

# University of Edinburgh

## Annual Research Ethics and Integrity Report (2020-21)

### 1. Introduction

The University of Edinburgh is committed to ensuring that all of its research is conducted in accordance with the five commitments of the [Universities UK Concordat to Support Research Integrity \(2019\)](#). The Concordat is underpinned by both the [UK Research Integrity Office's Code of Practice for Research](#) and the [UKRI Policy and Guidelines on Governance of Good Research Conduct](#). Together, they represent an essential reference tool to support researchers and research organisations in the conduct of research of the highest quality and standards.

This Annual Report represents a snapshot of the hard work being carried out by colleagues across the University to put our institutional commitment to strengthening the integrity of our research into practice.

The statements demonstrating the particular actions we are taking to meet our obligations under Commitment 5 of the Concordat can be found at Sections 2 (Actions and activities undertaken to support and strengthen understanding and the application of research integrity issues) and 5 (Addressing Research Misconduct and Assurance Statements).

### 2. Actions and activities undertaken to support and strengthen understanding and the application of research integrity issues

The examples given below illustrate the types of activities undertaken to support and strengthen understanding of research integrity issues at College and School level as well as topics brought to the attention of the University's Research Ethics and Integrity Review Group (REIRG) through the annual review process.

#### **Arts, Humanities and Social Sciences (AHSS)**

All staff and students are expected to undertake core training using the University's online modular Research Integrity Training programme and research active students receive additional training on research ethics and integrity topics.

Ethics and integrity guidance and resources are included on most Schools' Research Ethics and Integrity SharePoint sites. These SharePoint sites are updated regularly to include new guidance and resources, especially around key themes, and staff are reminded of these resources at several points through the academic year. For example, new College guidance on conducting research during Covid-19 "Some ethical considerations when rethinking research projects in light of Covid-19 situation" was widely shared on School SharePoint sites. Schools also often organise talks by visiting speakers and facilitate training workshops. Most Schools also have a dedicated email address to enable staff and students to raise queries or concerns related to research ethics and integrity.

In terms of innovations, one School has put in place a mentoring scheme for new staff, which includes mentorship about all aspects of research (including ethics and integrity). Ethics leads also make themselves available for individual conversations around research ethics and good practice, at all stages of the research process.

There has also been a move away from processes involving self-review at any stage: there is always at least one staff member who is not directly involved in the research (though, in student cases, this may be the supervisor) engaged with the project ethics.

Elsewhere, a School has significantly developed its ethics review system by introducing a two-stage system of light touch pre-award followed by in depth post-award reviews. The initial review aims to identify broader issues that may impact on study design and costings, while the second review focuses on the specifics of research methodology before the start of fieldwork.

### **Medicine and Veterinary Medicine (MVM)**

All MVM staff and students are expected to undertake the University's online modular Research Integrity Training programme, while the Edinburgh Medical School Research Ethics Committee's SharePoint site contains links to a range of ethics and integrity resources including internal and external training.

The College has recognised the crucial contribution made by technical staff in providing state-of-the-art instrumentation and expertise to support the work of the wider research community by implementing a new Fair Publications Policy. Key aspects of the policy include:-

- All publications resulting from the use of instruments and/or expertise within a facility should, at the very least, acknowledge the core facility by name, in the acknowledgements section.
- Where users have had significant help from a particular member of core facility staff, this staff member should be acknowledged by name, alongside the facility.
- Recognition that development or adaptation of protocols to suit samples or materials, (re)designing experiments, extensive data analysis and interpretation are not routine and merit co-authorship on publications that use the data generated.

Researchers from the CAMARADES (Collaborative Approach to Meta-Analysis and Review of Animal Data from Experimental Studies) research group at the Centre for Clinical Brain Sciences, working together with colleagues from the Roslin Institute, have developed the Edinburgh University Research Optimisation Course which aims to improve experimental design and analysis training. The course will form a standard part of the training for all researchers and is embedded in several Post Graduate Teaching and Research programmes. It will also be made available to external institutions.

In the clinical space, policies, Standard Operating Procedures, and guidelines are published on the website of the Academic and Clinical Central Office for Research and Development (ACCORD).

### **Science and Engineering (S&E)**

Since 2007, the School of Biological Sciences has run a postgraduate student Ethics Day, which raises awareness and understanding of issues including fraud, data management, statistics, the scientific process, diversity and bullying. On the day, participants are also encouraged to approach members of the Ethics Committee in order to surface any questions or concerns in full privacy and confidence. During

2020/21, continuing Covid-19 protocols meant that the event had to take place online. In recognition of that reality, there have been efforts to optimise the online experience for participants and the curriculum for the event has been reviewed and updated. This year's event saw a stronger emphasis on fair processes to help students deal with situations of conflict with their PhD supervisors. Despite continuing Covid-19 restrictions, attendance at this year's event was very good. The School operates a separate mentoring programme and peer association for Post-doctoral researchers, which is one way of disseminating awareness of training opportunities and relevant information. Another is the practice of having post-doc and student representation at Institute faculty meetings.

In September 2020, the School of GeoSciences began publishing a new series of reflections and blog posts from staff within the School. Entitled 'What does "Good Research" Mean to You?', contributors share what they really care about in their research, how they maintain its integrity and a piece of advice they would like to pass on to others. This series aims to celebrate the diversity of people and perspectives within the School and to widen understanding of the many facets of research ethics and integrity. It is also a great opportunity to hear what inspires and really matters to researchers in their work.

Since 2017, the School has held a series of monthly 'Good Research' seminars to raise awareness of ethics and integrity issues as they relate to specific disciplines and topics of relevance to colleagues. Since September 2020, these have taken place online, with recordings shared through School webpages.

The School's policy and guidance on authorship has been well received and engagement with it continues to grow.

The School of Informatics shone a spotlight on ethics at its 'Research Day' in May 2021, with a variety of talks from researchers whose work has thrown up interesting real-world questions. Also in 2021, the School increased opportunities for staff and students to ask questions and seek advice by launching a monthly "Ethics Office Hour" on Microsoft Teams.

The School's ethics pages are updated regularly and email notifications are used to ensure that staff and students are kept aware of developments.

At College level, a new S&E channel on Microsoft Teams offers relevant updates and links to external training sessions by providers including the UK Research Integrity Office (UKRIO). The channel is open to Ethics Officers and any academic or professional services staff who wish to join.

### **University level**

- In September 2020, Edinburgh Research Office hosted 'Reflections on Good Research Practice', a two-hour online event attended by up to 300 PhD students and post-doctoral researchers.

Organised and presented by Research Integrity Manager Alan Campbell, the event included talks by Dr Theo Andrew of the Scholarly Communications Team on publication ethics and by Martin Donnelly of the Research Data

Service on good data management. Prof Malcolm Macleod, the University's Academic Lead for Research Integrity and Improvement, used the findings of the University's 2020 survey on experiences of research culture to reflect on the topic, why it matters, warning signs that things aren't right and what to do about them.

There followed a lively and informative panel discussion and Q&A on research culture featuring Dr Ailsa Niven, Associate Dean (Research Ethics and Integrity) in AHSS, Prof Karen Chapman of the Centre for Clinical Brain Sciences (MVM) and Dr Adam Stevens of the School of Physics and Astronomy (S&E). The event was well received on the day and a recording was subsequently made available.

- Responding to a demand for training from ethics reviewers, the AHSS Research Ethics Team organised and co-ordinated a training workshop for Research Ethics Committee Members which took place online in April 2021. The workshop, which was delivered by UKRIO ethics trainer David Carpenter, covered a wide range of topics including the challenges for ethics of research culture, the distinction between ethics, governance and integrity, the specific needs of vulnerable participants and tools for ethical review. Feedback following the event was overwhelmingly positive and REIRG is taking steps to make training for ethics reviewers a regular feature on the annual events calendar.

### **3. Ethical approval of research proposals: review of processes**

#### **AHSS**

The AHSS College Research Ethics Framework was updated in October 2020 and provides an overarching set of principles to inform local School practice. Even though the nature of research carried out across the College varies greatly, Schools follow similar processes in addressing ethics issues, albeit that local committees may also draw on discipline specific guidance.

During session 2020/21 the limited restarting of essential research related activities, particularly those involving human participants, has been a particular focus for process reviews within the College. Schools utilised the Covid-19 AHSS research update and accompanying restarting research guidance and appendices as they planned for the return to in-person research. As an example, in some Schools, the 'Off-Campus' checklists that researchers complete to assess and mitigate the risk of undertaking in-person research are 'signed off' by the School Ethics Director.

Documents, updates and forms shared on School websites and wikis have played a key role in supporting researchers to navigate the variety of issues involved in determining the extent to which in-person research might be justified and feasible as Covid-19 protocols have evolved.

#### **MVM**

The College and its researchers have been at the forefront of developing research studies to inform the national and international evidence base in response to the

Covid-19 pandemic. The scientific knowledge generated has informed clinical practice, as well as improving society's understanding of the Covid-19 virus. MVM has implemented relevant and appropriate infrastructure in order to support this research, without compromising its high ethical and research integrity standards. Two specific examples are:-

- A dedicated Covid-19 Research committee, chaired by Prof David Dockrell, received input from all relevant stakeholders and allowed projects to be triaged and approved in a time efficient manner. The research outputs linked to some of the projects it oversaw have been instrumental to the development of clinical care pathways during the pandemic and the vaccine rollout.
- TestEd is a multidisciplinary research project which acts as (i) a mechanism for regular Covid-19 PCR testing for UoE staff and students and (ii) a novel approach to test large numbers of samples for Covid-19. The study received an ethical opinion from Edinburgh Medical School Research Ethics Committee (EMREC) and the Principal Investigators are working very closely with the EMREC co-Chairs to ensure that any amendments to this rapidly expanding study are considered carefully and subject to close scrutiny. Key issues for ongoing consideration include the maintenance of anonymity, communication with students and incentivisation of participation in the research.

Elsewhere, a new MVM 'Intent to Submit' policy for funding applications has been developed and implemented across the College. The development of grant proposals with the highest chance of success requires planning, co-ordination and team work. Deadlines are often tight and involve a number of stakeholders including researchers and colleagues from Research Centres, ACCORD, Edinburgh Clinical Trials Unit, NHS R&D Finance and Edinburgh Research Office. The process set out in the policy is designed to enable research grants professionals to maximise the level of support provided to PIs, thereby reducing the risk of applications being submitted with inappropriate budgets. This in turn reduces the risk of projects failing to deliver on their commitments.

## **S&E**

The School of Informatics reports implementing a refresh of its ethical review processes during the session, including the following innovations:-

- All ethics applications are now submitted online.
- Researchers can now access templates for Participant Information Sheets, Consent Forms and Data Management Plans online.
- The School's ethics webpages now describe the review process and offer supporting material and a 'Frequently Asked Questions' section.

In addition, the online form, review system, templates and webpages were subject to ongoing updating and improvement during the year.

## **University level**

One consequence of the University's devolved structure is that arrangements for the management of ethical oversight of research have historically been (and remain) the responsibility of individual Colleges. This autonomy has resulted in the lack of a consistent framework governing the operation of ethical review across the University as a whole.

In the autumn of 2020, the University's Research Ethics and Integrity Review Group (REIRG) agreed to convene a short life working group to draft the first pan-institutional Research Ethics Policy. The improvement of clarity and consistency across the University on matters including the remit of Research Ethics Committees (RECs), recruitment of REC members, indemnity for ethics reviewers and training provision are among the key aims of the new Policy.

The working group is led by Dr Ailsa Niven, Associate Dean (Research Ethics and Integrity) in AHSS and brings together colleagues from all three Colleges, as well as Edinburgh Research Office and the Academic and Clinical Central Office for Research and Development. The group's work continued through the session and the new policy is expected to be completed during session 2021/22.

## **4. Building a Positive Research Culture**

### **AHSS**

At the start of the session, Moray House School of Education and Sport saw a significant development in the way research is supported within the School. In August 2020, a new thematic hub structure was introduced, encompassing all academic staff and research students and playing an integral part in supporting the School's research culture. The seven hubs (Advanced Quantitative Research in Education; Children and Young People; Digital Education; Language, Interculturality and Literacies; Social Justice and Inclusion; Sport-Related Research and Teacher Education, Curriculum and Pedagogy) represent broad research themes with permeable boundaries. They provide a scholarly base for research activities, work towards research capacity and contribute to the development of links between research and teaching. Importantly, they also provide a supportive environment in which the School's staff and their research can thrive.

Following a governance review, the School has also invested heavily in leadership training and coaching programmes to embed good practice and strengthen leadership skills among new and established leaders.

The School of Literatures, Languages and Cultures has developed an equitable system of research leave, with associated reporting to ensure that colleagues are able to make the most of the time. Support for the development of research grant applications includes day-long and residential writing retreats, as well as a system that matches applicants with 'critical friends' who can provide peer support. A rigorous system of academic and professional services peer review maximises the chances of grant success.

The School of Law deploys a range of measures in order to build a positive research culture. One example is the maintenance of a dedicated research facilitation fund,

which aims to support the development of research ideas, collaboration and networks aligned with School and University research vision and strategy. Otherwise, the School's Early Career Researcher (ECR) Community has a representative who sits on key School committees and the ECR group also has dedicated funds to support relevant training and development activities. The School hosts weekly staff seminars, where members of staff present their research and receive peer feedback. The seminars, which are open to all staff and PhD students, are consistently well attended and have been seen as an overwhelming success since they began more than a year ago.

## **MVM**

A new MVM Research Staff Committee (RSC) brings together academic and professional staff involved with the support and training of ECR staff with representatives of the ECR community. The aim is to provide a forum to develop and co-ordinate support for ECRs and to disseminate information relating to ECR experience (key topics include Training and Development, Careers in and beyond Academia, Funding, Translational and Entrepreneurship Opportunities, Health and Wellbeing, Research Culture, Citizenship, Teaching Opportunities and Accreditation, Mentoring, Equality, Diversity and Integration, Open Science, Widening Participation and Public Engagement).

The RSC is convened by the Head of the ECR Experience for Edinburgh Medical School (Prof Gillian Gray) and the Head of ECR Experience at Easter Bush (Dr Joe Rainger). Dissemination of information is by way of a SharePoint site and direct communication with the relevant staff and students.

Elsewhere, Natalie Hunter joined the Usher Institute on secondment from the Wellcome Trust with a brief to investigate positive aspects of research culture as part of the Wellcome Trust's wider programme of activities on research culture. During the course of her research, she interviewed several Usher Institute staff and students about their experiences of work, and research culture at the Institute. Her findings, which recognise the persistence and hard work of strong and supportive leaders within the Institute, also highlight the systemic challenges that the research community continues to face in building and sustaining an open, inclusive, supportive and productive research culture.

The Centre for Inflammation Research responded to the pressures of the Covid-19 pandemic by organising a seminar in partnership with the NHS on good mental health. Separately, the Centre has made completion of the University's Mental Health awareness training a condition of membership for its postgraduate research committee.

## **S&E**

Schools across the College are pursuing a range of initiatives in order to build and maintain a positive research culture.

The School of Chemistry promotes a culture of sharing ideas, constructive criticism and feedback on research proposals, while a mentoring scheme allows ECRs to learn about best practice in research.

In the School of Engineering, a new staff development committee has been introduced, with a remit that includes addressing a range of topics related to research culture. Elsewhere, the post-doctoral research associate (PDRA) forum led by Dr Encarni Medina-Lopez (PDRA Champion in the School of Engineering) organised a “Workshop on Funding for Research Associates” in July 2021, a full-day online event in support of post-doctoral researchers. The workshop covered University Policies and Support Mechanisms, School of Engineering Policies and Support, and Testimonials from Early Career Researchers. At the PhD student level, the annual Post-graduate Research (PGR) Conference, a festival of School-wide research, was held successfully online in September 2020 and April 2021. On each occasion, delegates saw nearly one hundred second year PhD student presentations.

In the School of Mathematics, a new role of Dignity and Respect Officer has been created, with responsibilities including recruitment, mentoring and career development, environment and students. The role is embedded in the School’s Equality, Diversity and Inclusion (EDI) committee and forms one strand in the implementation of the School’s EDI Strategy. Support for good relationships between PhD and post-doctoral advisors and their advisees is another important aspect of the School’s work in maintaining a positive research culture. Steps taken in this connection include:-

- Training for PhD mentors includes this topic, and second supervisors discuss the student/advisor relationship at their regular meetings with the student each semester.
- Post-doctoral researchers are regularly surveyed about their mentoring experience, with follow-up on potential problems. They can also discuss potential issues with post-doc representatives or the post-doc advocate within the School.
- A strong emphasis on the significant role that positive and successful mentorship plays in the promotion and reward process.
- The School recognises that early feedback improves the quality and rigour of the research undertaken, and a programme of internal seminars and working groups encourages the sharing of ideas and a collaborative environment.

Colleagues from across the College, including Dr Timm Krueger of the School of Engineering and Neil Chue Hong of the Edinburgh Parallel Computing Centre, are actively engaged in the new Research Cultures Working group discussed in greater detail below.

### **University level**

June 2021 saw the inaugural meeting of a new Research Cultures Working Group, whose aim is to establish policies and mechanisms to promote positive research cultures at the University. The group’s membership captures diverse experiences and career paths, reflecting the importance of embracing principles of equality, diversity and inclusion at all career stages. Reporting to the University’s Research Strategy Group, the Research Cultures Working Group has the following remit:-

- Understanding and responding to external drivers, e.g. the UK Government Road Map for Research and Development and Wellcome Trust Strategy, so ensuring University policy and plans meet external expectations with respect to People and Culture and Equality, Diversity and Inclusion, as well as the aspirations set out in Strategy 2030.
- Establishing mechanisms to collect and monitor data with respect to research careers, to provide a baseline and establishing measures of progress.
- Monitoring and reviewing the implementation of the Concordat to Support the Career Development of Researchers.
- Putting in place medium and long term mitigations against the impact of Covid-19 on research careers including impact on equality, diversity and inclusion.
- Identifying resources to support an excellent research culture, including good practice guides and a programme of essential training in research leadership.
- Ensuring that professional development is an integral part of all researchers' roles, recognising that researchers may follow a variety of career paths.
- Publicising mechanisms for those who feel they have been bullied, harassed or discriminated against to report their experience, including through the Research Staff Hub and Doctoral College.
- Driving improvements in the profile and participation of under-represented groups within the research community in the University.
- Building the profile of the University of Edinburgh as a leading institution in which to establish and grow a research career in a supportive environment that strives for equity across all equality groups.

## **5. Addressing Research Misconduct and Assurance Statements**

### **5.1 High level statement about allegations of research misconduct and any formal investigations**

#### **AHSS**

One formal investigation into an allegation of research misconduct concluded incomplete during session 2020/21, when the respondent left the institution.

#### **MVM**

One formal investigation into an allegation of research misconduct concluded during session 2020/21. The investigation found that the respondent had applied bad judgement, but that there had been no attempt to mislead.

## **S&E**

No allegations of research misconduct have been reported as having formal investigations either under way or completed during session 2020/21.

S&E did have one other allegation that was referred to an initial assessment panel, however the panel determined that there was no case to answer and the matter was concluded at that stage.

## **University level**

As discussed in last year's report, a review of the University's Research Misconduct Policy and Procedure took place during session 2019/20. Concerns were raised at that stage about the perceived slowness of the Procedure, which follows the UKRIO Procedure for the Investigation of Misconduct in Research. Delay to the publication of a consultation draft of the updated version of the UKRIO Procedure continued during session 2020/21, which in turn prevented progress on implementing change.

### **5.2 Assurance: Transparency, timeliness, robustness, fairness and continued appropriateness of processes for dealing with allegations of misconduct.**

In AHSS, all allegations of misconduct are managed by the Associate Dean (Research Ethics and Integrity), Dr Ailsa Niven, who is the College Named Person, while in MVM the equivalent role is performed by College Dean of Research, Professor Stuart Forbes. Notwithstanding the ongoing delay to the updated UKRIO Procedure for the Investigation of Misconduct in Research, both Colleges report that every effort is made to ensure that all potential and actual allegations are managed in a transparent, timely, robust and fair manner, within the constraints of the procedures.

AHSS adds that further procedures are being articulated in that College to outline the initial management of potential cases, prior to being escalated to the formal misconduct procedures.

The view of the College Office in S&E is that while the current process is transparent, robust and fair, a revised Research Misconduct Policy informed by experience could be made clearer, more timely and less burdensome. Innovations that would be considered helpful include updated definitions and terminology for greater clarity, a form of initial screening stage that recognises the potential for local consideration and solutions and increased clarity of process.

These, and other stakeholder comments are noted, and will be taken into account when the review of the current Research Misconduct Policy is able to be completed.

### **5.3 Assurance: Learnings from formal investigations of research misconduct.**

Following the conclusion of one formal investigation into an allegation of research misconduct during session 2020/21, the MVM College office reports that it has recognised the need to reinforce the standards and behaviours expected of staff. As a result, the College has taken steps to promote relevant resources to the MVM research community even more actively than was previously the case.

#### **5.4 Assurance: Creating and embedding an environment in which all staff, researchers and students feel comfortable to report instances of research misconduct.**

Both AHSS and MVM report that processes for reporting allegations of research misconduct are clearly signposted on College webpages, while AHSS adds that ethics leads welcome approaches to discuss complex ethical issues and decisions. The Director of Research is a first point of contact to discuss any practice-related concerns.

Within S&E, a number of Schools note that they provide encouragement and reassurance to those considering making a report of misconduct, as well as points of contact for informal discussions before a formal allegation is made. In particular, the School of Biological Sciences details in its Ethics Day training and Ethics Committee wiki page a series of preliminary steps that prospective complainers are encouraged to take before making a formal allegation. These include fact checking and having confidential discussions with colleagues.

The prospect of a network of Integrity Leads or Champions across the University is welcomed at College level and Edinburgh Research Office began work on proposals for a network of Research Integrity Champions during the second part of the session. This project, one aim of which will be to facilitate the sharing of concerns on the part of staff and students about poor practice and the reporting of research misconduct, will continue during session 2021/22.

### **6. External Engagement**

Colleagues from across the University led and participated in a wide variety of research integrity themed events, conferences and activities throughout the session:-

- Colleagues in MVM hosted 'Research Insights', a series of free public events exploring science and the research taking place within the College. The 2020/21 series took place virtually and focused on Covid-19 related topics.
- Alan Campbell of Edinburgh Research Office presented to the inaugural meeting of the Russell Group Export Control Forum in October 2020.
- Also organised by MVM, 'Science Insights' is a work experience programme for S5 Secondary School Pupils, offering an opportunity to take part in workshops, lab sessions and gain a practical understanding of research in biological science, medicine, veterinary medicine and research with animals.
- Colleagues from a number of Colleges and central University units participated in the Wellcome Trust 'Reimagine Research Culture' online festival during March 2021.
- Following a hiatus during the early part of the Covid-19 pandemic, the Scottish Research Integrity Network resumed meetings in April 2021, with an online event hosted jointly by Edinburgh Research Office and the University of Dundee and attended by colleagues from across the University.

- The University is a member of the League of European Research Universities (LERU) and Edinburgh Research Office represented the University at an online meeting of LERU's Research Integrity Policy Group.
- Colleagues from around the University have continued to engage with UKRIO's programme of monthly research integrity themed webinars.

## Report Annex

### UNIVERSITY WEBSITES

#### [University Research Integrity homepage](#)

Links to the REIRG website; External online training resources; University policies relevant to Research Ethics and Integrity; Research Misconduct policy and procedure; Research Funders' policies on Research ethics and Integrity.

#### [University Export Control webpages](#)

Information and guidance on the topic and links to the University's Export Control and Sanctions Policy and Compliance Procedure, the UK Government's Export Control Joint Unit and the UK Government's SPIRE online export licensing system.

### College Research Ethics and Integrity websites

#### [College of Arts, Humanities and Social Sciences](#)

#### [College of Science and Engineering](#)

#### [College of Medicine and Veterinary Medicine](#)

### Academic and Clinical Office for Research and Development ([ACCORD](#))

Covers clinical research-led involving human participants, tissues or data. This includes research falling within the scope of NHS Research Ethics Committee Review and all clinical trials covered by the Medicines for Human Use (Clinical trial regulations). Proposals put to these groups that is considered outside their remit is assessed by relevant University Research Ethics Committees.

### Regulation of research involving animals

#### [Maintaining high standards of Animal ethics and welfare](#)

#### [Commitment to replace, reduce and refine the use of animals in research](#)

### EXTERNAL WEBSITES

#### Universities UK

#### [The Concordat to Support Research Integrity](#)

The five commitments set out in the UUK concordat

- *We are committed to upholding the highest standards of rigour and integrity in all aspects of research*
- *We are committed to ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards*
- *We are committed to supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers*
- *We are committed to using transparent, timely, robust and fair processes to deal with allegations of research misconduct when they arise*
- *We are committed to working together to strengthen the integrity of research and to reviewing progress regularly and openly.*

#### UK Research Integrity Office (UKRIO)

- [Code of Practice for Research – Promoting good practice and preventing misconduct](#)
- [Procedure for the Investigation of Misconduct in Research](#)

#### UK Research and Innovation (Umbrella body for UK Research Councils)

- [UKRI Policy and Guidelines on Governance of Good Research Conduct](#)