

THE GLASGOW SCHOOL OF ART

THE GLASGOW SCHOOL OF ART CORPORATE PARENTING PLAN 2026 - 2029



Credit Alexandra Smart, Degree Show 2025 School of Fine Art

1. INTRODUCTION

The Glasgow School of Art (GSA) recognises its pivotal role in supporting the wellbeing and success of care-experienced young people. We aim to ensure that all care-experienced learners have the same opportunities to access, enjoy, and succeed in higher education as their peers. We are committed and caring Corporate Parents who strive to improve access and ensure you feel supported.

Corporate Parenting asks a simple question: *“Would this be good enough for my child?”* At the GSA, we believe every care-experienced student deserves a network of supportive, caring, and dedicated people who understand their needs and provide meaningful opportunities. We are committed to:

- Offering clear information, advice, and guidance;
- Ensuring accessible and inclusive services;
- Taking a whole-School approach to removing barriers and improving educational outcomes.

2. WHAT IS CORPORATE PARENTING

Who Cares? Scotland state that:

“Care Experienced refers to anyone who is currently in care or has been for any length of time regardless of their age. This can be a range of settings; looked after at home foster care, informal and formal kinship care, residential care, secure care and adoption”

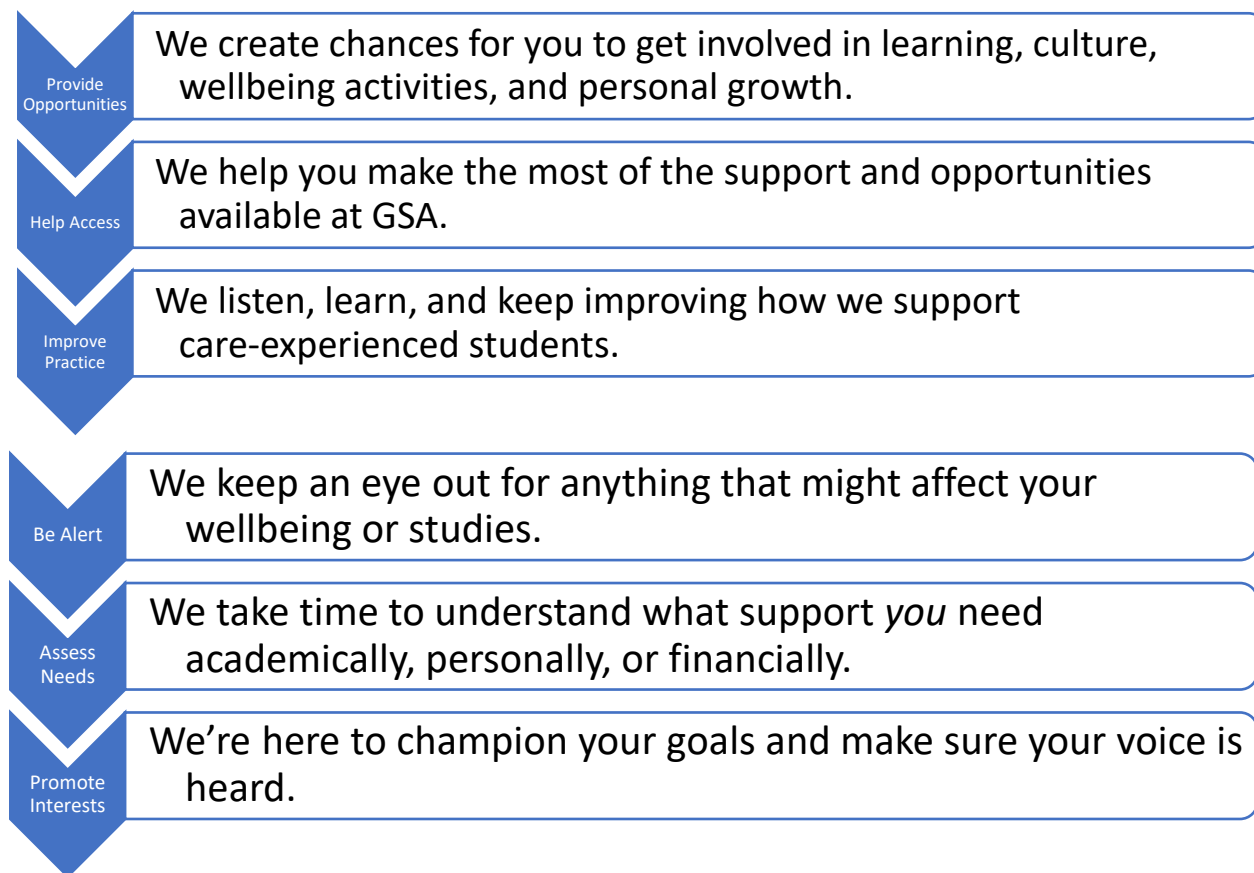
The GSA is committed to supporting all Care Experienced people; students and staff, regardless of age.

3. CORPORATE PARENTING DUTIES?

Our Corporate Parenting duties matter because we want every student to have fair access to education. By supporting Care Experienced students to feel valued and included, we help create a diverse community where everyone belongs, creativity can flourish, and all students can thrive.

3.1 The Duties¹ are defined below, explaining how the GSA will help:

¹ The Children and Young People (Scotland) Act 2014



3.2 The principles of the United Nations Convention on the Rights of the Child, guide how the GSA supports care-experienced students as they transition into adulthood:

Education	Wellbeing	Protection
<ul style="list-style-type: none"> • Every child has the right to learn, achieve, and access opportunities. 	<ul style="list-style-type: none"> • Children must be supported to grow in safe, nurturing environments. 	<ul style="list-style-type: none"> • Children must be safeguarded from harm, discrimination, and unfair treatment.

3.3 We promise: *“that all Scotland’s children and young people will grow up loved, safe and respected so they can realise their full potential.”²*

We will embed the five foundations of the [Promise Scotland](#) noted below. We will strive to reduce barriers to access, embed a trauma informed approach, provide

² [The Promise Scotland | Transforming how Scotland cares for children, families, and care-experienced adults](#)

holistic support, listen to the views of those with lived experience and work with partners to ensure our students can thrive creatively, academically, and personally.

Voice: Children and young people must be listened to. Their views should shape decisions, support, and services.

Family: Children should stay with their families where safe and possible. Support should help families stay together

Care: If not with family, children must live in loving, stable homes. Care should provide belonging, consistency, and emotional security.

People: Young people need trusted, compassionate relationships. Support should come from adults who care, understand, and stay connected.

Scaffolding: A responsive system of help must be in place. Services should work together to provide the right support at the right time.

4. PARTNERSHIP WORKING

We are building connections and stronger partnerships with local authorities, charities, and national organisations. The GSA works in partnership with the [MCR Pathways - Nationwide Mentoring Programme](#), providing information on alternative routes to university information. The GSA participate in the Who Cares? Scotland Collaborative Corporate Parenting Network and the [Scottish Throughcare and Aftercare Forum](#). We also work in partnership with secondary schools with low progression to higher education through the [Focus West](#) initiative.

5. CONSULTATION

Plans are developed in consultation with services users and staff, with advice and guidance from Who Cares? Scotland and the GSA Equality Diversity and Inclusion Committee. We recognise the need for greater consultation with other corporate parents and for future collaboration with the Scottish Throughcare and Aftercare Forum.

6. STUDENT FEEDBACK

6.1 Five students opted to participate in 2024/25 survey accounting for 18% of care-experienced students studying at the GSA. Although the survey yields valuable insights, it is important to acknowledge the limitations posed by the small sample size:

- 20% participated in Widening Participation activity via Open Studio as their route into the GSA.
- 100% were aware of the support offered by GSA before they started their course and during.
- 60% accessed a range support including digital inclusion, hardship and access scholarship funds, disability, learning and mental health support.
- When asked if the support made a difference, all responded positively:

6.2 In direct response to student feedback; we aim to encourage more Care Experienced students to access the support available by raising awareness via eLearning and in person training, encouraging a whole school approach to awareness and signposting. In addition, the GSA have committed to increasing the Scholarship offer and hope to develop a Masters Scholarship for Care Experienced students.

6.3 A detailed action plan can be found below; developed in consultation with service users and appropriate staff, with advice and guidance from Who Cares? Scotland and the GSA Equality Diversity and Inclusion Committee. The most recent Annual Update Report can be accessed [here](#).

The GSA Corporate Parenting Action Plan 2026-2029

Duty 1: To be alert to matters which could adversely affect the wellbeing of looked after children and care leavers		
Actions	Responsibility	Measure of Success
Maintain active membership in local and national forums; collaborate with key partners (e.g. Who Cares? Scotland, SDS, MCR Pathways).	Student Support/ Widening Access	Partnerships maintained and developed. Attendance at meetings, forums and events maintained. The GSA is represented at the Collaborative Corporate Parenting Network.
Ensure clear, up-to-date information on the GSA and Propel website , pre-entry and induction portals	Student Support	Students continue to report that they are aware of, and know how to access support (annual consultation)
Raise awareness of Care Experience through the website, publications, and social media	Student Support/ Widening Access	Development of external facing website Physical leaflet for recruitment events Information updated annually
Raise awareness of Care Experience with GSA staff. Celebrate Care Experienced week (19 Oct – 1 Nov)	Student Support	Creation of Staff Intranet resource Promote training and awareness opportunities for staff
Continue to increase the percentage of Care Experienced students studying at the GSA	Widening Access/ Student Recruitment	Annual reporting (EDI Committee)
Promote the SAAS Care-Experienced Bursary and any relevant Scholarship offers	Welfare Team/ Student Recruitment	Embedded within pre-entry, enrolment and induction
Offer priority access to discretionary and childcare funding in addition to mid cycle Access	Welfare Team	Embedded within pre-entry, enrolment and induction

Scholarships		
Work with Development to increase external funding in support of hardship and cost of living.	Student Support/ Development	A GSA MASTERS Scholarship for Care Experienced students for session 27/28
Enhance the accommodation application to capture care-experience sensitively	Halls of Residence	Early identification in place with support offered
Provide early arrival, flexible tenancy options and transitional support post-graduation if required	Halls of Residence	Provide safe, stable accommodation options guaranteeing 365-day access.
Promote and track completion of Who Cares? Scotland online module	Human Resources	Increase in the number of staff that have completed the eLearning module

Duty 2: To assess the needs of care-experienced young people for the services and support provided by the corporate parent		
Actions	Responsibility	Measure of Success
Guarantee contextual admissions for care-experienced applicants; provide 1:1 guidance for portfolio preparation, UCAS applications, and interviews.	Widening Access	Continue to meet widening access targets. Continue to increase the number of Care Experienced students enrolled at the GSA
Conclude the Review of Fair Admissions and implement its recommendations to enhance admissions processes and strengthen alignment with the institution's fair access ambitions	Widening Access	Undertake benchmarking of the Fair Admissions processes against the UUK Code of Practice, reporting to Education Committee
Continue to identify care-experienced students via the UCAS tick box, outreach and transition	Widening Access/ Registry/Student Support	All disclosed students are contacted; outlining support available with offer to

information and enrolment processes		complete a reasonable adjustment report
Promote disclosure through applicant communications including the opportunity to self-identify during induction and personal tutor meetings	Student Recruitment Registry/Student Support	Increased number of self-declared students; data quality improved
Highlight childcare funding available based on student feedback) and promote access to the digital inclusion scheme	Student Support	Embedded within pre-entry, enrolment and induction
Offer personalised support, including a named contact for every student.	Student Support	100% of care-experienced students assigned a named contact
Provide pre-entry, face-to-face meetings, one-to-one guidance, and regular email updates.	Student Support	Positive student feedback

Duty 3: To promote the interests of looked after children and care leavers		
Actions	Responsibility	Measure of Success
Specialist support for portfolio preparation Practical support for UCAS application Interview preparation and support	Widening Access	Increased applications for care-experienced students.
Guarantee contextual admissions for care-experienced applicants	Widening Access/ Student Admissions	Increased offers and acceptances from care-experienced students.
Formal articulation agreements are in place to support progression from partner institutions into degree-level study, complemented by the GSA's Associate Student Scheme	Widening Access	Early engagement, access to facilities, and tailored academic support for prospective students, helping to ease the transition into higher education.

The GSA will continue to achieve the SFC's National Ambition of reducing the gap in educational outcomes between care-experienced students and those who are not.	All Staff	Maintain retention and attainment \geq 85% Annual Update to EDI Committee
Offer effective support throughout their educational journey and beyond	All Staff	Evidenced via annual student consultation

Duty 4: To seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing

Actions	Responsibility	Measure of Success
Signpost to disability and wellbeing services and encourage participation in wellbeing groupwork and activities (students and staff).	Student Support/ Human Resources	Increased engagement
Offer a coordinated approach to wellbeing; Reasonable Adjustment Policy and Procedure, Personal Tutors, Wellbeing Champions	Student Support	Continue partnership approach between the student, professional support and academic staff
Offer priority counselling sessions and access to mental health services	Student Support	Capacity of Wellbeing staff increased by 26/27
Embed trauma-informed training for Student Support staff by 2027	Student Support	All Student Support staff are trauma informed
Encourage staff disclosure via annual sensitive data collection with the opportunity to complete the staff Reasonable Adjustment Process if required.	Human Resources	Increased uptake
Offer a range of staff support including Myndup	Human Resources	Increased uptake

digital platform, Employee Assistance Programme, CBT, Coaching or counselling support.		
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Duty 5: To take appropriate actions to help those children and young people to access opportunities provided by the corporate parent and to make use of services, and access support, provided by the corporate parent		
Actions	Responsibility	Measure of Success
Enhance early outreach by partnering with local authorities and MCR Pathways	Widening Participation/ Student Recruitment	Engagement with targeted secondary schools and primary schools across local authorities.
Promote GSA's care-experienced support through networks, outreach to schools, colleges, and collaborative events with external partners.	Widening Participation/ Student Support	Care-experienced pupils accessing taster sessions, application, portfolio and interview guidance and support. College articulation agreements in place ensuring key progression routes for Care-Experienced students.
Actively engage with Scottish corporate parenting networks	Student Support	Continue to work with Who Cares@ Scotland, the Scottish Throughcare and Aftercare Forum and SAAS. Continue to publish reports and provide information requested by Scottish Ministers
Promote access to enterprise activities and graduate schemes such as the Scottish Government Graduate Recruitment Incentive.	Academic Development (Careers)	Increased uptake

Access to career advice, guidance and mentoring pathways, competitions and industry placements, supporting the development of graduate attributes.	Academic Development (Careers)	Increased uptake
Access to the graduate creative network	Marketing	Increased uptake

Duty 6: To take any other action considered appropriate to improve the way the corporate parent exercises its functions in relation to those children and young people

Actions	Responsibility	Measure of Success
Engage with current care-experienced students to listen to and understand the voice of those with lived experience.	Student Support	Annual survey implemented and one to one feedback opportunities established.
Small numbers have impacted on the opportunity to develop a working group. The Equality Diversity and Inclusion Committee will retain oversight.	Student Support/Widening Access	Annual Report submitted to the EDI Committee before publication
Reflect Care Experienced and caring responsibilities in the staff sensitive data	Human Resources	Reported via the Staff Equality Monitoring Report.
Embed the principals of Scottish Care Leavers Covenant by including care-experience considerations in all Equality Impact Assessments (EqIA).	Equality Officer/Student Support	Revised EqIA and guidance in place