

Annual Statement – The Concordat to Support Research Integrity academic year 2021-22

1. INTRODUCTION

- 1.1 The Annual Statement is required as part of continued compliance with the revised Concordat to Support Research Integrity, 2019. The Concordat was devised to provide a comprehensive national framework for good research conduct and its governance, specifying the principles, commitments and standards which should be inherent in all good research. The Concordat encourages researchers, funders and employers of researchers to strengthen research integrity, building on a shared commitment that research that is produced or in collaboration with the UK research community, is underpinned by the highest standards of rigour, integrity and excellence. As a signatory of the Concordat, the University of East London ensures that its research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards.

2. ANNUAL STATEMENT TO SUPPORT RESEARCH INTEGRITY

2.1 Supporting and Strengthening Research Integrity

- (a) Vision 2028 is the University's ambitious 10-year strategy where UEL has placed increasing the diversity of the talent pipeline for a 4.0 economy at the heart of all aspects of its education & experience, careers & enterprise, impact & innovation, and sustainability strategic goals. The University aims to become the UK's careers-1st university, preparing its students for the jobs of the future and providing the innovation to drive the future sustainably and inclusively. In addition, UEL aims to create a 4.0 education for learners: producing graduates with the skills, tools and competencies sought by employers and entrepreneurs in a rapidly changing world. The University's academics are innovators whose knowledge advances practice and policy, increasing the economic, social and cultural impact of research and enterprise activities for every community the University serves.
- (b) The University has risen 18 places for student satisfaction in the 2023 Complete University Guide (CUG) rankings. The metric covered a challenging period when students were unable to access the campuses due to the Covid-19 pandemic. In response to the pandemic, the University put in place the Dual Delivery Framework which facilitated teaching and scaffolded student support, which was accessible both online and on-campus. This ensured that the quality of provision remained at the highest levels and that educational outcomes were not affected by the global pandemic.

- (c) The University evidenced the importance of its commitment to real world impact through the Times Higher Education (THE) impact rankings. The rankings measure the activities of universities worldwide against the United Nations' 17 Sustainable Development Goals (SDGs). For 2022, UEL set itself the challenging ambition of submitting data for all 17 SDGs, engaging with new evidence, data and projects. The University continues to perform well in the five original goals. The best performance was for "SDG10: Reduced Inequalities", ranking 68th in the world (23rd in the UK), which is in the top 9% of institutions globally. In addition, the University improved their ranking in "SDG 3: good health and well-being" from 42 to 37, in the context of 26% more participating institutions.
- Professor Hassan Abdalla, Provost of UEL, said, "The UN's Sustainable Development Goals are reflected in our commitments and targets in Vision 2028, our 10-year transformation strategy. This makes them important indicators of our standing". Submitting data for all SDGs has enabled the University to benchmark more widely and challenge itself on how improvements and progress can be made to support the global effort to meet the targets.
- (d) Postgraduate students from the Royal Docks School of Business and Law (RDSBL) participated in the UN conference on "Gender and Sustainable Urban Development in the Post-Pandemic" held in Valencia, Spain on 21st and 22nd October 2021. Professor Siraj Sait, Director of the UEL Noon Centre of Equality and Diversity based at the RDSBL is a member of the UN Advisory Group on Gender Issues (AGGI) and participated in the annual meeting addressing the global gender equality agenda. Professor Sait invited UEL students to attend the conference for the development of their practical skills as well as to provide an enriching student experience. The conference adopted the "Valencia Declaration: Women for a new sustainable development after the pandemic", which will translate international standards of gender equality and women's empowerment to the local level, providing recommendations and good practices based on successful experiences.
- (e) UEL reader and artist Michael Pinsky designed the Pollution Pods, which were featured in a nationwide campaign, demonstrating the ways that universities are actively tackling the climate emergency. The Pollution Pods were created to bring to life the health impact of the climate crisis, focussing specifically on air pollution and the harm and impact to people around the globe. The Pollution Pods explore whether

art can change someone's perception of, and action around, climate change.

- Michael Pinsky said, "The aim of the Pollution Pods is to get people to engage with something that affects their everyday lives, rather than something that seems very remote like a polar bear on a melting glacier". The Pollution Pods were one of two exciting UEL projects featured at the UN Climate Change Conference (COP26) in Glasgow in November 2022.
- (f) The Peatland Pavilion co-developed by UEL, the Global Peatlands Initiative, Wetlands International, Greifswald Mire Centre, IUCN UK Peatlands Programme and the United Nations Environment Programme also showcased at COP26. UEL's Richard Lindsay, Head of Environmental and Conservation research, Jack Clough, research assistant for the Sustainable Research Institute (SRI), and master's students at the University have been heavily involved in creating both the physical and virtual Peatland Pavilion. The Pavilion at COP26 aimed to raise awareness and become a hub for collaboration around peatland policy issues, research, best practice and innovations.
- (g) In February 2022, Professor Julia Davidson was awarded an OBE by Her Majesty the Queen for services to internet safety. Professor Davidson is the Director of the Institute of Connected Communities (ICC) and one of the UK's foremost experts on policy and practice on children and young people's use of digital media and online harm. At the ICC, national and international research in this area focuses on child and adult online harms, young people and cybercrime, child online protection, safety tech, online child abuse and exploitation and online offending. The Institute's academics work extensively with a large network of academic, industry, charity and third sector partners on applied research that informs policy and practice across the globe.
- (h) In March 2022, the Mayor of London, Sadiq Khan and Baroness Karren Brady, CBE, Director of Regional Government UK, Worldwide Public Sector at Amazon Web Services (AWS) John Davies, joined Board members of the University, UEL's Vice-Chancellor and President, Professor Amanda Broderick, Dean of the RDSBL, Professor Mohammed Ali and illustrious industry professionals for a special event. 'Re-imagining the Future of Business and Law: an East London Perspective', launched two new University spaces at University Square Stratford campus. The new state-of-the-art Career Zone Hub includes a trading floor, boardroom simulator, mock courtroom, complete with dock, witness box and gallery. In addition, the strategy and marketing analytics laboratory, designed in collaboration with AWS, was unveiled by the Mayor. The new teaching and learning facilities will support the

University's transformative Vision 2028 strategy.

- Mayor Sadiq Khan said “Our city needs young people with the skills that will help to drive London's economic future and it was great to see the fantastic new facilities for students at UEL's School of Business and Law. The centre of gravity in London is moving east, with City Hall recently relocating to the Royal Docks - as well as heralding a new era for the GLA (Greater London Authority), the move will help boost the regeneration of this exciting part of east London”. The new base at Crystal Event Centre is estimated to save the Greater London Authority £61 million over five years.

- (i) The new Hospital and Primary Care Training Hub was officially launched in March 2022. Attended by Professor Mark Radford, CBE PhD RN, Chief Nurse of Health Education England and Deputy Chief Nursing Officer for England, independent Governor Jackie Craissati and a range of other VIPs. The ultra-modern training hub, modelling cutting-edge inter-professional practice and a range of simulated environments, will support the development of health science students to be career-ready for the health and social care workforce and address the urgent need for more nurses and health professionals across the NHS. Phase 2 developments to the Hub are planned over academic year 2022-23.

- (j) In April 2022, the University established a strategic partnership with technology company Siemens, as the next step in the institution's quest to become net zero carbon and a global leader in decarbonisation. The partnership will see the University and Siemens work together to transform energy use on campuses to meet its 2030 deadline. Siemens will be supporting UEL in its quest to become a centre of excellence in sustainability technology, providing learning opportunities for students to develop the skills that they need to succeed in a green economy. Siemens will inspire a digital-first culture through the roll-out of intelligent technology, offering carbon-cutting solutions to the local community and inviting global experts to test and share innovations that tackle climate change. The University has increased biodiversity on its campuses and embedded sustainability into both its teaching and research. UEL has also engaged with local community partners on climate issues, working with councils across London to support infrastructure innovation.

- (k) The Centre of FinTech, a UEL Research Centre, based at RDSBL, in collaboration with the School of Architecture, Computing and Engineering (ACE) was launched in April 2022. The cross-disciplinary Centre has been created with the aim of building a pipeline of FinTech talent that facilitates the global digital economy, as well as working in

collaboration with industry partners on research, regulation and education. ACE has established five new multidisciplinary research groups to provide a platform and opportunity to invite and grow industry and collaborative networks, while stimulating dialogue around research and knowledge exchange. ACE is implementing a strategic plan of support for researchers to enhance the research culture and environment within the school.

- (l) At the targetjobs National Graduate Recruitment Awards in April 2022, the University won the professional panel award for the Best University Employment strategy. The University has taken a triple helix approach to developing employability skills and supporting graduates in to careers which builds the framework for the University /student / industry partnership, that provides successful outcomes for the University's graduates and employer partners.
- (m) In May 2022, the Duke of Sussex, Prince Harry, joined young leaders from around the world to launch the Global Child Online Safety Toolkit, based on work conducted by Professor Julia Davidson OBE and the 5Rights Foundation, an NGO dedicated to putting children's rights at the heart of digital design. The original research for the Rwanda policy toolkit, was developed by Professor Davidson in Rwanda in 2019 with the 5Rights Foundation. This research led to the development of a child online protection policy and a five-year implementation plan in Rwanda, following extensive research and analysis in collaboration with Baroness Beeban Kidron of the 5Rights Foundation.
- Professor Davidson said, "It is great news that our research is being used to influence child online protection policy around the world and to guide practitioners in helping make the digital world safer for children globally". During the launch, the Duke of Sussex praised the "ground-breaking work" in creating the toolkit and called for a safer digital world for young people.
- (n) The University launched and hosted its first Partnership Conference, the UEL Global Family Conference, attended by over 100 delegates from 30+ UEL partnership organisations around the world. The three day event held in May 2022, was themed around key pillars of Vision 2028: The Future Professional, The Future Graduate and The Future Graduate and Sustainability. The conference was a fantastic opportunity for the attendees to share with one another some of the amazing work that is being done across the University's network of global partners, with the aim of enhancing student experience, opportunity and outcomes. The University currently has 36 partner institutions, 9334 students studying for UEL qualifications at partner institutions and 12 partners in 12 countries. The conference was the

first of its kind to drive the University forward with many inspiring themes and informative ideas that will be the start of new conversations and initiatives.

- (o) The University's research is aimed at making a positive impact globally and locally. The outputs for the Research Excellence Framework (REF) 2021, demonstrated a continuing impact in sustainability, health and social policy. The University achieved the highest overall Grade Point Average (GPA) and percent of 3*/4* rated research in London in key strategic areas, Computer Science and Informatics and Social Work and Social Policy. REF 2021 was the University's largest assessment with 208.5 full-time equivalent staff submitting, a 61% increase since REF 2014. 92% of UEL's research is recognised as world-leading, internationally excellent, or internationally recognised and the University's research power increased by 54% in REF 2021 to 538, compared to 350 in REF 2014.
- Professor Amanda Broderick said "Our outcome reflects our commitment towards addressing major global challenges aligned with the United Nations' development goals. We're pioneering solutions to help create sustainable cities and communities, reduce inequalities, and transform health and well-being sustainably".
- (p) In June 2022, the University's Staff Development week was held. There were a range of opportunities and activities across the week to provide space for staff members to focus on personal and professional development. Through team-focused development days, staff teams discussed their School / Directorate / Institute priorities and how they link to the overall University strategy. A range of self-directed modules and subject / area specific learning and development took place. Staff were also updated on essential compliance requirements required by regulatory bodies. Staff development week demonstrates UEL's commitment to its Investors in People (IIP) accreditation, continuing to build strong and effective relationships with staff members, upholding the University's values of equality, diversity and inclusion.
- (q) In July 2022, the University received the National Student Survey (NSS) responses from undergraduate and domestic Level 6 / final year students. UEL's BSc (Hons) in Public Health has been ranked the highest in London for academic support, assessment and feedback. In addition, UEL achieved a 100% satisfaction rate for its Sport, PE and Development course (SPED), up 20% from the previous year. The SPED leads to a range of vocational careers, across a range of sectors, including special school teaching, public health and community sport campaigns, sports development, community work and prison

education. The University demonstrated top half sector performance compared to universities nationally and top quartile against all universities in London in the following categories: Learning resources, Learning opportunities and Learning communities. Several courses achieved 100% overall satisfaction, including Interior Design, Music Theatre, Pharmaceutical Science and Physical Education & Development. Major student experience improvements in UEL courses included Fashion Design (+57%pts), Architecture (+28%pts), Public Health (+24%pts) and Physical Education & Development (+20%pts). Architecture is ranked 2nd nationally for overall satisfaction compared to all universities and 1st amongst modern institutions and in London. Computer Science also ranks 1st nationally for learning community and 7th nationally for overall satisfaction. Civil Engineering was ranked 1st amongst modern universities and Physiotherapy ranks 1st nationally in organisation and management.

- Professor Amanda Broderick said, “The positive improvement in learning resources reflects not only our return to campus learning and teaching in 2021/2022, but also the benefits experienced from our multi-million-pound investment into transforming our campuses and learning environments for all students”.
- (r) In July 2022, the University’s marketing team won the Gold Award for Best Brand/Reputation Campaign for its ‘Never Not Pushing Forward’ (NNPF) initiative at the Heist Awards. The NNPF campaign was inspired by UEL’s ambition to be the UK’s careers-1st university and drive to increase the diversity pipeline into industry. The University was nominated in eight categories including five individuals in the Rising Star category. The team were also awarded the Bronze Award for Marketing Team of the Year. The judges said, “This entry really showcased how the marketing team have brought to life the mission, vision and values of the university and tapped into its student populations’ beliefs”.
- (s) In July 2022, the Research and Development Support (ReDs) team hosted research funding workshops in collaboration with Grantcraft; specialists in grant writing and research funding support for universities and industries. Grantcraft covered the different stages of research funding, fundamental points about structuring funding proposals and managing the grant process. The University’s researchers in receipt of grant funding produce an annual report to the funders of their research projects detailing the outcomes of their activities.

- (t) The University conducts high quality, innovative research and is guided by the principles and standards specified in the Concordat. The University's policies, procedures and guidance support a sustainable, vital and ethical research environment that sets the benchmark for its researchers. The University has clear policies, practices and procedures which are regularly reviewed, to assist researchers to conduct their studies to high standards of rigour and integrity and ethical conduct. UEL's policies raise awareness and outlines researchers' obligations to ensure that their research projects comply with appropriate legal, ethical and professional frameworks.
- (u) The University's Information Assurance office provides comprehensive guidance on the Data Protection Act (DPA) 2018, UK General Data Protection Regulation (GDPR) 2018, and data management and governance policies. The University abides by the Office for Students (OfS) Regulatory Framework and demonstrates compliance with the Information Commissioners Office (ICO). Data protection regulations are considered in all University systems and departments. Effective research data management supports the integrity and quality of research and encourages best practice, to minimise the risk of data loss and enable data sharing and re-use.

2.2 The Ethics and Integrity Sub-Committee (EISC)

- (a) In accordance with the Concordat, associated policies and national and international codes of conduct and guidelines, the University's Ethics and Integrity Sub-Committee (EISC) is managed by the Ethics, Integrity and Compliance Manager, Catherine Hitchens, from the University's Office for Postgraduates, Research and Engagement (OPRE). The Research Ethics office (REO) is part of the larger OPRE team and has oversight of the University's compliance with ethical frameworks and good governance of research projects. EISC has a responsibility to ensure that all research, including that within taught programmes, is conducted to the highest standards of rigour and integrity, to protect the interests and welfare of participants and/or those affected by the proposed research project. Equity, diversity and inclusion are a priority for the University's community and EISC ensures that research and impact are supported with this in mind.
- (b) The REO implemented a revised 'Procedure for the Investigation of Misconduct in Research' to ensure that the University has a robust policy in place to investigate allegations of misconduct in research thoroughly, fairly, and in a transparent and timely manner. The University endeavours to embed a culture of research integrity within its research community that provides support and guidance for

researchers. Having a clear policy and procedure informs researchers of their individual responsibilities and the principles and standards they are expected to meet and uphold with their research projects.

- (c) The REO has made several changes to the ethics application forms, to provide a streamlined process for applicants to apply for ethical approval. The Self-Assessment toolkit for the Concordat, devised by the UK Research Integrity Office (UKRIO), was used to assist the review of research policies and procedures to support the University's research community and environment. The Code of Practice for Research and Code of Practice for Research Ethics are 'live' documents that require revision periodically. Actions that arose from the self-assessment included creating a risk register, a research specific risk assessment template and guidance, and a customer service level document for EISC. UEL's research policies will be kept under regular review to continue to develop a culture that supports and maintains research integrity, and that there are appropriate processes and procedures in place for providing a framework for ethical conduct.
- (d) OPRE is a team of professional services that build a cohesive research strand for integrity and ethics, research impact, research funding, public and community engagement and postgraduate research. Two research conferences were hosted by OPRE in December 2021 and June 2022, to bring the research community together and explore how the University can enhance its research environment, to produce projects of the highest standards of integrity. The conferences covered research excellence and knowledge exchange frameworks, growing outputs and grant capture, building on impact, and supporting Postgraduate Research students (PGRs) and Early Career researchers. Researchers at all stages of their careers attended virtual and in-person workshops, presentations and breakout sessions, facilitating planning and promoting a cross-disciplinary research culture to pioneer innovative, collaborative research projects. The research conferences were an opportunity for researchers to be collective drivers for delivering on the University's strategic plan by creating impact led, responsive research, advancing practice, policy and public and community engagement with research.
- (e) EISC and subsidiary School Ethics Committees (SECs) and Collaborative Partner Research Ethics Committees (CRECs), are all validated and approved by Academic Board. EISC supports the Impact and Innovation Committee (I&I), for the successful achievement of the Future Life strategic objectives of Vision 2028 and related transformational projects. The University's Research Ethics Sub-Committees completed annual reports of the business of their committees, detailing how they are maintaining research integrity and

the Ethics Committees sampled ethics applications for moderation. Overall, the committees were consistent in their review of research ethics applications. For academic year 2022-23, a couple of the SECs will change their procedure for reviewing applications for ethical approval to improve oversight of the research projects. Whilst the joint SECs of ACE and the School of Arts and Creative Industries (ACI) will become separate SECs.

- (f) The REO completed an annual audit of applications, sampling a random cohort of existing research projects that had received ethical approval, and asking committee members to re-review the ethics application form for the research project. Following the audit queries regarding Data Management Plans (DMPs) and appropriate and approved online platforms for data collection were raised. The DMP is authorised by the University's Library, Archives and Learning Services (LALS) department, who will review their procedure for authorising DMP. The LALS will continue to promote their training sessions, including monthly 'drop in' sessions for researchers. Applicants are informed of the University's approved online platforms in the ethics application form and are advised that the Data Protection office and IT Services provide guidance on appropriate servers. The research integrity and ethics webpages were revised to include the above information, to make this clearer for applicants applying for ethical approval.
- (g) An annual progress report was also completed by the REO, sampling existing research projects which had received ethical approval informing EISC about recruitment to the research project, amendments, non-completion of projects and any adverse events or reactions. The University's Ethics Committees are committed to supporting a research environment that is underpinned by a culture of integrity based on high ethical standards. The committees continue to review existing procedures and systems, reflecting on best practice, providing applicants with streamlined processes and support for researchers who require assistance.

2.3 Training and External Engagement

- (a) The University champions high quality research that is impactful and values creativity and innovative research projects. The University provides comprehensive research integrity and ethics training to assist all researchers and stakeholders in understanding their responsibilities and obligations, regarding responsible research conduct. The training ensures that researchers are equipped with the necessary skills to conduct high quality research. Training sessions, workshops and

seminars have taken place throughout the academic year, with mandatory training for PGRs and discipline-specific research integrity and ethics training delivered.

- (b) The University's Centre for Excellence in Learning and Teaching (CELT) welcomed two keynote speakers to the event on 'Practical Enhancement of learning, teaching and assessment: developing across the disciplines'. The seminar provided staff members who teach or support learning to consider different practices for learning, teaching and assessment, develop their practice and share ideas. Headed by two keynote speakers from experts in the field, Professor Gwen van der Velden, Deputy Pro Vice-Chancellor (Education) at the University of Warwick and Professor Jo-Anne Murray, Professor of Digital Innovation and Director of University Partnerships at Higher Ed Partners, the day was made up of a set of interactive, practical workshops on several aspects of teaching, learning and assessment, delivered by academics from the different Schools at UEL, together with CELT. Attendees were challenged on how to enhance the student learning experience and how to embed this into their practices.
- (c) Training on the principles and information rights of the DPA and GDPR has been delivered to the University's researchers, discussing the concept of 'data protection by design and default,' researchers' responsibility for having robust data management plans, the importance of anonymisation and open data use, and mandatory data breach reporting. In addition to regulatory requirements, researchers were informed that having accurate and reliable data is essential for maintaining its efficacy.
- (d) Catherine Hitchens successfully completed the 'VIRT2UE Train-the-Trainer program' from August 2021 to October 2022. The program provided delegates with the knowledge and skills to take a virtue-based approach to research integrity and become certified VIRT2UE trainers conducting training sessions focusing on promoting reflection of personal attitudes and behaviours, aligned with The European Code of Conduct for Research Integrity, 2017.
- (e) The Researcher Development Programme, overseen by OPRE, provides in-house training and development opportunities to PGRs, research-active staff at all levels and PGR supervisors. Training opportunities map onto the Vitae Researcher Development Framework, corresponding to the broad areas of knowledge and intellectual abilities, personal effectiveness, research governance and organisation, and engagement and impact.
- (f) The University subscribes to Epigeum's online suite of Research Integrity Modules (RIM), which integrate the principles detailed in the

Concordat. The RIM provide comprehensive research integrity training that informs users of the key concepts which underpin the principles, professional frameworks and obligations for high standards of research integrity, and the responsible conduct of research projects. It is mandatory for all PGR students to complete the RIM before registering their research project.

2.4 ***Investigations of Research Misconduct**

- (a) The University has in place Codes of Practice for Research and for Research Ethics and a revised Procedure for the Investigation of Misconduct in Research for both staff and PGRs.
- (b) There were ¹two staff cases and one student case of misconduct in research that were investigated under the University's Procedure. The two staff cases received a 'Stage 1 – resolution' - referral to an alternative procedure. The student case received a 'Stage 1 – resolution – letter of reprimand and warning as to future conduct'.
- (c) The provision of research integrity and ethics training at the University includes embedding the commitments of the Concordat and examining misconduct in research using different mechanisms, such as case studies, to assist researchers with understanding the values, standards and behaviours that are expected by the University. The impact of research misconduct is thoroughly addressed, ensuring that researchers are aware of their individual responsibilities to comply with all legal, regulatory and ethical requirements, as well as signposting the relevant resources and guidance that are available.

2.5 **Equality Impact Assessment**

- (a) The University's Office for Institutional Equity (OIE) is the first of its kind in the UK, that has specific responsibility for addressing inequalities within the University and driving sustainable cultural changes, which will positively impact the University's community. UEL's vision that the OIE is spearheading is to become the UK's most inclusive and equitable university, delivering sector-leading outcomes through the advancement of a respectful, anti-racist and a student-ready environment, with strong advocacy and support for the delivery of UEL's Public Sector Equality Duty. OIE's strategic plan includes fostering inclusivity, promoting the success of students and staff

¹ Due to the nature of the allegations, the staff cases have not been included to protect the anonymity of those involved.

members, centring on inclusive teaching and learning, as well as staff recruitment and retention. Equitable culture and practice will be driven through advocacy, education, training and recognition from Equality Charter awards.

- (b) The values of Equality, Diversity and Inclusion (EDI) are aligned to the institutional priorities set out in Vision 2028. The University has a comprehensive EDI Strategy, with the key objectives of ensuring inclusion is embedded into its organisational culture and environment. This includes the facilitating, sharing and promotion of good practice across the institution and channels of communication regarding EDI issues. In addition, improving the progression and promotion of women, global majority academics and professional support staff, and developing a more inclusive, flexible working environment for all are crucial factors in the strategy. Institution wide EDI plans are embedded within the different Schools and Services' objectives and terms of reference, to improve accountability, and mechanisms are in place to demonstrably support equality, diversity and inclusivity.
- (c) The University was awarded Advance HE's Race Equality Charter (REC) Bronze award in May 2019. The award is valid until July 2022 and the University is working towards submission for a Silver award. The University's action plan to achieve the award includes facilitating organisational culture, inclusive teaching and learning, developing inclusive recruitment strategies, achieving equity in career progression and developing the pipeline from Higher Education to graduate employability. Supporting equity, diversity and inclusion is a significant part of the University's journey to deliver Vision 2028, and UEL is committed to following the REC principles and ensure that race equality is embedded across the institution.
- (d) The University holds an Athena SWAN Charter Bronze award recognising the University's commitment to, and success in, committing to a progressive Charter, adopting its principles within the institution's policies, practices and culture. The University is currently working on applying for a Silver award and a steering group, including Athena Swan leads from each School, has been formed to spearhead the process. The Schools of ACI, Education and Communities (Edu-Com) and Health, Sport and Bioscience (HSB) are submitting applications for a Bronze award in academic year 2022-23.
- (e) The University applied for the renewal of its IIP accreditation which was successfully awarded. IIP stated that "There has been real progress in each of the nine indicators and the accreditation is more securely achieved this time than three years ago". The University has a wide range of channels for communication, both formal and informal, and

there is a good awareness and use of schemes and awards that ties recognition of staff members, with valuing and appreciating the work of the University community.

2.6 Risk Assessment

- (a) The University acknowledges that uncertainty is inherent in the delivery of higher education. The University will practice risk management to provide a balanced view of opportunities and threats and enhance strategic planning and prioritisation. To support the University's pursuit of Vision 2028 goals, risk management and risk-informed decision making will become an integral and natural part of the University's activities. The University has implemented a Risk Management Framework, applicable to all Schools and Professional Services, outlining the foundational elements for effective and meaningful risk management.
- (b) The University has an Ethics Advisory Committee approved by the Board of Governors, which has a defined set of principles and values under which the University will conduct its business. The University has a responsibility to identify potential integrity and ethics risks that could compromise its Vision and cause reputational harm. The Ethics Advisory Committee also has oversight of the University's collaborative partners and those who wish to be affiliated with the institution.

Appendix

***Investigations of Research Misconduct**

Due to the nature of the allegations, the staff cases have not been included to protect the anonymity of those involved.

Student

1. A student failed to follow the University's research ethics procedures and gathered data without ethical approval for their research project. The student was informed that the data collected must be destroyed. Owing to the minor nature of the incident; the data was anonymous and not sensitive, and there were complications within the School's processes for the ethics application, a letter of reprimand and warning as to future conduct was sent to the student, copying in their supervisors and the Director of the Module.