 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 School, to ensure that proper books of account are kept, to prepare an annual capital budget, 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 School’s assets.

The Board shall ensure that there are clear policies in place on a range of systems including treasury management, investment management, risk management, debt management and grants and contracts and shall ensure that such policies are periodically reviewed.

[Note: investment levels for which authority from the Board is required are shown in the Financial Regulations which the Director of Finance and Resources shall ensure are current and reviewed annually.]

.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. A selection committee of the Board of Governors, which shall include an appointed staff member and a student member of the Board, shall undertake the appointment. The Committee will make a recommendation to all members of the governing body who shall be consulted on the appointment. The appointment process is informed by the best practice guidance on appointing senior managers which has been prepared by Universities UK.

• delegate authority to the Director for the academic, corporate, financial, estate and human resources management of the School.

• 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 School, there is an appropriate separation in the lines of accountability. The removal of the Secretary to the Board shall be a decision of the Board of Governors as a whole.

.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 person appointed has other managerial responsibilities in the School, there is an appropriate separation in the lines of accountability.

.7 To appoint the Deputy Director of the School.

.8 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).

The School has an agreed Risk Management Framework which sets out how risk is identified, assessed and reported. The School’s approach to internal control is through management reports to the Board and its committees, and specifically includes an Audit Committee which receives reports from appointed, independent, auditors.

.9 To ensure that processes are in place to monitor and evaluate the performance and effectiveness of the School against the plans and approved Key Performance Indicators, which should be – where possible and appropriate – benchmarked against other comparable institutions.

.10 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 Academic Council. This five-yearly 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 internal annual reviews of the Board’s effectiveness.

.11 To conduct its business in accordance with best practice in higher education corporate governance and with accepted standards of ethics and behaviour in public life. 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.

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

.13 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). The Board of Governors shall approve the policies and processes used by the Remuneration Committee, which shall report fully to the Board following their meetings to allow the Board to ensure compliance with said policies.

.14 To ensure that systems and policies are in place for meeting all of the School’s legal obligations, including those relating to health and safety, the observance of good practice in equality and diversity, the defence of academic freedom, the requirements of company law, the governing instruments of the School and its charitable status. The Board shall regularly review such systems and policies.

.15 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.

.16 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. The Board shall have the following committees which will all be chaired by Lay Governors:

- Business Committee
- Audit Committee
- Estates Committee
- Human Resources Committee
- Remuneration Committee
- Nominations Committee
- Investment Committee
- Museum and Archive Committee

The Board will review and approve annually a Schedule of Reservations that is annexed to the Statement of Corporate Governance at Schedule 1a detailing a list of matters that are reserved to the Board. The Board will also review and approve annually a document detailing the remits and membership of Board committees. In the event that there is any doubt as to authority on decision-making, the Chair of the Board or any of the Board Committees must consult with the Registrar and Secretary as Secretary to the Board.

To ensure that the Strategic Plan presented by the Director sets out appropriate arrangements for engaging with the public and the wider communities served by the School.

To approve the constitution and functions of the Students’ Association.

To safeguard the reputation and values of the School.

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

1 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, has been prepared and is utilised in the recruitment of Governors and is available to view on the School’s website.

The following categories, against which appointments are informed, are included in the matrix: education, creative industries, estates, business, legal, finance, local/central government or public sector and community and public engagement.

When a lay Governor demits office or the School seeks to appoint a new Governor, the Nominations Committee or a sub group thereof shall review the balance of skills in the membership of the Board against the skills matrix. This shall inform the appointments process. At the same time the Nominations Committee or a sub group thereof shall also review the membership of the Board taking cognisance of equality and diversity legislation.

It is the School’s policy that it will assess and be mindful of the prevailing legislation in respect of equality and diversity when reviewing the lay membership of the Board of Governors. The School has committed to achieving a minimum of 40 per cent of both men and women as lay Governors on the Board of Governors with the remaining 20 per cent being of either gender.

Upon the appointment of a new lay Governor the Board shall receive an updated report from the Registrar and Secretary as Secretary to the Board on the balance of equality and diversity within the Board membership.

The School shall as a matter of course publish on its website a standard advertisement in respect of the appointment of new lay Governors together with a standard letter confirming the terms of appointment of such new Governors and a standard letter confirming the terms of appointment of the Chair of the Board of Governors.

- The Director of the School, the Deputy Director of the School and the President of the Students’ Association in the School, as governors ex officio; and

- Staff Governors appointed as follows:

  i) 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;

  ii) one who shall be elected by the academic staff of the School;

  iii) one who shall be elected by the support staff of the School.

.2 Appointment and Period of Office of Governors

i) 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.

ii) 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.
iii) 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. This is applicable also to Staff Governors.

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 or sub-group thereof 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. When seeking nominations for appointment to the Board of Governors the Board may wish to consider the involvement of members of the local community. In addition the Board may co-opt promising candidates for Board membership onto committees of the Board of Governors to establish suitability of those concerned for membership of the Board itself in due course.

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 will be prepared. **Staff and students will be consulted on the development of the job specification before it is finalised.** A formal interview process shall be required for the short-listed candidates. **Formal arrangements shall be made, through the appointed staff and student members of the governing body, to enable the views of staff and students to be taken into account before the final appointment is made.**

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;
- **where a member of the Board of Governors is elected as Chair they shall begin a new three year term of office linked to the office of Chair but shall at no time exceed the nine year limit of service applicable to all Governors;**
- 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) may attend any meeting and is chair of the Nominations Committee and is a member of the Remuneration Committee, the Business Committee and the Estates 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 must be seen as being independent in character and judgement. 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. There must be a constructive and challenging working relationship between the Chair and the Director for the Board of Governors to be effective. Further, where the Director has been charged with implementing decisions of the Board, the Chair must ensure that the Director reports back appropriately to the Board.

6. The Chair shall attend regular meetings of the Business Committee to receive regular reports from the School’s senior management regarding the business of the School.

7. 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. A list of the documents provided to new Governors on induction is detailed in Schedule 2 to the Statement of Corporate Governance.

8. The Chair shall make arrangements to review annually the performance of the Director, this process to involve consultation with all Governors. In assessing the performance of the Director, account should be taken of the implementation of the strategic plan and the achievement of KPIs agreed by the Board. Any proposed changes to the Director’s salary following appraisal must follow the procedures and policies of the Remuneration Committee.

9. The Chair shall have powers to act on behalf of the Board of Governors in respect of matters that are judged too urgent and important to await the next meeting of the Board of Governors. In such circumstances the Chair has the option of calling a special meeting, consulting the members of the governing body by correspondence, or dealing with the matter by chair’s action. Chair’s action on matters of importance is only appropriate where delaying a decision will disadvantage the School. In such circumstances the Chair should consult with the Director and the Registrar and Secretary as Secretary to the Board of Governors.

The Chair may deal with routine matters on behalf of the Board of Governors in between meetings. This will normally consist of business that would not have merited discussion at a governing body meeting such as the signing of routine documents and detailed implementation of matters already agreed by the governing body. The Chair shall report any action taken to the next meeting of the Board.

10. 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**

.1 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.

.2 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.

.3 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, coordination, development and supervision of the academic work of the School.

.4 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 and in the Schedule of Reservations annexed to the Statement of Corporate Governance. Where the Director is charged with implementing decisions of the Board of Governors, the Director must ensure that this is appropriately reported back to the Board.

.5 The Director shall ensure that procedures are in place and appropriately disseminated regarding risk management.

6. **The Role of Secretary to the Board**

The Registrar and Secretary is the Secretary to the Board of Governors. 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 to the Board 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 Higher Education Governance (Scotland) Act 2016) 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. The Secretary to the Board should be solely responsible for providing legal advice to or obtaining it for the Board of Governors, and advising it on all matters of procedure.

Irrespective of his/her other duties within the School, the Secretary to the Board 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 to the Board 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 to the Board 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.

The Secretary to the Board 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.

7. The Role of Director of Finance and Resources

The Director of Finance and Resources attends the Board of Governors and relevant Board committees, including the Audit Committee, the Business Committee, the Estates Committee and the Remuneration Committee. As part of his/her role, the Director of Finance and Resources undertakes appropriate company secretary duties, where appropriate in consultation with the Secretary to the Board. 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 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.

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• 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.

• ensuring that Financial Regulations and procedures are in place, approved by the Board and appropriately disseminated and periodically reviewed. This includes making reference to treasury management, debt management and grants and contracts.

• ensuring that the annual Financial Plan and the annual Operating Plan are submitted to the Board of Governors for approval in alignment with the Strategic Plan.

• ensuring that the approval of the Annual Budget by the Board of Governors is noted annually on the agenda for the meeting of the Board of Governors.

• ensuring that the School’s Annual Report is circulated to academic and other departments and to the students’ representative body. The Assistant Secretary to the Board of Governors will provide the Director of Finance and Resources with details of training made available to members of the Board of Governors during the year to which the report relates so that these details may be included within the Annual Report as is required.

• ensuring that value for money on procurement is achieved through ensuring that adequate procurement policies and procedures are in place; that policies and procedures are consistently applied, and that there is compliance with relevant legislation. The Director of Finance and Resources is also responsible for ensuring that the School’s procurement procedures, including procedures governing conflicts of interest relating to procurement matters, form part of the Financial Regulations, and are approved by the Board of Governors.

• ensuring that the Board of Governors is appraised of health and safety, incident management and business continuity, and estates matters as appropriate.

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

8. **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.

9. 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.
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. The Board may consider as a reserved area of business, any matters that it considers to be confidential. The reservation of any business must be raised at the start of meetings of the Board of Governors and Board Committees, following consultation with the Secretary to the Board.

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.

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.

Variation/Rescission of Decisions of the Board of Governors

A decision of the Board of Governors shall continue to be operative and binding until varied or rescinded but no motion to vary or rescind any decision made within the preceding twelve months shall be competent except with the consent of two thirds of the lay members present and voting at a quorate meeting. However, it shall be competent to deal with the subject matter afresh without two thirds of lay members’ consent where the Chair is satisfied that a material change of circumstances has occurred.

Register of Interests

Governors and senior members of staff with significant financial responsibility must notify the Secretary to the Board 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 is available for public inspection and is published on the School’s website. 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.
11. 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.

12. 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 external auditors.

(Ends)

Attached: Schedules to the Corporate Governance Statement
SCHEDULE 1 TO THE STATEMENT OF CORPORATE GOVERNANCE

A) GENERAL SCHEDULE OF RESERVATIONS

The Board of Governors has responsibility for approving the following:

1. The Statement of Primary Responsibilities of the Board of Governors.

2. The mission and strategic vision of the School.

3. The School’s Strategic Plans (academic and business).


5. The Financial Statements.

6. The Annual Budget.

7. The Capital Budget.

8. The Financial Forecasts.

9. The Outcome Agreement with the Scottish Funding Council.

10. Specific loan funding. (see point B of Schedule 1 - Financial Authority)


12. Any School wide strategies, appropriate policies and formal reports including those relating to:
   a. Risk assessment/management
   b. Major investment decisions
   c. Academic sustainability
   d. Financial sustainability
   e. Human Resources
   f. Estate Strategy
   g. Legislative Compliance

13. Major statements complying with statutory or other legal requirements including those relating to the governing instruments of the School and its charitable status.

14. The Remuneration Policy for those senior staff members whose salaries are not included within national pay scales.

15. The constitution and function of the Students’ Association.

16. Changes (variation, amendment or revocation) to the School’s governing order (subject to Privy Council approval).

17. Standing Orders of the Board of Governors.
The Board of Governors is also responsible for:

18. The creation and monitoring of subsidiary bodies.

19. The approval and monitoring of the key performance indicators of the School.

20. The establishment and monitoring of systems of control and accountability.

21. The appointment of the Chair of the Board of Governors, any Vice-Chairs, lay Governors, the Director, Deputy Director(s) and the Secretary to the Board.

22. The dismissal of the Chair of the Board of Governors, any Vice-Chairs, lay Governors, the Director and the Secretary to the Board.

23. The monitoring and evaluation of the effectiveness of the Board of Governors itself.

24. The appointment of, and receipt of reports from, the Academic Council.

25. The formation of, and receipt of regular reports from, Committees to consider major areas of activities.

26. The appointment and removal of the School’s internal and external auditors.

27. The consideration and approval of the Audit Committee Annual Report.

28. The consideration and approval of the Internal Audit Plan.

29. Any other matters which may be identified by the Scottish Funding Council for Further and Higher Education as requiring the approval of the full Board of Governors.

30. Any matter which might have a significant bearing on the reputation of the School.

B) Financial Authority

Details of delegated financial authority are set out in the Financial Regulations. The Director of Finance and Resources shall ensure that the Financial Regulations are current and are reviewed annually, with approval sought from the Business Committee or the Board of Governors as appropriate.
SCHEDULE 2 TO THE STATEMENT OF CORPORATE GOVERNANCE

MATERIALS PROVIDED ON THE INDUCTION OF NEW GOVERNORS:

- GSA Statement of Corporate Governance (updated annually)
- Scottish Code of Good HE Governance
- GSA Strategic Plan and strategy documents covering areas such as learning and teaching, research, widening participation and estates.
- Current Operational Plan(s)
- List of GSA Committee Remits and Memberships
- Board of Governors’ Committee Structure
- Recent Board Minutes (and appropriate Board committee minutes)
- List of Board and committee meeting dates
- Other rules and procedures of the governing body
- GSA Annual Report and Accounts
- GSA Management Accounts (most recent) and Financial Forecasts
- Scottish Funding Council Outcome Agreement
- Scottish Funding Council Financial Memorandum
- Leadership Foundation Courses brochure
- Legal Advice on Governors’ Responsibilities and Liabilities
- CUC publications (if appropriate), e.g. Handbook for Members of Audit Committees in HE, or the “Getting to Grips” guides.

(Ends)
Subject to approval by Academic Council on 4th October 2017, it is recommended to the Board of Governors that the amended Remit and Membership for 2017/18 be approved.

Context:

The majority of the changes have been proposed as a result of the Reflective Analysis of the Five-Yearly Review of Academic Council, which will be presented to Academic Council in December 2017.

In addition, by 2020, GSA must comply with the Higher Education Governance (Scotland) Act 2016, which sets out that the Academic Board (or in GSA’s case, the Academic Council) must be constituted in such a way that more than 50% of its members are either (1) persons appointed by being elected by the academic staff of the institution from among their own number, and (2) persons appointed by being elected by the students of the institution from among the students of the institution. In addition to satisfying GSA’s existing Order of Council, and the element of the Higher Education Governance (Scotland) Act 2016, the increase proposed to the elected membership will have the additional benefit of encouraging and widening participation from the academic community. Arrangements with regard to changes to the Order of Council are being progressed by the Registrar and Secretary.

Points to Note:

- The remit of Academic Council is unchanged.

- The membership for 2017/18 has been updated to reflect the new academic structure of GSA. In addition, provision has been made to appoint an additional seven members of academic staff, which will bring the total of elected members to Academic Council to fourteen.

- Frequency of meeting has been updated to reflect semesterisation.

- The quorum has been expanded to a minimum of ten members, three of which must be elected members.

Dr Craig Williamson
Registrar and Secretary
2 October 2017
1. Remit

The remit of Academic Council is supplied 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

- Director (Convenor)
- Deputy Director (Academic)
- Deputy Director (Innovation)
- Deputy Registrar
- Head of Learning Resources
- Head of Learning and Teaching
- Heads of the Schools
- Head of Research and Enterprise
- President of the Students’ Association
- Registrar and Secretary

- Fourteen members, elected by and from members of the part-time and full-time academic staff, who are not otherwise permanent members or co-opted members. In order to ensure that Academic Council’ membership remains broad and representative, membership is limited to no more than three members from any School. Elected members shall serve for a period of three years (with possible re-election for a further two terms, up to a maximum of nine years).

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

Secretary: A member of staff from the Policy and Governance department
3. Frequency of meetings

It is expected that the Committee will meet at least four times per academic session.

4. Quorum

A minimum of ten members, to include at least three elected members.

(Ends)
The Glasgow School of Art

Board of Governors

Board Committees: Remits, Memberships and Procedures for the 2017/18 Academic Year

For approval by the Board of Governors, October 2017

Below are Remits, Memberships and Procedures for 2017/18 for the following:

- Audit Committee Page 2
- Business Committee Page 5
- Estates Committee Page 8
- Human Resources Committee Page 11
- Museum and Archive Committee Page 14
- Investment Committee Page 16
- Nominations Committee Page 19
- Remuneration Committee Page 20

(Note: the proposed Remit and Membership of Academic Council are contained in a separate Board paper)

JM
October 2017
The Glasgow School of Art

Board of Governors

Audit Committee

Remit, Membership and Procedures 2017/18

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.

- Recommend to the Board the approval of the Internal Audit Plan.

- 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 and Estates Committee.

- 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, the Registrar and Secretary, and the Director of Finance and Resources are not members but attend by invitation and would normally attend all meetings of the Committee.

   d) Other senior managers may attend by invitation. Normally this includes the Deputy Director of Finance and Resources and the Head of Finance.

   e) Representatives of the External and Internal Auditors will be invited to attend meetings.
In 2017/18, the initial membership is as follows:

**Members**

Mr Charles Beattie  
Lay Governor *(Chair)*

Sir Muir Russell  
Lay Governor and Vice-Chair, Board of Governors

Dr Susie Mitchell  
Lay Governor

To be confirmed  
Lay Governor

**In attendance (GSA)**

Ms Muriel Gray  
Chair, Board of Governors

Professor Tom Inns  
Director, GSA

Ms Sandi Galbraith  
Deputy Director of Finance & Resources

Mr Alastair Milroy  
Director of Finance and Resources

Mr Alistair Storey  
Head of Finance

Dr Craig Williamson  
Registrar and Secretary

**In attendance (external)**

Mr Gary Devlin  
Scott Moncrieff, External Auditor

Mr James McBride  
Scott Moncrieff, External Auditor

Ms Claire Robertson  
BDO, Internal Auditor

Mr Craig Wright  
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.
The Glasgow School of Art

Board of Governors

Business Committee

Remit, Membership and Procedures 2017/18

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 note the Annual Accounts to the Board (the Annual Accounts are formally recommended to the Board by the Audit Committee).

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 financial and resource aspects of School’s Estates Development strategy.
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 and Secretary (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 2017/18 is as follows:

Ms Muriel Gray, Chair of the Board of Governors (Chair)

Mr Douglas Brown, Lay Governor

Professor Tom Inns, Director

Mr Alistair Milloy, Director of Finance and Resources

Ms Eleanor McAllister, Lay Governor

Ms Laura Glennie, President, Students’ Association

Ms Christa Reekie, Lay Governor

Mr Ken Ross, Lay Governor

Sir Muir Russell, Lay Governor (and Vice Chair of the Board)

Mr Andrew Sutherland, Lay Governor

Ms Sandi Galbraith, Deputy Director of Finance and Resources (in attendance)

Mr Alistair Storey, Head of Finance (in attendance)

Dr Craig Williamson, Registrar and Secretary (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 include scrutiny of 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.

JM
August 2017
1. Remit

The Committee’s role is to consider strategic and key operational issues in relation to the School’s Estate. For the period from the present until completion of the Mackintosh Restoration Project, that project will form a separate part of the agenda of the Committee’s meetings, with those attendees only involved with the Mackintosh project not being required to attend for other agenda items. The Stow Building project will also be a significant agenda item for meetings during 2017/18. The Chair of the Committee will determine attendance at meetings for different items of business.

The Committee will report to the Board of Governors (through its Minutes and, where necessary, through forwarding of items of business or recommendations to the Board), but will also seek authority where necessary from the Business Committee.

The Committee’s role will include:

i) Mackintosh Restoration Project

The Committee will 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;

- as defined by a schedule of spending thresholds approved by the Business 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 Committee and/or Board of Governors on major financial decisions and appointments in relation to restoration of the building;

- consideration of updated project risk registers;

- consideration of progress reports from the Mackintosh Operations Group and from key individuals, including the Director, Director of Finance and Resources, Internal and External Project Managers;

- provision of regular reports and recommendations to the Board of Governors, including summaries of expenditure (as above).
ii) **Stow Building Project**

The Stow Building is being refurbished and will be a major project until at least late 2018. The Committee’s role will include:

- consideration of the timetable and key milestones for the refurbishment of the building;

- as defined by a schedule of spending thresholds approved by the Business 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 Committee and/or Board of Governors on major financial decisions and appointments in relation to refurbishment of the building;

- consideration of progress reports from the Stow Operations Group and from key individuals, including Internal and External Project Managers;

- consideration of updated project risk registers;

- provision of regular reports and recommendations to the Board of Governors, including summaries of expenditure (as above).

iii) **Master Plan and Associated Estate Developments**

- Consideration of strategic plans and development options for the School’s estate.

- Consideration of programmes, project updates, budgets, cash flow and risk registers for other major Estates projects as these arise

- as defined by spending thresholds approved by the Business Committee and Board of Governors, authorisation of expenditure and the appointment of contractors for major projects as these arise.

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 President of the Students’ Association

- Co-opted members or attendees, as required for specific issues.
The core membership for 2017/18 is as follows:

Ms Eleanor McAllister, Lay Governor (Chair) (until 31st December 2017)
Ms Muriel Gray, Lay Governor and Chair of the Board of Governors
Mr Douglas Brown, Lay Governor (Chair from 1st January 2018)
Ms Christa Reekie, Lay Governor
Professor Tom Inns, Director, GSA
Ms Laura Glennie, President of the Students’ Association
Mr Alistair Milloy, Director of Finance and Resources

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

3. Attendees

Attendees join the Committee, for the relevant part of the agenda, at the request of the Chair of the Committee or the Director of GSA. Indicative attendees are:

Mackintosh Restoration Project only

Ms Liz Davidson Senior Project Manager for the Restoration Project
Mr Eliot Leviten Estates Special Project Manager
Ms Sally Stewart Head of the Mackintosh School of Architecture
Mr Ranald MacInnes Head of Heritage Management, Historic Environment Scotland

Stow Building Project/Other Estates Matters only

Mr Mike Quigley Head of Estates
Mr David Miller Project Manager

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.

JM
Updated August 2017
The Glasgow School of Art

Board of Governors

Human Resources Committee

Remit, Membership and Procedures 2017/18

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 Chair shall have delegated authority to act on behalf of the Human Resources Committee outwith 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 professional 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 Trade Unions.

e) The President of the Students’ Association

f) The Director of Finance and Resources

........../
g) The Registrar and Secretary
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 Chair

The Chair will be nominated by the Board.

2.3 In attendance by invitation

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

2.4 Membership 2017/18

The initial membership for 2017/18 is as follows:

Professor Nora Kearney  Lay Governor (Chair)
Vacancy                Lay Governor
Mr John Ayers          Elected Technical Staff Representative* 
Ms Nicky Bird          UCU Representative
Ms Lesley Coyle        Deputy Head of Human Resources (ex-officio)
Mr David Dalziel       Head of Human Resources (ex-officio)
Ms Lisa Davidson       Elected Administrative Representative*
Ms Laura Glennie       President, Students’ Association (ex-officio)
Mr Craig Laurie        UNITE Representative
Mr Alastair Milloy     Director of Finance and Resources (ex-officio)
Ms Kathy Molloy        UNISON Representative
Professor Johnny Rodger EIS Representative (deputy: Prof. C Porteous)

Dr Craig Williamson    Registrar and Secretary (ex-officio)
Ms Muriel Gray         The Chair of the Board (in attendance)
Professor Tom Inns     Director (in attendance)
Vacant                 Three elected academic representatives*
Vacant                 Elected maintenance staff representative*

* Period of office 1st September 2017 – 31 August 2020

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 and Secretary or the Head of HR.

4. Agenda

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

5. Minutes

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

(ends)
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 Head of Learning Resources
The Archives and Collections Manager
The Curator
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, normally including at least one GSA Governor.

The term of membership for external members will normally be 3 years, with the option of a second term.

Co-Opted Members Additional GSA staff may be co-opted as appropriate.
3. **Membership 2017/18**

The initial membership for 2017/18 will be as follows:

Professor Alison Yarrington, Lay Governor (Convenor)

Ms Jenny Brownrigg, Exhibitions Director, GSA (ex-officio)
Professor Ken Neil, Deputy Director GSA, (ex-officio)
Ms Laura Glennie, 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, Archives and Collections Manager (ex-officio)
Mr Simon Green, Historic Environment Scotland *(until October 2018. First appointed 2009. Third term approved by Board)*
Ms Victoria Peters, Archivist, University of Strathclyde *(until December 2019. First appointed 2014)*
Dr Evelyn Silber, former Director of the Hunterian Museum and Art Gallery *(until August 2020. First appointed 2011. Subject to approval of the recommendation to the Board of Governors that Dr Silber be appointed for a third term of three years)*
Dr Sabine Wieber, Lecturer, History of Art, University of Glasgow. *(until August 2020. First appointed 2011. Subject to approval of the recommendation to the Board of Governors that Dr Wieber be appointed for a third term of three years)*
Ms Polly Christie, Recovery Project Lead, GSA (co-opted)
Ms Liz Davidson, Senior Project Manager, GSA (co-opted)
Ms Sarah McKinnon, 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.

JM
September 2017
The Glasgow School of Art

Board of Governors

Investment Committee

Remit, Membership and Procedures 2017-18

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)

   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 2017/18

The initial membership for 2017/18 will be as follows:

Sir Muir Russell, Vice-Chair, Board of Governors (Chair)
Mr Douglas Brown, Governor
Mr Alistair Milloy, 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

4. Socially Responsible Investment

Please see overleaf.
Glasgow School of Art

Board of Governors

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
Glasgow School of Art

Board of Governors

Nominations Committee

Remit, Membership and Procedures 2017/18

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 Chair of the Board of Governors (Chair)
- The Chairs of the Board Committees (Business, Estates, Audit, Human Resources, Museum and Archive, Investment)
- The Director
- An elected Staff Governor nominated by the Board
- The President of the Students’ Association
- (In attendance) The Registrar and Secretary

Quorum

Four members

Meetings

The Committee will meet when required.
Glasgow School of Art

Board of Governors

Remuneration Committee

Remit, Membership and Procedures 2017-18

Remit

The Committee will be responsible for agreeing 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 Human Resources 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 and Secretary (in attendance)
- The Head of Human Resources (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 meet as and when required.

(ends)
Approval Sought
The Board of Governors is asked to endorse the attached GSA Annual Report on Institution-Led Review of Quality in Academic Year 2016/17.

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.

The report has been submitted to the SFC as the response date was 30 September 2017. 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
2 October 2017
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 2016/17, 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 2017
THE GLASGOW SCHOOL OF ART

ANNUAL REPORT TO THE SCOTTISH FUNDING COUNCIL ON INSTITUTION-LED REVIEW ACTIVITY IN 2016/17

CONTENTS

1. Introduction

2. Outcomes of Institution-Led Review Processes at GSA for Session 2016/17

3. Composition and Membership of Academic Council

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

5. Reflection on 2016/17 Findings and Progress

6. Governing Body Endorsement and Statement of Assurance

Annex 2: Timetable of Institution-level Reviews
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 2016/17. 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, and the projected schedule is set out in Annex 1. 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.

2. Outcomes of Institution-Led Internal Review Processes at GSA for Session 2016/17

Programme Monitoring and Annual Reporting

2.1 GSA’s Undergraduate and Postgraduate Committee continued to report to Academic Council and the University of Glasgow on both the detail of the Programme Monitoring and Annual Reporting exercise and the extent to which the mechanism facilitates monitoring and reflection.

2.2 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.

2.3 GSA’s Programme Monitoring and Annual Reporting process represents an 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. 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 National Student Survey (NSS) and Postgraduate Taught Experience Survey (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.

2.4 GSA’s Programme Monitoring and Annual Reporting meeting on taught provision in session 2015/16 was held on 23 November 2016. In addition to actions specific to Schools and cognate areas, at the Programme Monitoring and Annual Reporting meeting a series of co-ordinated GSA-wide actions were
agreed and GSA’s Learning and Teaching Enhancement Working Group\textsuperscript{1}, chaired by the Head of Learning and Teaching, was tasked with progressing these in the course of 2016/17 in conjunction with Boards of Studies.

*Actions Taken Forward by the Learning and Teaching Enhancement Working Group*

2.5 Examples of the co-ordinated actions, and brief progress updates are set out below.

**Co-ordinated Action**: GSA would design and develop a Personal Tutor Scheme for all students on undergraduate programmes and would aim to implement this from session 2017/18.

2.6 The Learning and Teaching Enhancement Working Group commenced work on the design and development of a comparative system of personal tutoring across GSA early in 2016/17. The system will be trialled with selected year groups, and a pilot Personal Tutor Scheme will be launched in September 2017, and operate in session 2017/18 with the view to rolling out the scheme across all years and undergraduate programmes in September 2018. Each of GSA’s five Schools will participate in the pilot exercise.

2.7 The pilot aims to harmonise Personal Tutor arrangements within select departments and year groups in order to enhance support and guidance offered to students within Schools. This is a key area for enhancement and through harmonisation it is hoped that realistic expectations for student support will be established within Schools and at Programme-level.

2.8 The Personal Tutor Scheme will be evaluated as part of the introduction of the new Student Experience Survey and developed further for implementation across GSA in session 2018/19.

**Co-ordinated Action**: In conjunction with GSA’s Students’ Association, GSA would develop more systematic ways of engaging with and reporting to the student voice.

2.9 The Deputy Director (Academic), President of the Students’ Association, colleagues in the Glasgow School of Art Students’ Association, Class Representatives, and members of the GSA Learning and Teaching Enhancement Working Group held discussions and workshops to identify ways in which to improve the *Student Voice* at GSA. In this context, the *Student Voice* may be understood as: comment and feedback from the students regarding GSA’s programmes, its Schools and about the institution itself, on all relevant aspects of students’ learning environment and learning experience. It was evident that there was scope for GSA to improve how it systematically reports back to the student body, and in doing so thereby providing students with the necessary evidence and reassurance that their feedback is heard and valued.

2.10 The Deputy Director (Academic) and the President of the Students’ Association reviewed GSA’s current arrangements for student representation and devised a *Lead Rep* structure to support student representation at School level. The new system has been designed to: remove unnecessary complication in the student representative system; improve the *Student Voice* at key meetings such as Boards of Studies; harmonise good practice across GSA to gather, listen to, and respond to the Student Voice; address common institutional issues that arise at but cannot be solved by Boards of Studies; and

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\textsuperscript{1} The Learning and Teaching Enhancement Working Group is a key systematic structure for facilitating enhancements in the quality of learning opportunities, and reports to GSA’s Undergraduate and Postgraduate Committee. It is a cross-GSA group attended by senior academic staff including the Deputy Director (Academic), Heads of Schools, some Professional Support Heads, the President of the Students’ Association.
continue the Director’s Forum as a discussion opportunity for sharing information on sector context and strategic planning.

2.11 The structure will be implemented in September 2017 and reviewed at end of the session, when there will be an opportunity to reflect on how the first iteration has operated and make adjustments, where necessary for the following academic session.

**Co-ordinated Action:** GSA would devise standardised Quality Enhancement Questionnaires (QEQs) for all courses and programmes which would incorporate questions relating to NSS learning and teaching questions. There would be flexibility for Schools to include Programme/course specific questions however a harmonised approach would be followed.

2.12 A standardised approach was devised to survey students in relation to the student learning experience on programmes and courses in order to inform local and institutional enhancement. It was recognised that enhancing the ability of GSA, its Schools and programme teams to utilise this data to inform understanding of key performance indicators such as the National Student Survey would also allow the institution to evidence effectiveness, quality and impact for external processes such as ELIR and TEF.

2.13 A short life working group, chaired by the Head of Learning and Teaching, was commissioned to review the provision of student surveys (Quality Enhancement Questionnaires/quality Learning and Teaching surveys) currently operating within Schools, and propose a standardised approach to collecting student experience data for enhancement purposes. The group developed a cross GSA Student Experience Survey based upon the NSS and PTES in order to gather data across the full spectrum of student academic experiences.

2.14 It is anticipated that the new Student Experience Survey will be implemented in January 2018 and will be delivered in two phases: Phase 1 being focused on teaching and curricular delivery, academic support, and organisation and management; and Phase 2 which will focus on end of programme/year experience, summative assessment and feedback, learning resources.

2.15 Results from the survey will be made available to programme teams and Schools. In addition, the data will be analysed centrally by the Learning and Teaching team to provide an overview at the institutional level. Results will be considered at Staff Student Consultative Committees and by the Learning and Teaching Enhancement Working Group where appropriate actions will be identified. GSA has recently invested in a new VLE (CANVAS) and it is intended to use this as a key method of feeding back to students regarding the GSA, School or programme level responses to the survey.

**Co-ordinated Action:** GSA would support the development of the creation of a student handbook which incorporated programme information and School specific policy and practices, in addition to standardised centrally held information relating to policy, support and professional services.

2.16 A standardised programme handbook checklist has been devised and Schools have followed this to develop new programme handbooks for session 2017/18. Discussions regarding the management of centrally held, GSA-wide information are on-going and are connected to how GSA will develop internal communication systems for in-year student communication.

2.17 The Learning and Teaching Enhancement Working Group will reconsider the development of a cross-GSA template when it reviews the 2017/18 student handbooks and it is anticipated that enhancements will be made for the second iteration in 2018/19.
**Co-ordinated Action:** In light of GSA’s decision to move to a semester-based system from session 2017/18, it was recognised that a coordinated approach to this exercise would be an important component of its successful implementation.

2.18 In the course of 2016/17, Semesterisation was a standing item on the Learning and Teaching Enhancement Working Group agenda which facilitated cross-GSA discussions to support the transition to a semesterised academic year. Discussions to date have focused on impacts; of changes to reading week; to course and programme specifications, on exchange opportunities; and PG electives.

**Periodic Review**

2.19 In line with the established review cycle, and as reported to the University of Glasgow through GSA’s Annual Report to Senate, there were no Periodic Reviews held in 2016/17.

2.20 The School of Fine Art will undergo its Periodic Review in 2017/18 which will consider the following provision:

- Master of Fine Art
- MLitt Curatorial Practice (Contemporary Art)
- MLitt Fine Art Practice
- BA (Hons) Fine Art
- International Foundation Programme

**Collaborative Review of the GSA Singapore/Singapore Institute for Technology (SIT) Collaboration**

2.21 Steered by both the original GSA/SIT Collaborative Agreement and GSA’s Collaborative Provision: Monitoring and Review Policy, and informed by the 2016 SIT-conducted Review of Collaborative Agreement with Glasgow School of Art, in October 2016, GSA conducted a Collaborative Review of the GSA Singapore - Singapore Institute of Technology partnership. Collaborative Review is undertaken in addition to first year review and annual monitoring procedures and is the mechanism for examining the strategic direction of the collaboration. It does so by reviewing the operation of the collaborative partnership over the life of the agreement and the Memorandum of Agreement itself is reviewed as part of the process.

2.22 In terms of student engagement in the Review, the Review Panel included the President of the Students’ Association who was a full and equal member of the Panel. Class Representatives were invited to meet with the Review Panel via Skype to share their views on learning, teaching and assessment; and comment on their wider experience as students at GSA Singapore.

2.23 The Review Panel made six commendations for the School of Design which included: the significant staff commitment made to the partnership with SIT, and the considerable amount of time and resource expended on managing this relationship successfully; its identification and exploration of CPD opportunities; and on the engagement of staff across both campuses, in particular through the periods of staff turnover, and their evident care and concern to give the students at GSA Singapore a valuable and positive learning experience.

2.24 The Review Panel made eight recommendations which the School of Design has reflected upon and progressed in the course of 2016/17. These included that the School should: set out formally, the ambitions for the partnership with SIT for the following five years; reflects on further ways of exploiting
the potential for intercultural learning; further explore the usage of virtual environments, in particular to consider the holding of asynchronous critiques and developing partnership project briefs between different locations; reflect further regarding how the programme curriculum could be enhanced to explicitly address employability.

2.25 The School of Design reported an update on progress against the recommendations at each Academic Council meeting throughout the course of 2016/17 and provided a final report in September 2017 which will be submitted, via GSA’s Academic Council, to the University of Glasgow’s Academic Standards Committee in November 2017. This report confirmed that all the conditions and recommendations set by the Review Panel in October 2016 have been considered and were satisfactorily addressed.

Professional Statutory and Regulatory Body Review

2.26 The Institution of Medical Illustrators (IMI) was scheduled to visit the School of Simulation and Visualisation (formerly the Digital Design Studio) in the course of session 2016/17 regarding the re-accreditation of the MSc in Medical Visualisation and Human Anatomy programme. The Institution of Medical Illustrators postponed the reaccreditation event, and GSA is seeking clarification regarding rescheduling the event, which it is anticipated will be held in 2017/18.

Professional Support Services Review

2.27 GSA reviews its professional services based on business need, emerging developments, and also as part of the standard assurance framework. Regarding the assurance framework, GSA utilises internal audit to provide assurance and facilitate development. Accordingly, in consultation with the internal auditors, GSA may seek to supplement the core audit plan with the review of areas considered to require development as well as assurance. Internal audit is outsourced by GSA.

2.28 Regarding 2016/17, in term of professional services, Estates Maintenance underwent an internal audit review and the report will be considered by GSA’s Audit Committee in late August 2017. The draft report concluded moderate assurance over both the design and operating effectiveness of the controls in place. The report found that the controls in place were sufficient to allow the estates management processes to operate effectively. The Internal auditors have made five recommendations which will be considered and taken forward in 2017/18.

2.29 In the context of professional services, in 2017/18, internal audit will review IT Security and Strategy, Procurement and Contract Management, and Business Continuity Planning.

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

3.1 GSA performance indicators are collected and monitored using internal data as well as external sources such as HESA and NSS. GSA’s internal performance indicators are periodically reviewed to ensure that what is being collected is of value and relevant to informing the future strategy of the institution.

3.2 With reference to 2015/16 HESA UK Performance Indicators:

- The proportion of students starting a first degree in 2014/15 who expect to graduate with a degree is 90.5% which is above the UK (80.8%) and Scottish (80.7%) average.
• The percentage of students attending from state schools was 88.8%, which is marginally less than in 2014/15.

• The percentage of students in receipt of the Disabled Students Allowance, although slightly less than 2014/15, remains high at 18.5% and continues to be considerably higher than the Scottish and UK averages.

3.3 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.

3.4 In the Destination of Leavers in Higher Education (DLHE) survey for 2015/16, GSA achieved a response rate of 83%, which was slightly higher than the Scottish and UK average response rates. 92.9% of GSA graduates were reported to be in work or further study, which was marginally (0.4%) lower than in 2014/15, and below the Scottish and UK average averages. A higher than average proportion of GSA graduates reported that they were in ‘Other’ destinations; GSA’s own research indicated that these include volunteering and internship opportunities.

3.5 With regard to the 2017 NSS, given that the survey tool has changed substantively in the current session, HEFCE have advised that direct comparisons with previous data sets is not advisable or reliable. Analysis of the data compared with comparator institutions however, shows a disappointing and untenable result for GSA. Overall satisfaction scores for the 2017 graduating cohort show a 71.5% level of satisfaction which is 13% below the Scottish sector average and 12.7% UK sector average. In each category of the survey GSA performs below both sectors. These results are also well below GSA’s KPI of 85% by 2018.

3.6 Results for the 2017 PTES also show a significant gap in satisfaction between GSA and both the Scottish and UK Sector of 10% and 11% respectively. GSA recognises that it must focus on enhancing the student experience in order to produce improvements in future student satisfaction results.

3.7 The 2017 NSS and PTES results were analysed by the Learning and Teaching Team, and submitted to GSA’s Executive Group for consideration in August 2017. With respect to the 2017 NSS results, Heads of Schools received overall satisfaction data which was disaggregated by JACS3 codes metrics. It is recognised that GSA needs to make a step change in how it addresses the student experience. How the institution achieves this step change has and is being discussed by the Executive Group and within Heads of School’s management teams as well as at Undergraduate and Postgraduate Committee.

3.8 GSA will identify appropriate enhancement actions as a result of this analysis through both the Executive Group and the Learning and Teaching Enhancement Working Group with updates and progress reports being made to GSA’s Undergraduate and Postgraduate Committee. GSA has identified that the local (programme-based) cyclical action plans are failing to achieve change in student satisfaction and as a result GSA had already initiated the following activity before this latest set of results were received:

• Nine co-ordinated actions (across GSA) relating to NSS items have been articulated within the Learning and Teaching Enhancement Working Group many of which will launch this academic session. Each of these will be reported on over session 2017/18 to ensure uniform implementation. Further information regarding these co-ordinated actions is set out in section 2 of this report.
In terms of the PTES, GSA instigated a targeted plan of curriculum renewal in session 2015/16 as a specific objective of the Learning and Teaching Enhancement Strategy 2015-18. This is now underway, with a new postgraduate curriculum structure to be in place from September 2019. Whilst this process is underway, a review of electives provision has also enabled the identification of enhancement activities aimed at improving the 2017/18 PGT cohort’s experience.

GSA will use the new Enhancement Theme: Evidence-Based Enhancement to develop a more robust analytical relationship between student satisfaction metrics and student experience.

3.9 Following a partial re-organisation of the management and administration of research degrees at GSA, a new Head of Doctoral Studies was appointed in June 2017, and one of their first priorities has been a review of relevant research-focused policies and processes. As part of this exercise, the Head of Doctoral Studies is developing a strategy to enhance GSA’s approach to monitoring and enhancing the Postgraduate Research student experience, in line with equivalent developments in Learning and Teaching. As a result of this review, a decision was made to delay the launch of the 2017 Annual Research Degree Survey until October 2017, and as such the data from that exercise is not yet available. During 2016/17, the Postgraduate Research student experience was monitored through termly Postgraduate Research Staff Student Consultative Committees. In response to these discussions, improvements were made in areas including arrangements for access to workshop and printing facilities, library resources, electronic communications and connectivity, graduate teaching assistant opportunities and student/staff social events.

4. Student Engagement

4.1 As set out in 2.9 - 2.11, enhancing GSA’s approach to student engagement was a key priority in session 2016/17, and it is anticipated that the implementation of the Lead Rep structure in 2017/18, in addition to changes planned for streamlining the operation of Staff Student Consultative Committees, will better enable student feedback to be received and effectively responded to.

4.2 GSA has continued to work 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. There was regular engagement between the Director, Deputy Director (Academic) 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 students.

4.3 GSA has continued to enable students to have input to decision-making processes at all levels and they have played an important role in the enhancement and assurance discussions, including at Programme Monitoring and Annual Reporting, in Programme Approval meetings, and during the Collaborative Review.

5. Reflection on 2016/17 Findings and Progress

5.1 GSA placed significant focus on improving the NSS results, through instituting annual action plans at School-level and rounds of robust student activity, however it is apparent that these approaches for maintaining improvements in student satisfaction scores within the NSS have not been as effective as anticipated. As referenced in 2.4, in 2016/17 the process of coordinated actions to identify
and address the causes related to the drop in satisfaction in a more systematic way was instituted and would see its first main outcomes implemented in 2017/18. Their effectiveness will be monitored by the Learning and Teaching Enhancement Working Group in the course of the session, with outcomes reported as appropriate to GSA’s Academic Council.

5.2 GSA also undertook a significant amount of curriculum development in session 2016/17. The realignment of GSA’s postgraduate taught credit structure is one of the most significant aspects of the Learning and Teaching Enhancement Strategy. It will adjust the credit structure of GSA’s postgraduate programmes from components of 15 credits to components of 10 or 20 credits. This project progressed in 2016/17 and approval for the necessary programme amendments will be sought in 2017/18. It is anticipated that when the programmes re-launch in 2019/20, this will have a significant and positive impact on postgraduate taught provision at GSA, including alignment with the University of Glasgow.

5.3 In addition, the First Year Experience project launched in January 2017, and aims to expand GSA’s provision for interdisciplinary working and revisit and revitalise the first year student experience. The project aims to capitalise on the Mackintosh Building Restoration in terms of the student experience in two key ways by: relocating all first year undergraduate students into the Mackintosh Building when it re-opens; and reviewing current first year provision with a specific aim to establish two scheduled periods for cross-programme collaboration and interdisciplinary working.

6. Governing Body Endorsement and Statement of Assurance

6.1 The first meeting of GSA’s Board of Governors in session 2017/18 is scheduled for Monday 9 October 2017. 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.
### Annex 1: Timetable of School Periodic Review Sessions 2017-2022

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>PROGRAMME/PROVISION</th>
<th>SCHOOL</th>
<th>PROPOSED REVIEW</th>
</tr>
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<tbody>
<tr>
<td>2017-18</td>
<td>All Programmes</td>
<td>School of Fine Art</td>
<td>Periodic Review</td>
</tr>
<tr>
<td>2018-19</td>
<td>All Programmes</td>
<td>School of Simulation and Visualisation</td>
<td>Periodic Review</td>
</tr>
<tr>
<td>2019-20</td>
<td>All Programmes</td>
<td>Innovation School</td>
<td>Periodic Review</td>
</tr>
<tr>
<td>2020-21</td>
<td>All Programmes</td>
<td>Mackintosh School of Architecture</td>
<td>Periodic Review</td>
</tr>
<tr>
<td>2021-22</td>
<td>All Programmes</td>
<td>School of Design</td>
<td>Periodic Review</td>
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### Annex 2: Timetable of Institution-level Reviews

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>PROGRAMME/PROVISION</th>
<th>SCHOOL</th>
<th>PROPOSED REVIEW</th>
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</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>MSc Medical Visualisation and Human Anatomy</td>
<td>Simulation and Visualisation</td>
<td>PSRB Review: Institution of Medical Illustrators</td>
</tr>
<tr>
<td>2018-19</td>
<td>Bachelor of Architecture Diploma in Architecture</td>
<td>Mackintosh School of Architecture</td>
<td>RIBA Validation</td>
</tr>
<tr>
<td>2019-20</td>
<td>Research Degrees</td>
<td>GSA</td>
<td>PGR Institutional Review</td>
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<td>2022-23</td>
<td>Singapore Collaboration</td>
<td>School of Design</td>
<td>Collaborative Review</td>
</tr>
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</table>
EQUALITY REPORT 2016-17 AND EQUALITY PLAN 2017-18

The annual Equality Report and Plan were considered by the Executive Group in September 2017.

The Equality Plan 2017-18 is the starting point for systematic progress in delivering GSA’s Equality Outcomes 2017-21. Senior staff reporting to the Director have identified actions to progress each Equality Outcome and this ownership is reflected in the format of the annual plan.

The Director of Finance and Estates’ action plan has not, to date, been made available for inclusion.

The Board of Governors is invited to:

- Approve the Equality Report 2016-17.
- Approve the Equality Plan 2017-18 (Subject to the submission of an action plan to progress Equality Outcome 2(b) by the Director of Finance and Estates)
THE GLASGOW SCHOOL OF ART

EQUALITY REPORT 2016-17

Annexes

Annex 1  Equality Impact Assessment Register
1. 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.

2. EQUALITY LEGISLATION

REQUIREMENTS OF THE PUBLIC SECTOR EQUALITY DUTY

The Equality Act 2010 introduced a Public Sector Equality Duty 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:

- Give due regard to the equality implications of 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 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.
- Publish equality outcomes and report progress.
- Gather and use employee information in the delivery of the general duty.
- 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.

Public bodies must meet both the general and specific duties of the Public Sector Equality Duty.

3. EQUALITY RELATED ROLES AND RESPONSIBILITIES AT GSA

- The Board of Governors must assure itself that GSA is compliant with the Equality Act 2010 and meets the requirements of the Public Sector Equality Duty and the Scottish Specific Duties.

- The Director of GSA is responsible for providing leadership and ensuring that compliance with the Equality Act 2010 and delivery of the Public Sector Equality Duty and the Scottish Specific Duties is integral to GSA’s strategic aims and are delivered across all activities and functions.

- The Registrar and Secretary is responsible for briefing the Director on the requirements of the Equality Act 2010, the Public Sector Equality Duty and the Scottish Specific Duties and for formal institutional reporting, including to the Board of Governors.

- The Equality Lead (Head of Student Support and Development) is responsible for the development of institution-level policy and guidance on the systems, mechanisms and measures required to demonstrate compliance. The Equality Lead is the primary source of advice for equality matters at GSA and is responsible for drafting appropriate formal reports, in consultation with the Registrar and Secretary.

- Members of the GSA Executive Group reporting to the Director are responsible for ensuring that institution-level policy is implemented and delivered effectively within the areas for which they have leadership and management responsibility. GSA Executive Group Members are responsible for the development and implementation of relevant local-level measures to ensure alignment with institution-level policy and compliance with the Equality Act 2010 in the delivery of the activities within their remit.

- Members of the Executive Group reporting to the Director are responsible for confirming annually that institution-level policy, for example Equality Impact Assessment, and applicable local measures, are being systematically implemented within the areas for which they have leadership and management responsibility.
4. STATUTORY REPORTING APRIL 2017

Compliance with statutory reporting requirements was a key objective in the 2016/17 Equality Plan and the following reports were published in March 2017:

- Mainstreaming Equality Progress Report 2013-17
- GSA Equality Outcomes 2013-17: Final Progress Report
- GSA Equality Outcomes 2017-21
- Student Equality Monitoring data
- Employee Information/data
- Equal Pay Review

These reports are available on the GSA website and, in addition to demonstrating GSA’s progress and achievements 2013-17, outline GSA’s equality related ambitions for the next four years; building on GSA’s approach to mainstreaming in order to achieve them. This is reflected in the Equality Plan 2017/18 and in the detailed plan for achievement of each of GSA’s Equality Outcomes 2017-21.

5. MAINSTREAMING EQUALITY

GSA’s mainstreaming equality progress report published in March 2017 documents the local and strategic impact of GSA’s adaptive and iterative approach to mainstreaming equality into all functions and activities. Evidence based equality impact assessment as a vehicle to mainstream equality is central to GSA’s approach and continues to contribute to an increasingly informed and nuanced awareness of equality concerns in all areas. Equality impact assessment is a tool for critical reflection and the consideration of equality as an integral aspect of policy and practice development and enhancement.

As anticipated systematic delivery of this approach at local level has been supported in 2016/17 by more clearly defined equality related roles and responsibilities at institutional and local level. Senior staff reporting to the Director are responsible for:

- Ensuring that new or revised policy, practice and strategic decisions are equality impact assessed and recorded on the GSA equality impact assessment register.
- Ensuring that actions arising from equality impact assessments are included in annual operational or enhancement plans to ensure that progress and impact are effectively monitored and reported.

Equality Impact Assessment Summary reports are published on the GSA web site and progress in 2016/17, across strategic areas, is reflected in the GSA Register at Annex 1

All academic programmes will have completed a programme level equality impact assessment before December 2017 and consideration of equality is mainstreamed into programme approval, quality assurance and enhancement mechanisms. The equality impact assessment of the GSA Learning and Teaching Enhancement Strategy was undertaken in 2016/17, as was that of the GSA Strategic Plan to 2018. Equality consideration is informing the current development of the GSA strategic plan 2018/21 and an equality impact assessment will be delivered prior to final approval of the plan. GSA’s Outcome Agreement 2015-18 was also equality impact assessed during this reporting period.
The provision of development clinics and responsive support for staff undertaking equality impact assessments has continued in 2016/17 as an increasing number of staff teams have engaged in the process. This contextually specific and collaborative support has continued to be well received and it is anticipated that further Executive Group engagement in these opportunities in 2017/18 will enhance oversight of the mainstreaming equality approach, ensuring that equality is routinely considered in the development and implementation of strategic initiatives and decisions.

The Scottish Specific Duties include the requirement that public bodies in Scotland consider the Public Sector Equality Duty in relation to public procurement. As a key compliance issue this remains an item for further attention and is therefore brought forward into the 2017/18 plan for delivery by the Director of Finance and Resources.

5. DELIVERY AND DEVELOPMENT OF EQUALITY OUTCOMES

GSA reported significant progress in establishing and consolidating an approach to mainstreaming equality, however explicit progress in achieving GSA’s Equality Outcomes 2013-17 was reported as more limited (Equality Outcomes 2013-17 Final Progress Report March 2017). An analysis of barriers to progress carried out in 2016/17, as part of the statutory reporting process, identified the following contributing factors:

- Some equality outcomes were insufficiently grounded in evidence which led to difficulty in measuring progress
- Relevant links with cross institutional strategies and agendas were under developed
- Shared and individual senior level responsibility for mainstream delivery was insufficiently defined
- Implementation plans to achieve equality outcomes were not developed across all relevant functions, leading to ad hoc activity.

The requirement under the Scottish Specific Duties to review and revise equality outcomes before April 2017 was therefore an opportunity to address these barriers and implement a more strategic and mainstreamed model for achieving equality outcomes: aligning with strategic priorities and more systematically addressing the equality related objectives of key strategic partners and stakeholders.

As a consequence GSA has set five Equality Outcomes 2017-21. Their purpose is to address areas of development which will support the mainstreaming of equality, progress delivery of the Public Sector Equality Duty and promote an inclusive culture and environment for all students and staff at GSA. They are evidence based, strategically relevant and also encompass activities related to GSA’s previous set of Equality Outcomes to ensure continuity and further progress in those areas. The responsibility for delivery of these Equality Outcomes is owned by members of the Executive Group line managed by the Director of GSA. This will ensure that activity to deliver these outcomes takes place, is strategically aligned and is supported by relevant engagement and development across all functions.

GSA’s Equality Outcomes 2017-21 are:

1. An organisational culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted.
2. An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.

3. An increase in the number of students from currently under-represented groups and achieving successful outcomes.

4. A fair pay and career progression framework which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.

5. An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

Detailed implementation plans for the delivery of each Equality Outcome have now been put in place by equality outcome owners: the senior staff line managed by the Director of GSA. Progress and impact reports will be produced annually by equality outcome owners using relevant qualitative and quantitative data linked to the measures of success detailed in each plan. These progress reports will inform the Equality Report to the Board in each year of the 2017-21 cycle.

It is anticipated that senior ownership and responsibility for the delivery of Equality Outcomes will enable more systematic and focused progress to be achieved. Explicit alignment with equality mainstreaming, effective use of management information and the agreement of robust impact measures will enable progress to be more effectively assessed and demonstrated.

Progress on delivering the key strategy and policy development activities related to Equality Outcomes 2013-17 during 2016/17 is outlined below:

- Both the Staff Capability Policy, (Human Resources) and the Student Support for Study Policy (Student Support and Development) will be implemented in 2017/18. The two day programme of Scotland’s Mental Health First Aid has been delivered five times to more than seventy staff members from all areas of GSA. The programme, led by Student Support and Development and supported by Learning and Teaching, has been well received. In addition to building awareness and capacity this training has enabled broad consultation with a wide range of staff on the issues to be addressed in relation to inclusive practice for staff and students with mental health conditions. These activities have been undertaken on behalf of the Registrar and Secretary.

- Both the Institutional Staff Induction Framework and the Institutional Staff Development Framework will be implemented in 2017/18 and establish a framework within which equality related staff development can be mainstreamed into all areas of organisational and individual development activities. Equality has also been identified as an area in which online learning modules can be utilised to establish baseline awareness and the procurement and development process for this is in process. These activities have been undertaken by the department of Human Resources on behalf of the Registrar and Secretary.

- The Scottish Government appointed Sir Peter Scott as Commissioner for Fair Access in December 2016. Significant work is currently being undertaken to inform approaches and develop frameworks for Fair Admissions in Scotland. GSA is represented on sector level working groups and GSA’s Fair Admissions development will be aligned with the sector framework expected in 2017/18. Work to deliver Fair Admissions at GSA will therefore be
progressed under Equality Outcome 3:2017-21. These activities are led by the Director of Strategy and Marketing.

- The Dignity and Respect at Work and Study Policy was reviewed in 2016/17 and a further review of the wider policy framework and its implementation will be undertaken as an aspect of Equality Outcome 1:2017-21 by the Department of Human Resources and Student Support and Development on behalf of the Registrar and Secretary.

- No progress has been made with the preparation of department level applications to Athena Swan and this has been integrated into the implementation plan for Equality Outcome 3:2017-21 to be taken forward by Heads of Schools under the direction of the Deputy Director (Academic).

6. STUDENT AND STAFF DATA

GSA has continued to refine the collection and use of student and staff data. However the limitations and unreliability of data where numbers are small remains challenging. The need to more systematically collect and use qualitative data to contextualise the quantitative, and as evidence base in its own right, is therefore an area of development for continued attention. The Staff Survey 2016, undertaken by the department of Human Resources on behalf of the Director, has established an important baseline of qualitative evidence on the staff experience and engaging students to obtain qualitative data on their identity based experience is a key aspect of mainstreaming equality and will underpin the achievement of GSA’s Equality Outcomes 2017-21.

Equality data on GSA staff and students is published annually on the GSA website.

**Staff data**

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.

Staff equality monitoring and the Equal Pay Review 2017 highlighted the continued need for systematic recording of both quantitative and qualitative data in a range of staff related areas in order to provide more detail and improve the quality of analysis required to enable effective mainstreaming, policy development and targeted activity to progress equality outcomes.

**Student data**

In 2016/17 work has continued to ensure that relevant data is made available to support equality consideration and identify equality impact, both positive and negative at all levels of activity.

The collation and presentation of institutional level student equality data was reviewed to promote both accessibility and use. The presentation and content of the data sets provided for Programme Monitoring and Reporting (PMAR) has also been revised. Additional guidance on the analysis and use of the data at programme level has been prepared and will be piloted in PMAR on the 2016/17 academic year.

Student equality monitoring at application and enrolment has been reviewed to encourage disclosure, ensure that data collection is being undertaken at all levels of study and to promote consistency in the data being collected to aid analysis at all levels.
7. THE BOARD OF GOVERNORS

Amendments to the Scottish Specific Duties in 2016 required public bodies to include within their statutory mainstreaming reports, data on the diversity of Board membership and the measures undertaken or planned to improve representation of membership from under-represented groups. GSA reported a static pattern of representation over all protected characteristic groups since 2012/13: gender representation has remained relatively balanced with a tendency towards a higher number of women.

To date, actions to improve the diversity of the Board have focused on open and transparent recruitment processes and improved monitoring at all stages. GSA’s approach to increasing the diversity of the Board will be reviewed following the current recruitment cycle.
ANNEX 1

THE GLASGOW SCHOOL OF ART

EQUALITY IMPACT ASSESSMENT REGISTER
September 2017

The Equality Impact Assessment Register is a record of GSA’s compliance with the requirement to give due regard to the Public Sector Equality Duty. This includes the systematic consideration of the impact of practice, policy, decisions and actions on people with protected characteristics.

Responsibility for Equality Impact Assessment rests with senior staff who report to the Director.

The Register shows some differential in progress across areas however, given that local policy review should be undertaken on a regular cycle every three years it is anticipated that progress will be evident across all areas in the coming academic year.

Schedules for Equality Impact Assessment have been included in operational plans in some areas with high levels of policy and procedural development e.g. Human Resources and also Health and Safety. This should ensure that equality continues to inform new policy development and that all current policy in these areas is equality impact assessed before September 2018.
EQUALITY IMPACT ASSESSMENT REGISTER

GSA has a duty under the Equality Act 2010 to give due regard to equality across all aspects of institutional practice, including decision making, the design and delivery of services and programmes, policy, procedure and practice at strategic and operational levels. The Scottish Specific Duties 2012 require that institutional practice is assessed against the three needs of the general equality duty and that the outcomes of assessment lead to action. The outcomes of equality impact assessment must be published in an accessible manner.

The Director of GSA is responsible for institutional compliance with legislative requirements and in order for the Director and the Board of Governors to be assured of cross institutional compliance senior staff reporting to the Director will be asked annually to:

- Confirm that new or revised policy, practice and strategic decisions that have been made throughout the year have been, or will be equality impact assessed and are recorded on this register.

- Confirm that actions arising from each equality impact assessment have been included in annual operational or enhancement plans and that progress is being effectively monitored and reported through these processes.

In the table below equality impact assessments are grouped under senior staff reporting to the Director.

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<thead>
<tr>
<th>DEPUTY DIRECTOR (ACADEMIC)</th>
<th>Prof. Ken Neil</th>
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<tbody>
<tr>
<td>Mackintosh School of Architecture</td>
<td>Head of School: Sally Stewart</td>
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<td>Equality Impact Assessment</td>
<td>Department Lead</td>
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<tr>
<td>Masters in Environmental Architecture</td>
<td>Tim Sharpe</td>
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<td>Masters of Architectural Studies (taught)</td>
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<td>Diploma in Architecture and Masters by Conversion</td>
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| School of Fine Art | Head of School: Prof Alistair Payne |
| Equality Impact Assessment | Department Lead | Published |
| Fine Art Admission Process | Paul Cosgrove | 14/15 | 15/16 | 16/17 | 17/18 |
| MLitt Creative Practice | John Calcutt | | |
| Masters in Curatorial Practice | Mónica Núñez Laiseca | | |
| MLitt Fine Art Practice (Performance Pathway) | Mick McGraw | | |
| MLitt in Art Writing | Laura Edbrook | | |
| BA(Hons) Fine Art | Gina Wall | 14/15 | 15/16 | 16/17 | 17/18 |
| Masters of Fine Art | Henry Rogers | | |

| School of Visualisation and Simulation | Head of School: Dr Paul Chapman |
| Equality Impact Assessment | Department Lead | Published |
| MDes Sound for the Moving Image, MSc Serious Games and Virtual Reality, MSc Medical Visualisation and Human | Daniel Livingstone | 14/15 | 15/16 | 16/17 | 17/18 |
### School of Design
Head of School: Barbara Ridley

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<td>Irene Bell</td>
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<td>MDes Fashion and Textiles</td>
<td>Jimmy Stephen-Cran</td>
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<td>BDes (Hons) Interactive Design</td>
<td>Inga Paterson</td>
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<td>BA (Hons) Communication Design</td>
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<td>BA (Hons) Interior Design</td>
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<tr>
<td>BA (Hons) Silversmithing and Jewellery Design</td>
<td>Helen Marriot</td>
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<td>BDes/MEDes Product Design</td>
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<td>BEng/MEng Product Design Engineering</td>
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<td>MDes Communication Design</td>
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<td>MDes Graphics/Illustration/Photography</td>
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### Research and Enterprise
Head of Research: Colin Kirkpatrick

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<td>Ken Neil</td>
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### Learning and Teaching
Head of Department: Dr Vicky Gunn

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<td>Mark Charters</td>
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### Registrar and Secretary

**Dr Craig Williamson**

#### Human Resources

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#### IT

**Director: Gordon McLoughlin**

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#### Student Support and Development

**Head of Department: Jill Hammond**

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#### Technical Support

**Head of Department: John Ayers**

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Head of Department: Alison Stevenson

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Head of Department: Sheila Kay

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<td>Barrie Leith</td>
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Head of Department: Janet Allison

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### DEPUTY DIRECTOR (Innovation)
Prof Irene Mcara-McWilliam

**Forres Campus Development**

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<td>Master of Research by Practice</td>
<td>Lynne McHattie-Sayers</td>
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### DIRECTOR OF DEVELOPMENT
Alan Horn

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### DIRECTOR FINANCE AND RESOURCES
Alastair Milloy

**Estates Department**
Head of Department: Michael Quigley

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**Finance Department**
Head of Department: Alistair Storey

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### Health and Safety Department
Head of Department: Brian McDade

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<th>Equality Impact Assessment</th>
<th>Department Lead</th>
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<tr>
<td>Contextual Admissions</td>
<td>Scott Parsons</td>
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<td>Student Recruitment to Point of Application Process</td>
<td>Vanessa Johnson</td>
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<td>Student Exhibitions Strategy</td>
<td>Jenny Brownrigg</td>
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<tr>
<td>SFC Outcome Agreement 2017-18 (update)</td>
<td>Scott Parsons</td>
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<td>Outgoing Exchange Application Process</td>
<td>Vanessa Johnson</td>
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<tr>
<td>Int. Articulation Proposal RSVA</td>
<td>Thomas Greenhough</td>
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<tr>
<td>Accreditation of Continuing Education Provision</td>
<td>Shona Paul</td>
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<tr>
<td>UK Articulation Policy</td>
<td>Shona Paul</td>
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THE GLASGOW SCHOOL OF ART

EQUALITY PLAN 2017-18
GSA’S EQUALITY OUTCOMES 2017-21

1. An organisational culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted.

2. An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.

3. An increase in the number of students from currently under-represented groups and achieving successful outcomes.

4. A fair pay and career progression framework which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.

5. An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

This plan is structured as follows:

Introduction
GSA equality related roles and responsibilities. Page 2

Equality Outcomes
These are each linked to strategic relevance and the measures to be used in assessing GSA’s success in achieving that equality outcome in statutory reporting 2019 and 2021. Page 3-5

Action plans 2017-18
These are provided by Owners and Co-owners of each Equality Outcome with measures of success for activities undertaken in 2017-18: Page 6-13

- Registrar and Secretary
- Deputy Director (Academic)
- Director of Strategy and Marketing
- Director of Finance and Resources

GSA’s Equality Outcomes Plan published April 2017 is appended for information.
## INTRODUCTION

GSA’s Equality Plan 2017-18 is the starting point for systematic progress in delivering GSA’s Equality Outcomes 2017-21. The plan is underpinned by GSA’s now embedded approach to equality mainstreaming and clearly defined senior level ownership and responsibility for the delivery of equality impact assessment and equality outcomes.

Progress will be reported to the Board of Governors in October 2018.

## EQUALITY RELATED ROLES AND RESPONSIBILITIES AT GSA

- The Board of Governors must assure itself that GSA is compliant with the Equality Act 2010 and meets the requirements of the Public Sector Equality Duty and the Scottish Specific Duties.

- The Director of GSA is responsible for providing leadership and ensuring that compliance with the Equality Act 2010 and delivery of the Public Sector Equality Duty and the Scottish Specific Duties is integral to GSA’s strategic aims and are delivered across all activities and functions.

- The Registrar and Secretary is responsible for briefing the Director on the requirements of the Equality Act 2010, the Public Sector Equality Duty and the Scottish Specific Duties and for formal institutional reporting, including to the Board of Governors.

- The Equality Lead (Head of Student Support and Development) is responsible for the development of institution-level policy and guidance on the systems, mechanisms and measures required to demonstrate compliance. The Equality Lead is the primary source of advice for equality matters at GSA and is responsible for drafting appropriate formal reports, in consultation with the Registrar and Secretary.

- Members of the GSA Executive Group reporting to the Director are responsible for ensuring that institution-level policy is implemented and delivered effectively within the areas for which they have leadership and management responsibility. GSA Executive Group Members are responsible for the development and implementation of relevant local-level measures to ensure alignment with institution-level policy and compliance with the Equality Act 2010 in the delivery of the activities within their remit.

- Members of the Executive Group reporting to the Director are responsible for confirming annually that institution-level policy, for example Equality Impact Assessment, and applicable local measures, are being systematically implemented within the areas for which they have leadership and management responsibility.
## GSA EQUALITY OUTCOMES 2017-2021

### EQUALITY OUTCOME 1:
An organisational culture in which respect for self and others is understood and practised, and where identity-based ignorance or prejudice is challenged and confidence promoted.

#### EQUALITY OUTCOME CO-OWNERS:
1(a) Registrar and Secretary
1(b) Deputy Director (Academic)

#### MEASURES OF PROGRESS/SUCCESS:
- Implementation of a policy framework which effectively support the resolution of conflict at local level and disciplinary action where appropriate, resulting in the potential for an increase in recorded complaints.
- Student feedback, indicating confidence in engaging with diversity and mechanisms available for resolving complaints and raising issues.
- Attendance at relevant staff training and development events recorded and evidencing 80% attendance for all relevant staff groups.
- Staff feedback that confirms awareness and confidence in working with ignorance and prejudice appropriately.
- Increased staff awareness and confidence: feedback Staff Survey 2018 and 2020.
- Evidence of development and sharing good practice in Programme Monitoring and Annual Reports.

#### STRATEGIC RELEVANCE:
- Outcome agreement – Gender plan
- Changing the Culture – UUK Taskforce
- Student Experience
- Staff Experience
- Learning and Teaching Enhancement Strategy
- Research and Enterprise Strategy
- HR Excellence in Research Action Plan
- Mainstreaming Equality
- GSA Equality Outcome: 2

### EQUALITY OUTCOME 2:
An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.

#### EQUALITY OUTCOME CO-OWNERS:
2(a) Deputy Director (Academic)
2(b) Director of Finance and Resources

#### MEASURES OF PROGRESS/SUCCESS:
- Student feedback confirming that needs related to protected characteristics are being systematically delivered within the mainstream learning environment at programme and course level. (Student Staff Consultative Committees; NSS/PTES/ARDR)

#### STRATEGIC RELEVANCE:
- Student Experience
- Learning and Teaching Enhancement Strategy
- Estates Strategy,
- Mainstreaming Equality
- GSA Strategic Plan.
EQUALITY OUTCOME 3:
An increase in the number of students from currently under-represented groups and achieving successful outcomes.

EQUALITY OUTCOME CO-OWNERS:
- Deputy Director (Academic)
- Director of Strategy and Marketing

MEASURES OF PROGRESS/SUCCESS:
- Increase in applications from males with proportionate admissions
- Improved gender balance in all programmes and no programme with a gender balance of less than 25% male or female
- Attainment gap for gender maintained
- Reduction in GSA’s BAME attainment gap
- Increase in applications from BAME groups with proportionate admissions
- Increase in the number of BAME students attending Open Studio programmes
- Improve gender balance in Open Studio programmes

STRATEGIC RELEVANCE:
- GSA Strategic Plan 2015-2018 and 2018-2021
- SFC Outcome Agreement 2015-2018 and 2018-2021
- SFC Gender Plan
- Scottish Government Post 16 Learner Journey
- Commission for Widening Access
- GSA Widening Participation Strategy
- GSA Recruitment Strategies
- GSA Articulation Strategy
- GSA Fair Admissions
- Student Experience
- Learning and Teaching Enhancement Strategy

EQUALITY OUTCOME 4:
A fair pay and career progression framework, which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.

EQUALITY OUTCOME CO-OWNERS:
- 4(a) Registrar and Secretary
- 4(b)(c) Deputy Director (Academic)

MEASURES OF PROGRESS/SUCCESS:
- Feedback from the Staff Survey July 2018/July 2020
- Equal Pay Review March 2019/March 2021 evidencing reduction in gender pay gap and occupational segregation
- Research data on research active staff
- REF Equality Group data on REF Participation
- Human Resources data on Readerships and Professorships
- Improved gender balance in academic career progression

STRATEGIC RELEVANCE:
- Public Sector Equality Duty – Statutory
- GSA Strategic Plan
- SFC Gender Plan
- Human Resources Operational Plan
- Research Strategy
- HR Excellence in Research Action Plan
- GSA Equality Outcome: 1
**EQUALITY OUTCOME 5:**
An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

**EQUALITY OUTCOME CO-OWNERS:**
- 5(a) Deputy Director (Academic)
- 5(b) Director of Strategy and Marketing

**STRATEGIC RELEVANCE:**
- GSA Strategic Plan 2015-2018 and 2018-2021
- Outcome Agreement 2015-18 and 2018-2021
- Student Experience
- Learning and Teaching Enhancement Strategy
- GSA Research Strategies
- HR Excellence in Research Action Plan
- Scottish Government Cultural Strategy
- GSA Exhibitions Strategy
- GSA Exhibitions Audience Development Plan
- GSA Enterprises Tours Strategy

**MEASURES OF PROGRESS/SUCCESS**
- Research Office data on SKI events and mentoring participation
- HR Excellence in Research deliverables
- Visiting staff data
- Programme level development reflects increased engagement with diverse histories and perspectives: evidenced in programme and course specifications and reported through PMAR
- Increase in the number and diversity of visitors to GSA’s cultural engagement activities – Exhibitions, Public lectures, Mackintosh Tours and Open Studio with positive evaluation.
- Delivery of GSA cultural engagement activities beyond our campus through partnership and local engagement
### GSA EQUALITY OUTCOMES 2017-2021

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<thead>
<tr>
<th>Action</th>
<th>Delivery of Action (e.g. Hofs/PL)</th>
<th>Timescale</th>
<th>Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)</th>
<th>Measures of Impact of Action</th>
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<tbody>
<tr>
<td>Training/briefings for staff in dealing with complaints at both front line and investigation stage to support the application of the GSA Complaints Handling Procedure, including logging complaints.</td>
<td>Deputy Registrar</td>
<td>December 2017</td>
<td>• Quarterly complaint report issued to Executive Group members &lt;br&gt; • Annual report to the Executive Group and Board of Governors</td>
<td>• Monitoring of number of complaints recorded. &lt;br&gt; • Identification of themes and outcomes. &lt;br&gt; • Monitoring of attendance at staff training with 80% of the relevant staff group having undertaken the training.</td>
</tr>
<tr>
<td>Implementation of a quarterly report to be shared with all Executive Group members, including a summary of complaints and their outcomes, thus increasing staff awareness and an opportunity for sharing of best practice.</td>
<td>Deputy Registrar</td>
<td>October 2017</td>
<td>• Quarterly complaint report issued to Executive Group members &lt;br&gt; • Annual report to the Executive Group and Board of Governors</td>
<td>• Identification and monitoring of the nature of complaints/common themes and the areas they relate to, for example, complaints related to identity based experience.</td>
</tr>
<tr>
<td>Revised Student Conduct Policy aligned with the Universities UK Taskforce recommendations, with specific reference to gender based violence, harassment and hate crime affecting university students. Develop a comprehensive matrix for staff training and development.</td>
<td>Deputy Registrar</td>
<td>November 2017</td>
<td>• Annual report to Executive Group &lt;br&gt; • Annual Report to Senate</td>
<td>• Evaluate effectiveness and identify areas for further development &lt;br&gt; • Use qualitative and quantitative data to assess impact and support mainstreaming &lt;br&gt; • Use qualitative and quantitative data to inform targeted awareness and training. &lt;br&gt; • Monitor, record and report of student conduct cases.</td>
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<tr>
<td>REGISTRAR AND SECRETARY: PLAN 2017-18</td>
<td>EQUALITY OUTCOME 1a.</td>
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<td><strong>Timescale</strong></td>
<td><strong>Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)</strong></td>
<td><strong>Measures of Impact of Action</strong></td>
</tr>
<tr>
<td>Staff training/guidance to support the application of the student conduct policy framework.</td>
<td>Deputy Registrar</td>
<td>March 2018</td>
<td>- Annual report to Executive Group</td>
<td>- Monitor feedback from students and staff to ensure consistent application of policy.</td>
</tr>
</tbody>
</table>
| Complete review and build on policy and procedural framework relating to staff conduct:  
  - Staff Recruitment and Selection  
  - Dignity and Respect at Work and Study  
  - Disciplinary and Grievance  
  - Employee Support  
  - Capability Policy. | Head of Human Resources | October 2017 | - Trade Union Forum  
- Human Resources Committee | - Monitoring of use of policy framework and issues arising  
- Staff consultation/feedback |
| Increase staff awareness of their responsibilities and build confidence and skill in working with diversity, promoting respectful environments, responding to complaints and challenging unacceptable behaviours through development and delivery of GSA’s Institutional Staff Development Strategy. | Head of Human Resources | Institutional Staff Development Strategy implementation from January 2018 | - Executive Group  
- Trade Union Forum  
- Human Resources Committee | - 80% Staff engagement  
- Staff evaluation |
| Introduce tailored development opportunities for managers that support effective delivery of the policy framework and promote awareness, skills and confidence in challenging prejudice and promoting respectful environments and relationships. | Head of Human Resources | Institutional Staff Development Strategy implementation from January 2018 | - Executive Group  
- Trade Union Forum  
- Human Resources Committee | - Full engagement  
- Managers evaluation |
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<tr>
<td>Position paper from the Head of Human Resources to the Director of GSA on the issues arising from the Equal Pay Review and Trade Union Forum in relation to equality and career progression.</td>
<td>Head of Human Resources</td>
<td>Paper to Director August 2017</td>
<td>• Executive Group • Trade Union forum • Human Resources Committee</td>
<td>Strategic approach to addressing gender pay gap and career progression for all staff defined. Enabling planned action to be developed and implemented.</td>
</tr>
<tr>
<td>Improve monitoring and data collection on staff development undertaken and outcomes of that development.</td>
<td>Head of Human Resources</td>
<td>Implementation from January 2018</td>
<td>• Trade Union Forum • Human Resources Committee</td>
<td>Increased data on: • Nature of development undertaken • Patterns of engagement in staff development across all roles and areas.</td>
</tr>
<tr>
<td>Implement systematic and mandatory training in respect of Staff Recruitment and Selection with specific reference to occupational segregation and unconscious bias.</td>
<td>Head of Human Resources</td>
<td>Implementation from January 2018</td>
<td>• Trade Union Forum • Human Resources Committee</td>
<td>Monitoring and data analysis in relation to vertical and horizontal occupational segregation: • Role definition and requirements • Application data • Shortlisting data • Starting point on pay grade.</td>
</tr>
<tr>
<td>Support senior staff reporting to the Director to address any gender pay gap or occupational segregation within their areas of responsibility through provision of data to inform planning and decision making and specifically when recruiting to senior positions.</td>
<td>Head of Human Resources</td>
<td>Implementation from August 2017</td>
<td>• Trade Union Forum • Human Resources Committee</td>
<td>Devolved plans in place and evidence of consistent recruitment practice: • Role definition and requirements • Application data • Shortlisting data • Starting point on pay grade.</td>
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<tr>
<td>Ensure that GSA’s strategies for Research and Enterprise and for Learning and Teaching encourage an inclusive studio culture in which collaborative dialogue and critique supports students in their creative engagement with self and difference, diversity and equality.</td>
<td>DD(A), HoSs, HoDs, PLs</td>
<td>Ongoing</td>
<td>SSCCs, Boards of Studies, UPC</td>
<td>Quality Enhancement Plans SSSC feedback NSS/PTES/ARDR feedback</td>
</tr>
<tr>
<td>Ensure GSA’s strategies for Research &amp; Enterprise and for Learning &amp; Teaching include specific actions and ambitions at the service of an inclusive and accessible learning, teaching and research environment.</td>
<td>DD(A), HoSs, HoL&amp;T, HoR&amp;E</td>
<td>June 2018</td>
<td>Boards of Studies, UPC, REC, Executive Group, Council</td>
<td>GSA academic strategies are cognisant of and supportive of constructive action to eliminate identity-based ignorance and prejudice.</td>
</tr>
<tr>
<td>Build and share good practice examples of pedagogic and curriculum approaches in Schools which encourage creative approaches to supporting confident engagement with diversity, difference and prejudice.</td>
<td>HoSs, HoDs, PLs</td>
<td>2017-18 onwards</td>
<td>UPC Academic Council</td>
<td>PMAR pinpoints examples of good practice in Schools. Staff Development programmes include examples of good practice.</td>
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<tr>
<td>Maintain difference, diverse representation, challenge and debate through a wide-ranging programme of visiting speakers and visiting staff for the benefit of GSA’s students and staff.</td>
<td>HoSs, HoR&amp;E, HoL&amp;T, Student President</td>
<td>2017-18</td>
<td>Senior Management Teams, Boards of Studies</td>
<td>Programmes of visiting speakers and range of visiting staff are diverse, ensuring difference is mainstreamed in GSA’s learning environment.</td>
</tr>
<tr>
<td>Staged rollout of Personal Tutor Scheme.</td>
<td>DD(A), HoSs, HoDs/PLs</td>
<td>Semester 1 2017-2018</td>
<td>L&amp;T EWG, BoSs, UPC, Council</td>
<td>Positive evaluation and feedback from students on programme level support.</td>
</tr>
<tr>
<td>Build on work undertaken to date develop a baseline of systematic practice harmonised across programmes which anticipates diverse student learning needs.</td>
<td>DD(A), HoS’s</td>
<td>2017-18</td>
<td>LTEWG UPC Council</td>
<td>Student feedback</td>
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<td>Define and implement planned action to address current and potential gender imbalance in undergraduate and postgraduate programmes.</td>
<td>DD(A), DSM,</td>
<td>2017-21</td>
<td>Boards of Studies; UPC, Executive Group, SFC</td>
<td>Improvement of gender representation evidenced in equality monitoring and programme level data.</td>
</tr>
<tr>
<td>Ensure Equality Impact Assessments are utilised to identify and remove barriers to GSA achieving plans in respect of increasing numbers of under-represented students and in respect of the academic attainment of under-represented groups.</td>
<td>HoSs, HoDs/PLs</td>
<td>Ongoing with annual review at PMAR</td>
<td>BoSs, UPC, PMAR, REC, Council</td>
<td>EIA's, QEP's</td>
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<td>DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-18</td>
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<tr>
<td>Achieve a gender balance amongst GSA’s Professoriat by way of mentoring and support in the framing of applications to GSA/GU research and leadership routes.</td>
<td>DD(A), HoHR</td>
<td>Ongoing</td>
<td>REC, UPC, Executive Group</td>
<td>HR data on readerships and professorships.</td>
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<td>DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-18</td>
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<td>Encourage through the GSA LTES a wide-range of academic perspectives from permanent and Visiting Staff to ensure that GSA’s learning environment benefits from an increased number of staff from diverse ethnic and cultural backgrounds.</td>
<td>HoSs, HoDs/PLs</td>
<td>Ongoing with annual review through PMAR</td>
<td>BoS, UPC, Council, Executive Group</td>
<td>HR data on staff roll and on Visiting Staff.</td>
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<tr>
<td>Implement and continue to monitor and develop Fair Admissions Strategy.</td>
<td>Head of Schools Programme Leaders</td>
<td>Systematic improvements and enhancements from 2017/18 application cycle</td>
<td>Executive group UPC Academic Council</td>
<td>Application, admission and offer processes which are student focused and take cognisance of contextual factors.</td>
</tr>
<tr>
<td>Equality Impact Assessment of Recruitment materials.</td>
<td>Head of Student Recruitment and International Communications Manager</td>
<td>EIA July 2018 with outcomes Implemented from Academic Year 2017/18</td>
<td></td>
<td>Materials (digital and physical, visual, written, video and oral content) which is reflective of a diverse, open and accessible institution.</td>
</tr>
<tr>
<td>Review home/RUK recruitment strategies.</td>
<td>Recruitment Manager (Head of Student Recruitment and International)</td>
<td>Portfolio review undertaken in 2017/18 with implementation from AY 2018/19</td>
<td>Admissions Target Group Executive group</td>
<td>Enhanced recruitment activity within schools/colleges/geographic areas with large numbers of home-domiciled BAME students.</td>
</tr>
<tr>
<td>Implement UK Articulation Strategy.</td>
<td>Articulation and Progression Manager (Head of Professional and Continuing Education)</td>
<td>Strategy being implemented from 2017 onwards</td>
<td>Executive Group UPC Academic Council</td>
<td>Development of articulation routes from colleges in core UK cities with large populations of BAME students.</td>
</tr>
<tr>
<td>Open Studio Portfolio Review.</td>
<td>Head of Continuing Education (Head of Professional and Continuing Education)</td>
<td>Portfolio review undertaken in 2017/18 with implementation from AY 2018/19</td>
<td>Executive Group</td>
<td>Development of new leisure and pre-degree programmes which are specifically designed to: - target issues of gender imbalance in undergraduate degree programmes - present a breadth of cultural and creative perspectives.</td>
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<td>Exhibitions Department continue to curate a diverse programme to a</td>
<td>Exhibitions Director</td>
<td>On-going from 2017</td>
<td>Annually to</td>
<td>Diversity of programme in relation to artists, curators and subject.</td>
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<td>diverse audience.</td>
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<td>Executive Group</td>
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<td>Report on cultural engagement</td>
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<tr>
<td>Review of GSA Public Lecture Series to present a diverse range of</td>
<td>Director of Strategy and Marketing</td>
<td>Review 2017-18</td>
<td>Annually to</td>
<td>Demonstrable balance and representation.</td>
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<td>speakers and subjects.</td>
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<td>Executive Group</td>
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<td>Report on cultural engagement</td>
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<tr>
<td>Ensure the development of new Open Studio programmes which present</td>
<td>Head of Continuing Education (Head</td>
<td>Portfolio review undertaken</td>
<td>Executive Group</td>
<td>Improvement in diversity of Open Studio staffing profile.</td>
</tr>
<tr>
<td>a breadth of cultural and creative perspectives and are delivered by</td>
<td>of Professional and Continuing</td>
<td>in 2017/18 with</td>
<td>UPC Academic</td>
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<td>staff that actively demonstrate that diversity.</td>
<td>Education)</td>
<td>implementation from AY</td>
<td>Council</td>
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<td>2018/19</td>
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<tr>
<td>GSA Enterprises to increase number of tour guides from diverse</td>
<td>GSAe General and Commercial</td>
<td>From 2019 when new Tour</td>
<td>Annual report to</td>
<td>Improvement in diversity of GSAe Tour Guides.</td>
</tr>
<tr>
<td>backgrounds to better reflect the diversity of GSA student</td>
<td>Commercial Development Manger</td>
<td>routes in Mackintosh</td>
<td>the Executive</td>
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<td>community.</td>
<td></td>
<td>operational</td>
<td>Group</td>
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<tr>
<td>Through Open Studio Portfolio review develop new programmes which</td>
<td>Head of Continuing Education (Head</td>
<td>Portfolio review undertaken</td>
<td>Executive Group</td>
<td>Development of programme of locally delivered content.</td>
</tr>
<tr>
<td>can be delivered in partnership and/or locally across Glasgow</td>
<td>of Professional and Continuing</td>
<td>in 2017/18 with</td>
<td>UPC Academic</td>
<td></td>
</tr>
<tr>
<td>representing a diverse cross-section of Glasgow’s established and</td>
<td>Education)</td>
<td>implementation from AY</td>
<td>Council</td>
<td></td>
</tr>
<tr>
<td>newer communities.</td>
<td></td>
<td>2018/19</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td><strong>Delivery of Action (e.g. Hofs/PL)</strong></td>
<td><strong>Timescale</strong></td>
<td><strong>Reporting Route</strong> (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)</td>
<td><strong>Measures of Impact of Action</strong></td>
</tr>
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</table>
EQUALITY OUTCOMES 2017-21

GSA’s Equality Outcomes 2017-21 build on the progress, development and learning achieved in both mainstreaming equality and working to achieve equality outcomes over the last four years. They encompass ongoing work and ensure prioritisation of specific areas of activity that will contribute to further progress.

Through shared and individual senior level responsibility GSA is mainstreaming its approach to achieving equality outcomes 2017-21 therefore ensuring that activity to deliver these outcomes takes place and is supported by relevant development across all functions alongside the institutional strategy and areas of targeted progress set out in the table below.

Progress in defining, and the impact of delivering, activities to achieve equality outcomes will be monitored and reported in GSA’s next annual Equality Report to the Board of Governors in October 2017.
### GSA EQUALITY OUTCOMES 2017-2021

<table>
<thead>
<tr>
<th>NO.</th>
<th>OWNERSHIP, ACTION, AND PROGRESS REPORTING ON BEHALF OF DIRECTOR</th>
<th>AREAS FOR DEVELOPMENT</th>
<th>RATIONALE/IMPACT EVIDENCE BASE</th>
<th>PROTECTED CHARACTERISTIC GROUP</th>
<th>KEY ACTIONS (Owners will locally define sub-actions in order to enable progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
| Equality Outcome 1:  
An organisational culture in which respect for self and others is understood and practiced, and where identity-based ignorance or prejudice is challenged and confidence promoted. | | | | | |
| Alignment with PSED: Eliminate Discrimination, Foster Good Relations | Strategic Relevance: Mainstreaming Equality, Student Experience, Learning and Teaching, Staff Experience, Community Engagement | | | | |
| 1a  
• Deputy Director (Academic)  
• Deputy Director (Innovation)  
• Director of Development  
• Director of Finance and Resources  
• Director of Strategy and Planning  
• Registrar and Secretary | Systematic challenging of discriminatory behaviour | | | | |
| 1b  
• Deputy Director (Academic) | Student confidence in engaging with difference, diversity and equality in their work with others | | | | |

**Indicators and measures of impact:**
To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA’s annual Equality Report.

**Rationale and evidence base:**
This outcome is a continuation of our ambition and work to achieve GSA’s equality outcomes 2013-17 no’s 1, 2 and 7, building on studio based learning’s potential to foster good relations as identified by programme level equality impact assessment. Achieving this outcome will set the institutional context for the development of skills to challenge anti-location and contemporary forms of prejudice. (EHRC 2016) and align closely with GSA’s work in response to Changing the Culture (UUK Taskforce 2016) which addresses gender based violence, harassment and hate crime.
<table>
<thead>
<tr>
<th>NO</th>
<th>OWNERSHIP, ACTION, AND PROGRESS REPORTING ON BEHALF OF DIRECTOR</th>
<th>EQUALITY OUTCOME</th>
<th>RATIONALE/IMPACT EVIDENCE BASE</th>
<th>PROTECTED CHARACTERISTIC GROUP</th>
<th>KEY ACTIONS (Owners will locally define sub-actions in order to enable progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Equality Outcome 2: An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.</td>
<td>Strategic Relevance: Student Experience, Learning and Teaching, Estates Strategy, Mainstreaming Equality, GSA Strategic Plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Deputy Director (Academic)</td>
<td>Systematic anticipation of diverse learning needs within the learning and teaching environment</td>
<td>Programme EiAs, Attainment data</td>
<td>All</td>
<td>• Further develop and deliver inclusive learning and teaching across GSA programmes. (DDA)</td>
</tr>
<tr>
<td>2b</td>
<td>Director of Finance and Resources</td>
<td>An estate environment which is accessible and meets the needs of people from protected characteristic groups</td>
<td>Student Feedback, Staff Feedback, Visitor Feedback, IRF feedback, Personal Egress Plans</td>
<td>Disability, Religion/belief, Sex, Gender, Reassignment, Pregnancy and Maternity</td>
<td>• Develop a systematic approach to ensuring that the Estates and its facilities are appropriate. (DFR)</td>
</tr>
</tbody>
</table>

**Indicators and measures of impact:**
To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA’s annual Equality Report.

**Rationale and evidence base:**
This outcome will build on and systematically consolidate best practice and learning from working with the diverse needs of students as evidenced through IRF’s/EIA’s. Ensuring that the estate and its facilities are inclusive and accessible will contribute to the achievement of Equality Outcome 3 2017-21. The systematic anticipation of diverse need within curriculum design, delivery and programme level support will address attainment gaps at local and institutional level and will support alignment and delivery of TEF requirements.
### Equality Outcome 3:
An increase in the number of students from currently under-represented groups and achieving successful outcomes.

**Alignment with PSED:** Advance Equality

**Strategic Relevance:** GSA Strategic Plan, SFC Gender Plan, SFC Outcome Agreement, Widening Participation.

- Recruitment, Fair Admissions, Student Experience, Learning and Teaching.

#### Key Actions

<table>
<thead>
<tr>
<th>Owners will locally define sub-actions in order to enable progress</th>
</tr>
</thead>
</table>

- Deputy Director (Academic)
- Director of Strategy and Marketing

#### Indicators and Measures of Impact:
To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA’s annual Equality Report.

**Rationale and Evidence Base:**
Evidence indicates under representation of BAME groups and of males/females at GSA and within programmes. Achievement of this outcome will increase representation and extends the ambition of equality outcome 8 2013-17, to include gender. Data points to a steady decline in applications from males and to the under representation of males or females within specific programmes. GSA’s ambition is to promote equality of access and outcome and a key aspect of achieving this equality outcome will be a narrowing of the attainment gap for BAME students at GSA which is currently 18% (UK Domiciled) in favour of White students.
<table>
<thead>
<tr>
<th>NO</th>
<th>OWNERSHIP, ACTION, AND PROGRESS REPORTING ON BEHALF OF DIRECTOR</th>
<th>EQUALITY OUTCOME</th>
<th>RATIONALE/IMPACT EVIDENCE BASE</th>
<th>PROTECTED CHARACTERISTIC GROUP</th>
<th>KEY ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equality Outcome 4: A fair pay and career progression framework, which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.</td>
<td>Strategic Relevance: GSA Strategic Plan, Outcome Agreement, SFC Gender Plan, Human Resources Strategy, Research Strategy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>Registrar and Secretary</td>
<td>See above</td>
<td>Salary data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Deputy Director (Academic)</td>
<td>Research Excellence Framework: Equality Impact Assessment actions</td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Deputy Director (Academic)</td>
<td>Professorial nominations exercise data.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicators and measures of success:**
To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA’s annual Equality Report.

**Rationale and evidence base:**
Addressing pay gaps is a statutory duty and a continuation of development work undertaken at GSA to deliver equality outcomes 4 and 5 2013-17. Achievement of this outcome will address the interrelating factors that contribute to vertical and horizontal occupational segregation including career development, progression and representation as evidenced in GSA equality monitoring data, the Equal Pay Review and the outcomes of the Staff Survey 2016. GSA’s Equal Pay Review has identified structural factors contributing to GSA’s overall gender pay gap of 15.5%, occupational segregation within the grading structure and at senior staff level. The need for continuing work to be undertaken to improve the quality of the data and analysis currently available is also acknowledged.
No | Ownership, Action, and Progress Reporting On Behalf of Director | Equality Outcome | Rationale/Impact Evidence Base | Protected Characteristic Group | Key Actions (Owners will locally define sub-actions in order to enable progress) |
---|---|---|---|---|---|
5a | Deputy Director (Academic) | See above | • Student Feedback  
• EIA Themes  
• Staff data  
• Community Feedback | Race | • Develop and deliver a plan to increase the number of people from diverse and cultural backgrounds contributing to learning, teaching and research. (DDA) |
5b | Director of Strategy and Marketing | See above | • Student Feedback  
• EIA Themes  
• Staff data  
• Community Feedback | Race | • Develop and deliver a plan to increase GSA’s engagement with diverse local communities. (DSM) |

**Equality Outcomes:**

- **Equality Outcome 5:** An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

**Alignment with PSED:** Advance Equality, Foster Good Relations

**Strategic Relevance:** GSA Strategic Plan, Student Experience, Learning and Teaching, Community Engagement, Open Studio, Exhibitions and Events

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**Indicators and measures of success:**

To ensure shared and individual senior level ownership accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA’s annual Equality Report.

**Rationale and evidence base:**

Staff data shows that 92% of staff at GSA identify as White with 4% identifying as BAME. The appointment of people from BAME groups has increased from 10% of BAME applicants to almost 20% of BAME applicants. Progress is limited by a low staff turnover however student feedback and EIA themes have identified that visible representation of different histories, contributions and appropriations within academic disciplines contribute to an inclusive curriculum. In this respect this is a continuation of equality outcomes 6 and 7 2013-17 and will contribute to the achievement of equality outcomes 2 and 3 2017-21.
The Glasgow School of Art

Public Interest Disclosure (Whistleblowing) Policy

June 2017

(Subject to Approval at the October 2017 meeting of the Board of Governors)

Policy control

<table>
<thead>
<tr>
<th>Reference</th>
<th>Public Interest Disclosure Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date approved</td>
<td>11 December 2017 (tbc)</td>
</tr>
<tr>
<td>Approving Bodies</td>
<td>HR Committee (review)</td>
</tr>
<tr>
<td></td>
<td>Audit Committee (review)</td>
</tr>
<tr>
<td></td>
<td>Board Governors (approval)</td>
</tr>
<tr>
<td>Implementation Date</td>
<td>11 December 2017 (tbc)</td>
</tr>
<tr>
<td>Supersedes</td>
<td>Whistleblowing Policy &amp; Procedure</td>
</tr>
<tr>
<td>Supporting policy</td>
<td>n/a</td>
</tr>
<tr>
<td>Review date</td>
<td>June 2020</td>
</tr>
<tr>
<td>Author</td>
<td>Dr Craig Williamson, Registrar and Secretary</td>
</tr>
<tr>
<td>Date of Impact assessment</td>
<td>August 2017</td>
</tr>
<tr>
<td>Benchmarking</td>
<td>Glasgow Caledonian University</td>
</tr>
<tr>
<td></td>
<td>University of Aberdeen</td>
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<td>University of Abertay</td>
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<td>University of Dundee</td>
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</table>
1. PURPOSE AND SCOPE

Public Interest Disclosure (or whistleblowing) is the disclosure of information which relates to some danger, fraud or other illegal or unethical conduct in the workplace. The Employment Rights Act 1996, as amended by the Public Interest Disclosure Act 1998, governs the making of disclosures concerning workplace activities. The Act is intended to protect employees who make a disclosure regarding bad practice from being subjected to any detriment or unfairly dismissed as a result.

The Glasgow School of Art (GSA) seeks to conduct its business honestly and with integrity at all times. It is committed to tackling any malpractice or wrongdoing, to promoting a culture of openness and accountability to prevent such situations occurring, and to addressing them when they do occur. This policy outlines how individuals in the GSA community (e.g. staff, students, members of the Board of Governors) may raise concerns about such matters.

Staff are also directed to HR policies and students are directed to the Complaints Handling Procedure to determine whether those routes may be more suitable than that outlined in this policy.

This policy is intended to assist individuals who believe they have discovered malpractice or impropriety. It is not designed to question financial or business decisions taken by GSA or to reconsider any matters which have already been addressed under grievance or disciplinary procedures.

This policy should be invoked if a member of the GSA community has a genuine concern that there are reasonable grounds for believing that it is in the public interest to report that:

- a criminal offence has been committed, is being committed, or is likely to be committed; or
- a person has failed, is failing, or is likely to fail to comply with their legal obligations; or
- a miscarriage of justice has occurred, is occurring, or is likely to occur; or
- the health and safety of any individual has been, is being, or is likely to be endangered; or
- the environment has been, is being or is likely to be damaged; or
- any of the above are being, or are likely to be, deliberately concealed.

As noted, GSA has in place policies and procedures covering grievance, complaints and discipline. This policy is intended to cover concerns which are in the public interest and may (at least initially) be investigated separately but might then lead to the use of established procedures. Examples of how the legislation could apply within a GSA context include:

- financial malpractice, impropriety or fraud;
- failure to comply with a legal obligation or with the regulations of GSA;
- dangers to health and safety or the environment;
- criminal activity;
- academic or professional malpractice;
- improper conduct or unethical behaviour;
- attempts to conceal any of the above.
If an individual has concerns about the way in which their disclosure has been handled, these concerns can be raised with the Designated Officer (see section 3.1).

Individuals who raise concerns under this policy and its terms will not be subjected to detriment of any kind as a result of such action. Detriment includes, for example, unwarranted disciplinary action, harassment and victimisation. If an individual believes that they are being subjected to detriment as a result of raising concerns under this policy, the matter should be raised immediately with the Designated Officer. Any staff member or student who victimises or retaliates against someone who has raised a concern under this policy may be subject to disciplinary action.

2. SAFEGUARDS

2.1 Protection

This policy is designed to offer protection to those employees or other members of GSA who disclose such concerns provided the disclosure is made:

i) in the public interest, and

ii) in the reasonable belief of the individual making the disclosure that it tends to show malpractice has been, is being or is likely to be committed.

The individual will be protected if they make the disclosure to an appropriate person/body, following the procedures outlined in this policy.

2.2 Confidentiality

GSA will treat all such disclosures in a confidential and sensitive manner. If an individual wishes to raise a concern confidentially, GSA will make every effort to enable the individual to do so. If it is necessary for anyone investigating the concern to know the identity of the person making the disclosure, or there is good cause for the identity to be known as part of the investigation process, this will be discussed with the individual beforehand.

2.3 Anonymous Allegations

This policy discourages individuals from making anonymous allegations because, depending on the nature of the concern, it may make the investigation more difficult or impossible. However, anonymous allegations may be considered at the discretion of the Designated Officer.

In exercising this discretion, the factors to be taken into account will include:

- the seriousness of the issues raised; and
- the credibility of the concern; and
- the likelihood of being able to confirm the allegation from attributable sources.
2.4 Untrue Allegations

If an individual makes an allegation under this policy in the reasonable belief that it is in the public interest and that allegation is not confirmed by subsequent investigation, no action will be taken against that individual by GSA.

3. PROCEDURE FOR MAKING A DISCLOSURE

3.1 Designated Officers and Disclosure

Normally, disclosures should be made to the Registrar and Secretary, who acts as Secretary to the Board of Governors, and is the principal Designated Officer for handling disclosures.

The Director, Chair of the Board of Governors and Chair of the Audit Committee also act as Designated Officers.

If the disclosure is about the Registrar and Secretary or there is good cause not to inform the Registrar and Secretary, the disclosure may be made to one of the other Designated Officers, who will comply with this policy.

In the interests of transparency, any disclosure made to the Designated Officer will immediately and confidentially be shared with one of the other Designated Officers as appropriate.

In cases involving financial malpractice, the Designated Officer should act throughout in close consultation with the Director (as the Designated Officer for the institution’s public funding), unless the disclosure relates to the Director, in which case the Designated Officer shall liaise with the Chair of the Audit Committee.

It should be noted that employees who make disclosures to the Prescribed Regulatory Body are protected under the law. Regarding GSA, this is the Scottish Funding Council (SFC). Also, the terms of the SFC Financial Memorandum require GSA to notify the Funding Council of any financial malpractice or fraud as soon as it is discovered.

3.2 Process

The Designated Officer will, in consultation with the Director or the Chair of the Board of Governor or the Chair of the Audit Committee, consider the information made available and determine:

i) whether there is a prima facie case to answer, and

ii) whether an investigation should be conducted and, if so, what form it should take.

The form of the investigation to be undertaken will depend on the nature of the matter raised. This may be:

- to investigate the matter internally; or
- to invite an appropriate external party to investigate the matter on behalf of GSA; or
- to refer the matter to an external authority.
If the decision is that investigations should be conducted by more than one of these means, the Designated Officer must be satisfied that such a course of action is warranted.

Where the matter is to be the subject of an internal investigation, the Principal Officer will then consider how to conduct that inquiry. This consideration will include determining:

- who should undertake the investigation; and
- the procedure to be followed; and
- the scope of the concluding report.

### 3.3 Internal Investigation

The Designated Officer will appoint an Investigating Officer, who will be an appropriately senior member of GSA staff.

The Investigating Officer will report the findings to the Designated Officer. Investigations will not be carried out by the person who will have to reach a decision on the matter. Any investigation will be conducted as sensitively and speedily as possible.

As a result of this investigation, other internal procedures may be invoked as appropriate.

In some instances it might be necessary to refer the matter to an external authority for further investigation. For example, in cases alleging misuse of public funds, the Scottish Funding Council may wish to undertake its own investigation.

Where a disclosure is made, any individual or individuals against whom the disclosure is made will be informed, and presented with the supporting evidence, and will be allowed to respond before any investigation, or further action, is concluded.

Where a disclosure is made against person(s) at GSA, it may be appropriate to suspend individuals from work, study or other activity. This will be considered and applied under the terms outlined in the relevant GSA policy.

### 3.4 Feedback to the Individual making the Disclosure

The Designated Officer will inform the individual making the disclosure of what action, if any, is to be taken, subject to the requirements of confidentiality.

If no investigation is to be undertaken, such a decision may only be reached by the Designated Officer in consultation and agreement with the Director or the Chair of the Board of Governors or the Chair of the Audit Committee. Thereafter the individual concerned will be informed of the reason for this and allowed the opportunity to resubmit the disclosure to another appropriate officer who has not been involved in the decision making process. For example, if the initial disclosure was made to the Registrar and Secretary, then the subsequent disclosure might be made to the Chair of the Audit Committee or Chair of the Board of Governors. This other officer will consider all the information presented, the procedures that were followed, and the reason for not taking any further action.
The outcome of this will be either:

i) to confirm that no further action is required; or

ii) that further investigation is required and will follow the policy’s procedures.

If an allegation is dismissed after an internal investigation, there will be no further opportunity provided to revisit this outcome, unless significant additional evidence or information emerges which was not previously made available to the Investigating Officer.

3.5 Reporting of Outcomes

A confidential report of all disclosures and any subsequent actions taken will be made by the Designated Officer, who will retain such reports for a period of three years. In all cases an anonymised report of the outcomes of any investigations will be made to the Audit Committee in detail where the issue falls within its remit, and in summary in other cases. This allows the Committee to monitor the effectiveness of the procedure.

Where an alternative Designated Officer (see section 3.1) has overseen the investigation, they will make an appropriate report, in line with above paragraph, to the Audit Committee regarding any disclosures related to the Registrar and Secretary.

The outcome of all cases which involve misuse of public funds will be reported to the Scottish Funding Council.

3.6 Contact Details

Registrar and Secretary
Glasgow School of Art
167 Renfrew Street
G3 6RQ

Telephone: 0141 353 4513
Email: c.williamson@gsa.ac.uk
1. Context

In line with sector requirements, GSA implemented the Scottish Public Service Ombudsman (SPSO) Complaints Handling Procedure (CHP) at the end of August 2013. One of the stipulations of the procedure is that GSA is required to produce an annual report that is made available to senior institutional management and the Board of Governors.

An overview and summary of GSA complaints is provided below along with a quantitative summary and comparison with academic session 2015/16 in Appendix 1.

GSA must publish and report Key Performance Indicators to the SPSO on a session basis, which is attached as Appendix 2 for information.

For the purpose of quarterly and annual reporting of complaint performance, GSA has aligned with the sector and moved the reporting period to the academic session rather than the calendar year [September to August]. This also aligns with the annual publishing and reporting of Key Performance Indicators for the SPSO.

2. Complaints Overview

For the period beginning 1 September 2016 to 31 August 2017, 23 complaints have been recorded compared to 24 recorded in 2015/16.

Type of Resolution:

The following table illustrates complaints reported resolved at frontline or at the investigation stage.

<table>
<thead>
<tr>
<th>Type of resolution</th>
<th>Estates</th>
<th>HR</th>
<th>MSA</th>
<th>Registry</th>
<th>SoD</th>
<th>SoFA</th>
<th>Strategy and Marketing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frontline</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Investigation</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1</td>
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<tr>
<td>Total</td>
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<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>
Complaints Upheld:

The following table illustrates complaints reported as either upheld or not upheld:

<table>
<thead>
<tr>
<th>Upheld</th>
<th>Estates</th>
<th>HR</th>
<th>MSA</th>
<th>Registry</th>
<th>SoD</th>
<th>SoFA</th>
<th>Strategy and marketing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
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<td>2</td>
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</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

Four of the complaints reported as upheld were partially upheld.

Complaints received have been varied but there has been an increase in complaints received in 2016/17 which were complaints made against staff.

As is common throughout the sector, complaints resolved at the Frontline stage are low and it would be safe to conclude that the numbers reported in the table below summarising the departmental breakdown are lower than the actual numbers.

3. Common Themes

The following table provides a summary of four key themes of complaints recorded for 2016/17:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Examples</th>
<th>Number of complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and standard of service provided</td>
<td>• Discrepancy between marketed courses and content taught;</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Teaching time provided to students not meeting student’s expectations;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work spaces not being adequate.</td>
<td></td>
</tr>
<tr>
<td>Communication issues between staff and students</td>
<td>• Feedback provided to students not being accepted;</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>• Feeling of being excluded from work spaces where a member of staff is working;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feeling that staff are not responsive when approached.</td>
<td></td>
</tr>
<tr>
<td>Students and customer’s dissatisfaction of dealings with frontline staff</td>
<td>• Feeling that access to GSA is not open and friendly.</td>
<td>4</td>
</tr>
<tr>
<td>Noise concerns at Halls of Residences</td>
<td>• Members of the public complaints related to noise from McDonald House from student activities but also from construction work.</td>
<td>3</td>
</tr>
</tbody>
</table>
Quarterly information which provides further details is available to view if required.

**Summary**

43% of complaints were handled at frontline stage where the complaint has to be responded to within 5 working days.

74% of complaints are responded to within the SPSO prescribed timescale. It should be noted that complaints closed are not always being logged immediately and this has the tendency to make response times higher than the actual percentage.

Where complaints were responded to outwith the prescribed timescales, this was mainly due to complexities of the complaint and the need for extra time in order to investigate the complaints satisfactorily. In a few occasions delays were due to re-assigning of complaints as well as staff and student being unavailable.

61% of complaints were upheld in 2016/17 compared with 46% in the previous academic session.
31% of the complaints upheld were partially upheld.

52% of complaints were related to academic schools with 58% of these in relation to the School of Fine Art.

30% of complaints were related to frontline staff.

**Conclusion**

The Complaints Procedure continues to be visible to staff, students, and the general public with Policy and Governance having revised the complaints investigation process to reflect new guidance from the Scottish Public Services Ombudsman, to reflect best practice.

It is common for only the more serious complaints to be recorded in the Central Complaints Register. GSA continues to work to having all complaints being recorded as it identifies common and recurring themes and trends, providing an opportunity to learn from complaints.

Recommendations made by Complaints Investigators are passed to relevant Heads of Departments or Schools (or the Equivalent) for consideration and action.

**Next Steps**

- Arrange Complaints Investigator training for both stages of the complaints procedure.

- Amend the format of Quarterly Reports to reflect themes and trends arising from complaints. These will be reported to the Executive Group on a Quarterly basis and reflected in the Annual report.

**Janet Alison and Vee Toyi**

*Deputy Registrar and SPSO Liaison Officer*

*October 2017.*
Appendix 1

GSA Central Complaints Register Summary

Common Themes: 2016/17

Complaints received and dealt with in 2016/17 relative to 2015/16

Complaints Outcomes

Number of Complaints by Area

Overall Page 164 of 168
Appendix 2 – Published Performance Indicators required by SPSO

GSA Complaints Handling Procedure Annual Report: Academic Year (1 September – 31 August)

The Glasgow School of Art has a two-stage procedure for handling complaints to the institution which is in line with the requirements of the Scottish Public Sector Ombudsman (SPSO).

Frontline complaints have a 5 working day deadline for a response and are normally responded to immediately without the need for further enquiries or evidence.

Investigation complaints have a 20 working day deadline for a response and are instigated where a resolution cannot be found at the frontline stage or the complaint is complex or serious in nature.

Performance Indicators

<table>
<thead>
<tr>
<th>Academic Session</th>
<th>2015/16</th>
<th>2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Complaints Received</td>
<td>24</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015/16</th>
<th>2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Complaints Considered at Frontline Stage</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>% of Complaints Considered at Frontline Stage</td>
<td>58%</td>
<td>43%</td>
</tr>
<tr>
<td>Number of Frontline Complaints Closed within 5 Working Days</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>% of Frontline Complaints Closed within 5 Working Days</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Number of Frontline Complaints where an Extension to the 5 Working Day Timeline was Authorised</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% of Frontline Complaints where an Extension to the 5 Working Day Timeline was Authorised</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Number of Frontline Complaints Upheld</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>% of Frontline Complaints Upheld</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>Number of Frontline Complaints Not Upheld</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>% of Frontline Complaints Not Upheld</td>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>Average Time in Working Days to resolve Frontline Complaints</td>
<td>2.0</td>
<td>4.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015/16</th>
<th>2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Complaints Considered at Investigation Stage</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>% of Complaints Considered at Investigation Stage</td>
<td>42%</td>
<td>57%</td>
</tr>
<tr>
<td>Number of Investigation Complaints resolved within 20 Working Days</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>% of Investigation Complaints resolved within 20 Working Days</td>
<td>60%</td>
<td>53%</td>
</tr>
<tr>
<td>Number of Investigation Complaints where an Extension to the 20 Working Day Timeline was Authorised</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>% of Investigation Complaints where an Extension to the 20 Working Day Timeline was Authorised</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Number of Investigation Complaints Upheld</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>% of Investigation Complaints Upheld</td>
<td>30%</td>
<td>53%</td>
</tr>
<tr>
<td>Number of Investigation Complaints Not Upheld</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>% of Investigation Complaints Not Upheld</td>
<td>70%</td>
<td>46%</td>
</tr>
<tr>
<td>Average Time in Working Days to resolve Investigation Complaints</td>
<td>32.2</td>
<td>30.8</td>
</tr>
</tbody>
</table>

Note: ‘Partially upheld’ outcomes are counted as ‘Upheld’ for Performance Indicator purposes.
THE GLASGOW SCHOOL OF ART

Board of Governors and Board Committees: Meeting Dates 2017-18

(As at October 2017)

Board of Governors

<table>
<thead>
<tr>
<th>Date</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 9th October 2017</td>
<td>1.30pm</td>
</tr>
<tr>
<td>Monday 11th December 2017</td>
<td>1.30pm</td>
</tr>
<tr>
<td>Monday 5th February 2018</td>
<td>Awayday</td>
</tr>
<tr>
<td>Monday 19th March 2018</td>
<td>1.30pm</td>
</tr>
<tr>
<td>Monday 4th June 2018</td>
<td>1.30pm</td>
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</table>

Business Committee

<table>
<thead>
<tr>
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<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 30th August 2017</td>
<td>11.00am</td>
</tr>
<tr>
<td>Monday 13th November 2017</td>
<td>11.00am</td>
</tr>
<tr>
<td>Monday 19th February 2018</td>
<td>11.00am</td>
</tr>
<tr>
<td>Monday 21st May 2018</td>
<td>11.00am</td>
</tr>
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</table>

Audit Committee

<table>
<thead>
<tr>
<th>Date</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Wednesday 30th August 2017</td>
<td>2.00pm</td>
</tr>
<tr>
<td>Monday 20th November 2017</td>
<td>2.00pm</td>
</tr>
<tr>
<td>Monday 19th February 2018</td>
<td>2.00pm</td>
</tr>
<tr>
<td>Monday 23rd April 2018</td>
<td>2.00pm</td>
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</tbody>
</table>

Estates Committee

<table>
<thead>
<tr>
<th>Date</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4th September 2017</td>
<td>11.00am</td>
</tr>
<tr>
<td>Monday 30th October 2017</td>
<td>11.00am</td>
</tr>
<tr>
<td>Monday 22nd January 2018</td>
<td>11.00am</td>
</tr>
<tr>
<td>Monday 9th April 2018</td>
<td>11.00am</td>
</tr>
</tbody>
</table>

continues overleaf……………
Board of Governors and Board Committees: Meeting Dates 2017-18 (cont.)

HR Committee

Tuesday 19th September 2017  Noon
Tuesday 14th November 2017  12.30 pm
Tuesday 13th February 2018  Noon
Tuesday 17th April 2018  Noon

Museum & Archive Committee

To be confirmed

Investment Committee

Monday 13th November 2017  10.00am
Monday 21st May 2018  1.00pm

JM