

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
MRes in Creative Practices	N/A	MRCPRACFT

Head of School	Dr Ken Neil
Head of Department/Programme Leader	Ms. Ranjana Thapalyal
Programme Contact	Ms. Ranjana Thapalyal

Minimum Duration of Study	12 months FT / 24 months PT
Maximum Duration of Study	24 months p/t
Mode of Study	Full-time, Part-time
Award to be Conferred	Postgraduate Certificate (Pg Cert) Postgraduate Diploma (Pg Dip) Masters in Research in Creative Practices
Exit Awards	Stage 1: Postgraduate Certificate (Pg Cert) Stage 2: Postgraduate Diploma (Pg Dip) Stage 3: Master of Research in Creative Practices
Source of Funding	Student fees income Research Councils' studentships

2. Academic Session:

2011-2012

3. SCQF Level:

11

3.1 Credits:

180

4. Awarding Institution:

The University of Glasgow

5. Teaching Institutions

The Glasgow School of Art

6. Lead School/Board of Studies:

Research and Postgraduate Studies

7. Programme Accredited By:

N/A

8. Entry Qualifications**8.1 Highers**

N/A

8.2 A Levels

N/A

8.3 Other

Admission to the MRes takes place at the beginning of the programme of study, which extends in Full Time mode from September to the following September. Alternate routes for Part Time study are available, and can be negotiated with students according to student need and staff availability. However all part time routes must be designed to allow for completion of the MRes within two academic years.

All applicants should normally have a good honours degree in a relevant subject area or equivalent professional experience, to be agreed at the discretion of programme staff following GSA guidelines.

The admissions requirements for the MRes programme are:

- Completed application form
<http://www.gsa.ac.uk/study/graduate-degrees/how-to-apply/>
- Submission of a 500 word written text stating the applicant's areas of research interest.
- Submission of a portfolio of work (as appropriate to discipline). Visual portfolio elements should comprise between **10-20 images, at 300dpi**, with an **accompanying image list**. As the M.Res is a multidisciplinary programme, the term portfolio applies to works of visual art, design, architecture, theatre, as well as samples of academic papers, creative writing, presentations on education and community projects, etc. or dissertation, where appropriate.

The admissions criteria for the MRes programme are:

- Demonstration of critical awareness at interview
- Demonstration of an understanding of and desire for critical feedback from peers and staff

	<p><u>Overseas applicants</u></p> <p>Overseas applicants who are unable to attend for interview are required to submit the proposal and portfolio work either digitally or by post. In addition, a telephone interview may be required.</p> <p>Applicants whose first language is not English should normally obtain a minimum score of 6.0 in the IELTS test or equivalent.</p> <p>Students admitted onto the programme will be sent a confirmation letter. Following this a programme handbook and details of the GSA induction programme and other events will be sent as they become updated for the relevant academic year.</p>
<p>8.4 IELTS Score Required on Entry</p>	<p>6.0 or equivalent</p>

9. Programme Scope:

The Master of Research in Creative Practices programme aspires to produce highly individual researchers who are able to integrate the rigorous traditions of academic research with the inventiveness of creative practices. In a multi disciplinary and culturally conscious environment, students are encouraged to examine the place of academic enquiry and the many forms of creative expression in the wider context of social, historical and theoretical discourse. International in its outlook, the MRes also encourages students to examine their educational and disciplinary backgrounds with a view to critiquing, extracting and applying the most relevant of these to research enquiries and outcomes.

The programme represents a major advancement in the development of the School's academic provision and postgraduate community, having grown from longstanding developments in research across the GSA's subject areas. The programme draws on this expertise, and seeks to integrate it into an innovative and distinctive new type of research-oriented taught postgraduate programme.

The MRes programme has been designed as a genuine cross-School initiative involving partnership between the GSA's five main academic areas and has sought to create new academic synergies providing interdisciplinary opportunities for postgraduate students, and creating a forum for staff knowledge exchange. While structured to co exist and where applicable cross over with the Schools and departments, the programme also offers staff a platform on which discourse can go beyond the limitations of undergraduate curricula and subject specific pedagogic duties.

The programme focuses on developing the understanding and capabilities of students to undertake substantial further research, including doctoral study, while also offering a research experience in its own right tied to a stand- alone masters qualification. This experience will enable graduates to apply new knowledge to a range of professional contexts, and the programme will encourage reflection on the relevance of taught and personal research elements to professional contexts.

In a structured and supported environment, students will develop skills and contexts for research.

Training in critical judgment and academic competencies will include the devising and managing of a research project. Through progression from generic research methods and investigative contexts, via the application of subject specific knowledge, towards an independent research project, the programme aims to support the deepening of students' research interests, while strengthening their knowledge and understanding of discipline specific research issues. A cornerstone of the programme is its embrace of the multidisciplinary academic and cultural environment, drawing from the disciplinary backgrounds of students and contributing staff alike.

The programme aims to advance and consolidate students' professional careers and, where appropriate, support them in the pursuit of a research degree. In providing an explicit training in research in creative disciplines, the programme is eligible for funding from the Arts and Humanities Research Council under the terms of their Research Preparation Master's Scheme - indeed, the MRes Creative Practices is the only taught masters programme at GSA eligible for such funding. From September 2011, GSA will be allocated AHRC studentships under the terms of the Block Grant Partnership Scheme, enabling the institution to decide how to allocate the monies provided to students on its doctoral programmes, research preparation masters programmes, and professional preparation masters programmes.

The programme is aimed at graduates with a degree of maturity, focus and independence. It will enable UK students to meet the 1+3 model of postgraduate funding (or overseas funding models limited to 4 years). It will also support them in enhancing proposals that require development for direct entry onto a research degree programme.

10. Programme Aims:

The aims of the programme are:

The MRes in Creative Practices aims to offer each student the opportunity to:

- Acquire knowledge and understanding of the key elements, contexts and processes involved in practice-led and practice related research in fine art; design; digital design; architecture, and historical and critical studies;
- Develop the intellectual, practical and interpersonal skills applicable to a variety of careers in fine art; design; digital design; architecture; historical and critical studies, education, and related fields;
- Conceptualise, plan, develop and complete a project of research in their chosen field, to the standard required for the award;
- Acquire and consolidate professional skills and attributes required for continuing professional development including independent learning, personal responsibility, decision-making skills and initiative.

10.1 Stage 1 Aims:

Stage 1 (PgCert) – Week 1 to 15: 60 Credit points

- Provide knowledge and understanding of the fundamental principles of research, including

<p>conceptualising a research problem and testing basic methodological approaches;</p> <ul style="list-style-type: none"> • Develop students' academic and reflective writing skills; • Develop students' critical thinking skills.
10.2 Stage 2 Aims:
<p>Stage 2 (PgDip) – Week 15 to 30: 60 Credit points</p> <ul style="list-style-type: none"> • Provide knowledge, understanding, and appropriate selection, of relevant methods and approaches to research in fine art; design; digital design; architecture; historical and critical studies; education; and related areas; • Develop students' ability to evaluate critically established practices, paradigms and/or methodologies and foster the formulation of new critical insights into creative practices; • Develop student's knowledge and understanding of the principles underpinning research project management.
10.3 Stage 3 Aims:
<p>Stage 3 (Masters in Research) – Week 30 to 45: 60 Credit points</p> <ul style="list-style-type: none"> • Provide students with the opportunity to demonstrate self-direction through the development and management of a project of research; • Develop students' ability to present research findings visually, verbally and in written form.
10.4 Stage 4 Aims:
N/A
10.5 Stage 5 Aims:
N/A

11. Intended Learning Outcomes of Programme:
After full participation in and successful completion of the programme, students should be able to demonstrate:
<p>A. Knowledge and Understanding</p> <ul style="list-style-type: none"> • General principles underpinning research across a variety of different disciplines and subject areas including science, social sciences, creative practices and practice-led research <p>B. Applied Knowledge and Understanding</p>

- A broad understanding of a range of knowledge and practices in different creative fields

C. Communication and Presentation Skills

- Ability to communicate general principles of research with peers and specialists in visual, oral and written forms

Numeracy

- As appropriate to the discipline

IT Skills

- Utilise software to obtain knowledge of a field of enquiry through the use of electronic information storage and retrieval systems
- Preparation and presentation of documents for communication purposes

Learning Skills

- Recognise individual learning needs
- Recognise ethical issues arising from research practice

Interactive and Group Skills

- Listen, give and receive feedback in one-to-one and group contexts
- Develop working relationships with tutors, colleagues and peers

Professional Practice

- Be able to meet deadlines
- Develop independence and autonomy

Application (use of knowledge and understanding in actual situations)

- Apply knowledge to the conceptualising stages of a research project

Analysis (breaking down complex situations into component parts)

- Understand the different elements (research questions, context and methodology) that inform the research process

Synthesis (combining elements to form new, coherent systems)

- Utilise generic knowledge and understanding to initiate the conceptualising stages of an individual project of research

Evaluation (forming value judgments on clear criteria)

- Be able to identify and locate in context a range of approaches to research in creative disciplines

Problem-Solving (formulating solutions to actual problem situations)

- Understand a research problem and identify possible approaches in response

Research Methods/Skills (research management, use of information/technology)

- Gain an understanding of the range of research methodologies used in creative practices

D. Subject Specific Skills

Conceptual

- Acquire knowledge of the generic principles behind conceptualisation, planning, management and evaluation of a project of research

Analytical

- The ability to analyse different approaches to research in a range of subject areas

Practical

- The ability to identify and test a range of practical skills used in creative research

Critical

- The ability to engage in critical discussions around research principles and approaches including ethical considerations

Contextual

- The ability to contextualise broadly research practices within their chosen field(s) of enquiry

11.2 Intended Learning Outcomes of Stage 2

A. Knowledge and Understanding

- Research principles applicable to specific subject areas of creative practices such as architecture; design; fine art; digital design; and historical and critical studies and education.

B. Applied Knowledge and Understanding

- A critical understanding of the recent and current developments of research in their chosen subject areas

C. Communication and Presentation Skills

- Be able to articulate critical positions and communicate these clearly to peers and specialists in visual, oral and written forms

Numeracy

- As appropriate to the discipline

IT Skills

- Acquire the skills necessary for the planning and management a research project through the use of appropriate organisational skills (including IT where appropriate) and presentation software

Learning Skills

- Develop approaches and strategies to enhance learning
- Develop ability to gauge appropriate methods of dealing with ethical issues arising from proposed research

Interactive and Group Skills

- Be able to participate in group discussions and critically review the work of peers and practitioners
- Understand the impact of one's contribution to group activities

Professional Practice

- Be able to plan an individual project of research to an agreed timetable.

Application (use of knowledge and understanding in actual situations)

- Apply knowledge to the planning stages of a research project

Analysis (breaking down complex situations into component parts)

- Understand the relational aspects and implications of the diverse methodologies and approaches to research in different subject areas

Synthesis (combining elements to form new, coherent systems)

- Utilise generic and subject specific knowledge and understanding to plan an individual project of research

Evaluation (forming value judgments on clear criteria)

- Be able to demonstrate selection of methods and approaches to research appropriate to the subject

Problem-Solving (formulating solutions to actual problem situations)

- Be able to design a programme of research in response to real world problems including appropriate selection of methods

Research Methods/Skills (research management, use of information/technology)

- Gain an understanding of the specific research methods used in architecture, design, digital design, fine art, historical and critical studies, education, or other chosen research field

D. Subject Specific Skills

Conceptual

- The ability to develop an understanding of the context, methodologies and approaches in their chosen subject area(s)

Analytical

- The ability to develop an analytical framework enabling the planning of an individual project of research

Practical

- The ability to identify and acquire the practical skills necessary to enable the planning of an individual project of research

Critical

- The ability to critically review developments and approaches to research within their field(s) of enquiry

Contextual

- The ability to contextualise different approaches to research into creative practices, assessing a variety of procedures used in their subject areas

11.3 Intended Learning Outcomes of Stage 3

A. Knowledge and Understanding

- Generic and subject specific knowledge applied to a student's particular field of enquiry through an autonomous project of research

B. Applied Knowledge and Understanding

- A developed practical understanding of the broad implications and applications of research, concepts and processes in their own and different subject areas through an individual project of research

C. Communication and Presentation Skills

- Ability to communicate research findings through appropriate means of dissemination

Numeracy

- As appropriate to the discipline

IT Skills

- Support and enhance the presentation of research findings with software which may include presentation software, page layout and digital imaging, audio and video

Learning Skills

- Develop learning skills appropriate to supervised independent study
- Demonstrate ability to gauge appropriate methods of dealing with ethical issues arising from proposed research

Interactive and Group Skills

- Be able to disseminate an individual project of research in a group context; and engage in discussion and critical feedback

Professional Practice

- Be autonomous and independent
- Manage and complete an individual project of research meeting agreed deadlines

Application (use of knowledge and understanding in actual situations)

- Apply knowledge to the management, analysis, evaluation and reporting stages of a research project

Analysis (breaking down complex situations into component parts)

- Make informed judgments about a project's development based on the analysis of its interim stages

Synthesis (combining elements to form new, coherent systems)

- Demonstrate acquisition and deployment of knowledge and methods in an individual programme of research

Evaluation (forming value judgments on clear criteria)

- Be able to select, apply and critically evaluate approaches and methods appropriate to an individual project of research
- Be able to evaluate the outcomes of a research project and identify its strengths and

weaknesses

Problem-Solving (formulating solutions to actual problem situations)

- To encounter real world and unforeseen problems and develop appropriate solutions

Research Methods/Skills (research management, use of information/technology)

- Gain a practical understanding of the process of applying specific research methods to a particular problem of research.

D. Subject Specific Skills

Conceptual

- The ability to apply generic and subject concepts to an individual project of research

Analytical

- The ability to critically analyse one's own research and the research of others in the field of enquiry

Practical

- The ability to select, use, and develop, as appropriate, the practical skills necessary to carry out an individual project of research

Critical

- The ability to exert independent critical judgment on one's own research and the approaches and findings in one's field of study

Contextual

- The ability to critically contextualise their individual project of research and outcomes within a field of enquiry

11.4 Intended Learning Outcomes of Stage 4

N/A

11.5 Intended Learning Outcomes of Stage 5

N/A

12. Assessment Methods:

Assessment takes place at course level at Stages 1 and 2. At Stage 3 all assessment relates to the individual student Research Project. Within each of the three stages assessment comprises a minimum of one formative and one summative assessment. Formative assessment takes place towards the middle of the stage, includes a self-assessment component and will be conducted by a tutorial and/or a peer group assessment, which at Stage 3 may take the form of a peer viva. The main aim of the formative assessment is to review progress made to date in a supportive way and to identify areas for development within the stage ahead.

Summative assessments take place at the end of the stage and are comprised of various written elements, a visual/verbal presentation and the presentation of practical work including, where applicable, studio work. The submissions are assessed against the level learning outcomes and assessment criteria for each course at each stage of the programme. Students will be briefed and prepared throughout the courses. Preparation for Stage 3 MRes submission includes a degree of partnership between PL, supervisor and student in determining the form of final submission, given the flexible nature of submission criteria for MRes in Creative Practices. Particularly if a clearly interdisciplinary or mixed practical and academic submission is agreed, students will be fully briefed on expectations re demonstrable knowledge of curatorial or other applicable criteria. In the event the MRes examination team may require a verbal presentation or viva voce during the last summative assessment.

13. Learning and Teaching Approaches:

This programme uses a range of learning and teaching strategies aimed at developing students' critical understanding of the principles underpinning research practices both generically and in specific subject areas, and the application of these principles to an individual project of research.

In line with the Scottish Credit and Qualifications Framework, student effort is typically expected to be equivalent to 600 hours per stage. Staff/student contact hours in the form of seminars, lectures, tutorials, workshops, supervisory sessions, student-led seminars, peer groups and reading groups will require an average of 8 hours per week.

The programme is comprised of a series of **seminars, lectures** and **workshops** delivered by GSA and visiting staff. These seminars and lectures may occasionally include off site visits, where appropriate. In addition, each student has the opportunity to meet the programme leader for a number of **one-**

to-one tutorials. Gradually during Stages 2 and 3, students experience the transition from a typical taught degree experience, mainly based on tutorials and seminars, towards working within a **supervisory framework.** Qualified supervisors are to be allocated to each student according to the subject area in which they are developing their individual project of research.

As part of the programme's approach to learning and teaching, **student-led seminars, peer group** and **reading group sessions** are programmed in order to promote independence, autonomy and enhance dynamic group activity and participation.

As part of the **MRes stage,** students are required to manage, develop and report on an individual project of research, the conceptualising and planning stages of which will take place during Stages 1 and 2. During the MRes stage, no lectures are delivered to allow maximum time for students to carry out their individually supervised projects of research.

Enrichment of Learning Experience

MRes students are invited to participate in the Postgraduate Forum. The Postgraduate Forum meets once per term and contributes to the development of a postgraduate and research community, providing opportunities for dialogue across the School. Postgraduate students from other institutions (University of Glasgow, Royal Scottish Academy of Music and Drama) may be invited from time to time to attend the PG Forum. This provides additional opportunities for MRes students to network with other postgraduate students across a wider range of disciplines.

In addition, students will have opportunities to make contact with projects being undertaken in the GSA Research Centres:

- Digital Design Studio (DDS)
- Mackintosh Environmental Architecture Research Unit (MEARU)
- Centre For Advanced Textiles (CAT)
- Archives and Collections Centre at Glasgow School of Art (ACC)
- International Drawing Research Institute (IDRI)

14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

None.

15. Additional Relevant Information:

MRes students attend induction sessions with the GSA Library and have access to all library services. In liaison with the School's Head of Technical Services, students also have access to practical workshops for specific MRes projects and courses, but only after attending workshop specific induction sessions. MRes dedicated facilities include crit spaces in studio settings and a suite of computers shared with PhD students.

Due to the interdisciplinary and cross-School nature of the programme, the approach to space provision will be flexible, based on negotiation for practical and project work and assessing any required access to existing facilities when interviewing candidates.

For Stage 3 research projects, students will complete technical support forms as part of their research proposals. The PL will liaise with students and the Head of Technical Services to assess workshop needs and the feasibility of each project.

Students are required to comply with programme instructions which may require them to attend specific lectures and seminars, tutorials, studio sessions, training courses or other events; to provide themselves with books and equipment and materials necessary for the course; to submit required items of work including written assignments, visual material and/or documentation, reports or other by the date instructed.

Course instructions will be given to the students in writing at the beginning of the programme. Any alteration to times, events or assignments will be given to students with reasonable notice. A student who fails to comply with the instructions may be refused examination.

Attendance

In accordance with the academic regulations, all students are expected to achieve a 95% attendance in relation to formal teaching sessions. In the event that a student is unable to attend formal teaching sessions due to illness or other reasons, the student must immediately inform the relevant school office (or equivalent) as directed by the relevant department. Absence from any part of the programme can only be authorised by the relevant Head of Department or Programme Leader.

Periods of absence due to illness, covering a period of up to five days, must be covered by either a self-certified form (obtainable from Registry or downloaded from the School's VLE). Periods of absence of more than five days, must be covered by a medical certificate, or other supporting documentation. All certificates and other documentation should be submitted to Registry immediately.

Where a student has missed five consecutive formal teaching sessions or has an attendance record of below 75% (whichever period of time is the shorter), and the absences have not been authorised, that student's attendance will be considered to be unsatisfactory. Under these circumstances, the relevant Head of Department or Programme Leader, through the school office (or equivalent), will instruct Registry to issue a formal warning letter. If a further five consecutive sessions are missed, a second letter will be issued and without further warning students subject to immigration control will be reported to the UK Border Agency (UKBA). Thereafter, if there is no obvious improvement, a student will be placed on either a four or six week warning period as outlined in the relevant regulations

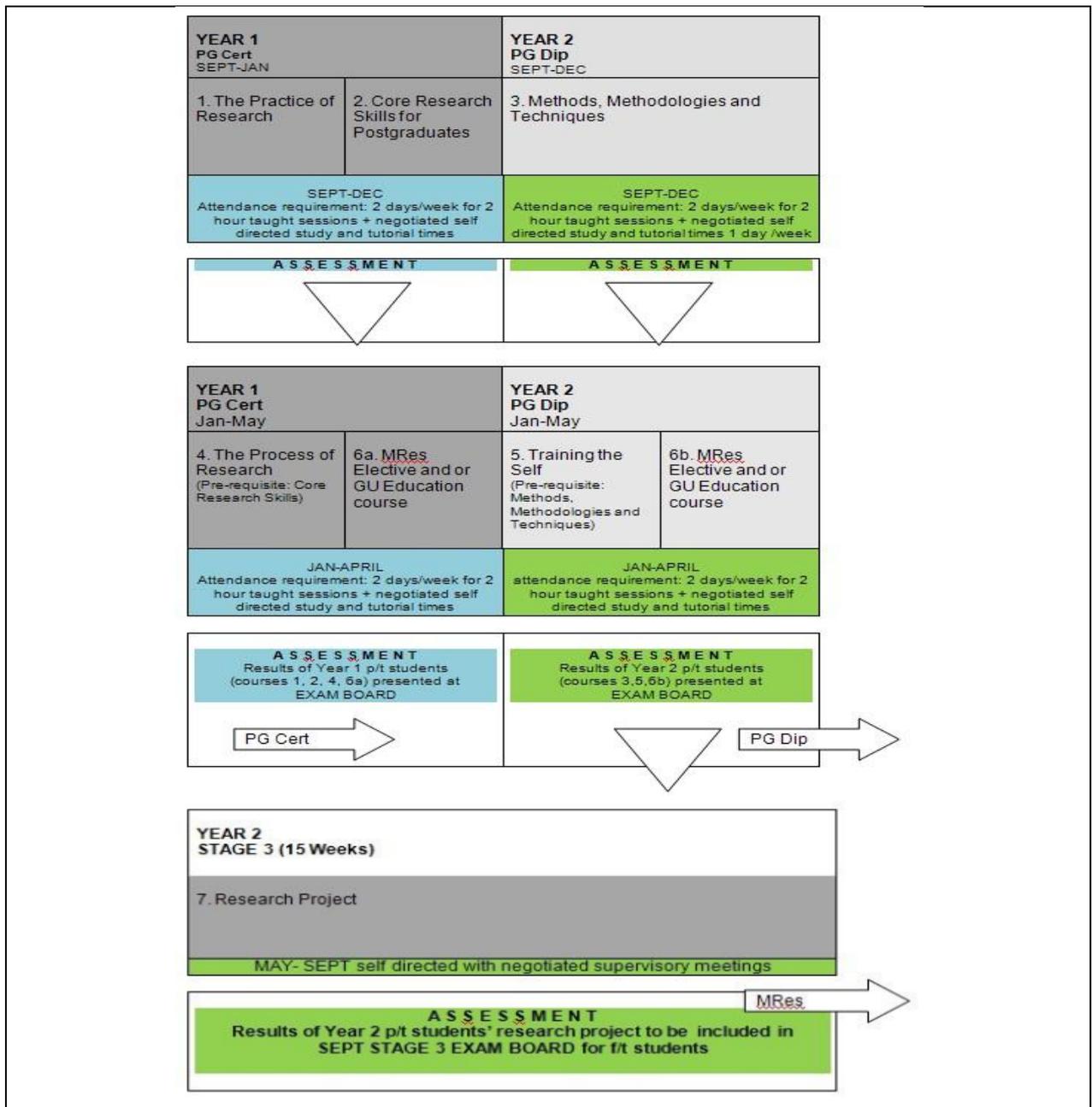
More details can be found on the Registry VLE site: <http://vle.gsa.ac.uk/>

16. Programme Structure and Features:**Full Time Mode**

Course Title	Credits	Stage	Exit Point and Award
C1 Core Research Skills for Postgraduates	15	1	<u>January</u> PG Cert
C2 The Practice of Research	15		
C3 Methods, Methodologies and Techniques	15 +		
MMT Strand 1			
MMT Strand 2			
C4 The Process of Research	15	2	<u>May</u> PG Dip
C5 Training the Self	15		
C6	15		
Elective course A			
Elective course B	15		
C7	60	3	<u>September</u> Master of Research in Creative Practices
Personal Research Project			

Part time Mode:

One possible P/T route is represented here. Other variations will be negotiated with according to student need and staff availability, and conforming to completion within two academic years.



17. Can exemptions be granted?

Yes No

If yes, please explain:

18. Does the programme comply with GSA APEL policy?

Yes No

If yes, please explain:

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain:

20. Are there any arrangements for allowing students to transfer into the programme?

Yes No

If yes, please explain stating requirements and levels to where this can apply:
Applications for entry into the programme for the PgDip and Masters Stages will be considered. However, previous postgraduate study experience would need to be equivalent to that provided by the earlier stages of the MRes Creative Practices programme.

21. Are there any arrangements for allowing students to transfer into other programmes?

Yes No

If yes, please clarify: Although the programme is designed to be taken as a whole, students may leave the programme with PgCert and PgDip qualifications. It is possible that these could be used as the basis for transferring into an alternative programme of study part-way through.

22. What are the requirements for progressing from each stage?

Students must successfully complete PgCert stage before progressing to PgDip stage, and must successfully complete PgDip stage before progressing to Masters stage. Progression is monitored by GSA PGT exam boards, which take place at the end of each Stage and are regulated by the GSA Code of Assessment (which follows the GU PG template).

23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:

Yes No

If no, please explain: [Click here to enter text.](#)

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

There will be a Programme Committee with membership comprised of: the Head of Research and Postgraduate Studies (ex officio); MRes programme Leader, PGT Co-ordinator; the MRes in Creative Practices teaching team; and supervisors (through appropriate representation). The Programme Committee will meet once per Stage. As a cross-GSA programme, the Programme will report to the Research and Postgraduate Board of Studies, which then reports to the Postgraduate Committee (and is noted at the Research Degrees Sub-Committee).

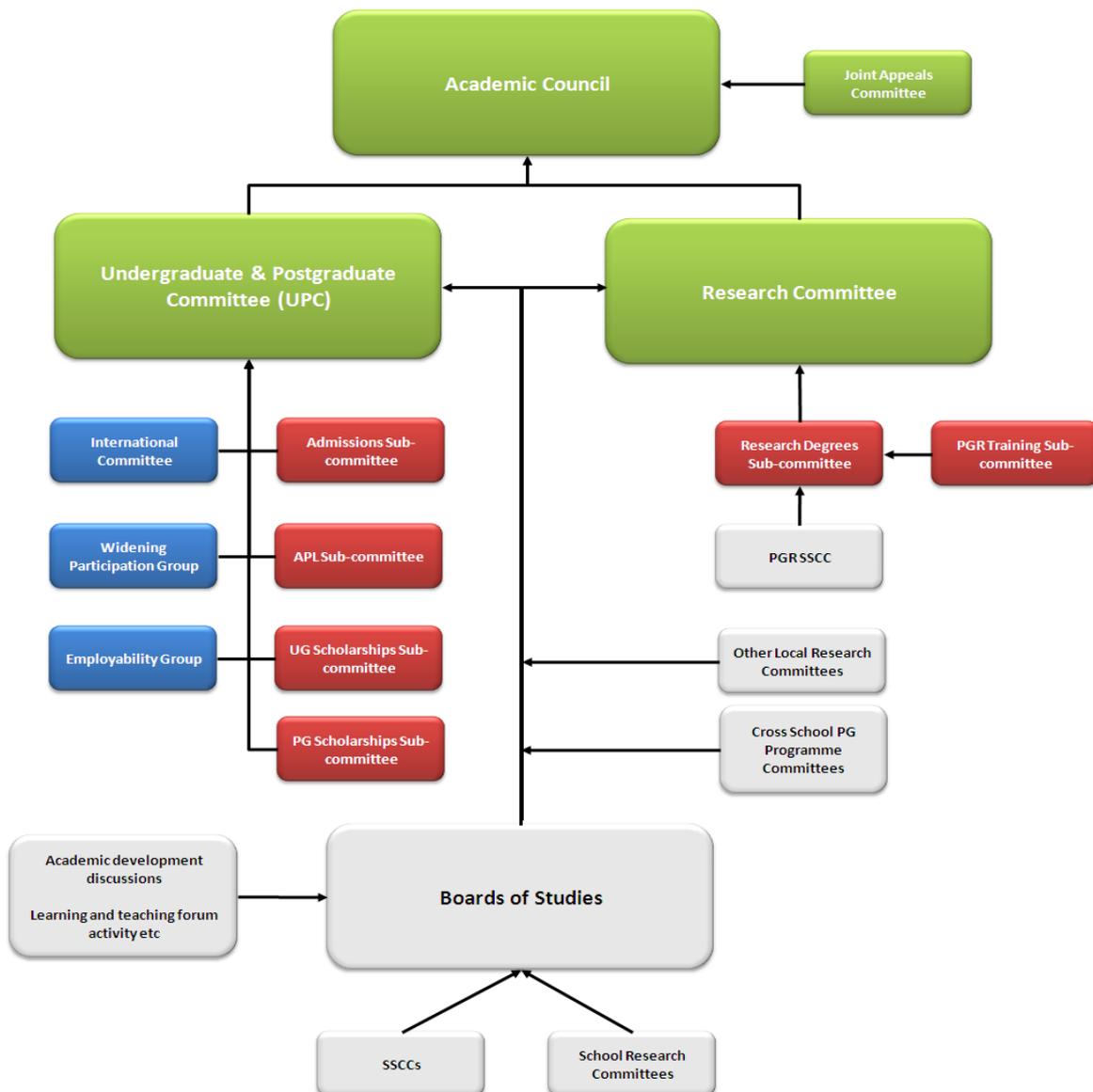
25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the MRes programme will undertake the following:

- Regular Programme Team meetings
- MRes Student/Staff Consultative Committee
- Annual Programme Monitoring
- Quinquennial Periodic Review
- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

The MRes Programme team will comprise a teaching team with representatives from Architecture, Design, Digital Design, Fine Art and Historical and Critical Studies, and Research and Postgraduate Studies. Specialist visiting staff may be invited to deliver lectures, seminars and/or workshops in key areas.



b) Student feedback and representation

Students will have the opportunity to feed back to staff through the Student/Staff Consultative Committee (SSCC), a forum for discussion about all aspects of the programme and student experience at the GSA. The MRes SSCC will meet during each Stage of the Programme and will report to the School's Research Degrees Sub-Committee.

c) Programme based student support

The GSA Student Services department offers counselling, general welfare advice including accommodation and funding, English language and study skills, English for Specific Academic Purposes, specific support related to dyslexia and disability, and practical careers guidance.

The GSA also provides a comprehensive student network and specified support staff for international students. The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their stay.

The MRes programme team will ensure that briefs are handed out in an accessible format and use plain language. Academic and support staff contact time will be made explicit to students. Students will be aware of whom and when they can expect contact. Reading lists and websites for each course will be identified to encourage students to use their independent study time effectively. Aims and learning outcomes of the brief will be made clear and relate directly to those of the student handbook. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. Where required by students, briefs will include a suggested timetable to assist them in managing their studio and independent study.

Learning support also will be offered to students as part of the supervisory process. In addition, at least one member of academic staff will be available for surgery sessions, normally the programme leader on a weekly basis. The dates and times for these sessions will be made available at the beginning of the academic year.

Advice will be sought from Student Services in the case of students who may be experiencing welfare or personal problems that may affect their academic progress, where such need exceeds the support offered by the Programme Leader and MRes teaching team. Students may also be advised to seek direct support from Student Services.

The MRes in Creative Practices is dedicated to adherence to the following GSA wide policies and will ensure all students are made aware of these:

GSA Equal Opportunities Policies

- Equal Opportunities Statement
http://www.gsa.ac.uk/downloads/policies/equal_opportunities.pdf
- Policies
<http://www.gsa.ac.uk/gsa.cfm?pid=1846>

GSA Ethics in Research Policy

- <http://www.gsa.ac.uk/researchandpostgraduate/content/mediaassets/doc/GSA%20Ethics%20Policy.pdf>

GSA Health and Safety policy, including Lone Working arrangements