



**Sheffield Hallam University Research
Ethics Committee Annual Report
2021-2022**

Dr Mayur K. Ranchordas
Head of University Research Ethics

Dr Keith Fildes
Research Development Manager (Policy and Performance)

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1 Foreword

Sheffield Hallam University is committed to the promotion of excellent research and to maintaining the highest standards of rigour and integrity in all aspects of our research practice. In 2008, Professor Ann Macaskill was formally appointed as the University Head of Research Ethics and she has continually driven the development of policy, process and culture across the university to ensure that we deliver teaching, research and innovation that robustly complies with the national and international standards on ethics and integrity. In August 2021, Professor Ann Macaskill retired and Dr Mayur Ranchordas was appointed as her successor.

The University Research Ethics Policies and Procedures are regularly reviewed and updated to ensure currency with legal and other external body requirements and that all research undertaken at the University is subject to appropriate ethical scrutiny. The University continues to invest in developing staff and student researchers with the provision of appropriate high quality resources. Completion of research ethics training is mandatory for all new research students. This is delivered initially via a Virtual Learning Environment. All research students complete the online Epigeum training package to develop their understanding of research ethics even if they are not planning currently to undertake research with human participants. Students undertaking research with humans or human byproducts are required to undertake additional online training. In addition, subject-specific workshops and drop-in sessions are run for students. Specific training is provided for supervisors of research students with annual updates occurring. A suite of training packages is provided including online training programmes on Research Ethics, Research Integrity, Professional Skills for Research Leaders, Statistical Methods for Research and Developing Research Impact, which are available for staff and research students. Further training is delivered in workshops so all our researchers can maintain the currency of their skills to produce high-quality research that meets the highest ethical standards. As working practices return back to normal post the Covid-19 pandemic, workshops are being delivered both online and in person. All academic staff undertaking or supervising research are required to undertake research ethics or integrity training. Directors of Research Institutes and Centres are supported to ensure research occurs with a culture which values honesty, rigour and transparency with open communication to ensure that research participants and the environment are treated with due care and respect. The University complies with the Concordat for Research Integrity and our commitment which was updated in August 2022 can be found [here](#). Researchers, Directors of Research Institutes and Centres, and Heads of Department are notified of their responsibilities under the Concordat each year. The University's commitment to the principles of the Concordat to Support the Career Development of Researchers has been acknowledged by receiving the HR Excellence in Research Award from the European Commission.

Dr Mayur K. Ranchordas

Head of University Research Ethics

Chair of University Research Ethics Committee

30th November 2022

2 Introduction

This annual research ethics report provides some background and a summary of Sheffield Hallam University's Research Ethics Committee business for the 2021-2022 academic year. It provides a summary of the ethics and integrity training delivered, the volume of ethics applications we handle each year, and an update on our policies and procedures.

2.1 What is Research Ethics?

Research that involves human participants or human artefacts raises unique and complex ethical, legal, social and political issues. Research ethics in the University mainly focuses on the analysis of ethical issues that are raised when people are involved as participants in research studies. The *first* and broadest objective is to protect human participants. The *second* objective is to assure the integrity of university research by ensuring that the methods used are verifiable, that research is conducted and reported honestly to the highest standards with due regard to legal, professional and university regulations and codes of practice. The *third* objective is to ensure that university research serves the interests of individuals, groups and/or wider society. This is achieved by ensuring specific research activities and all research projects are reviewed for their ethical soundness, looking at issues such as the management of risk, protection of confidentiality, the process of obtaining informed consent and the management of the research data collected.

Most research involving human participants is directed towards advancing human welfare, knowledge and understanding, and/or towards the study of social or cultural dynamics. Such work is undertaken for many reasons, for example: to alleviate human suffering, to validate social or scientific theories, to dispel ignorance, to analyse or evaluate policy, and to understand human behaviour and the evolving human condition. Such research is primarily driven by the desire for new knowledge and understanding and may have a number of benefits. It may, for example, benefit research participants (e.g., improved treatments for disease/illness); research may also benefit both particular groups and society as a whole. That said, care must be taken to ensure that the benefits outweigh the risk of harm to research participants and it is for this reason, amongst others, that ethical frameworks have been developed to underpin research practice. Ethical frameworks are, however, developed within a continuously evolving social context which includes the need for research, moral imperatives and ethical principles, and the law meaning that they are, subject to change.

2.2 Framework for Research Ethics

Under the revised Framework for Research Ethics (FRE), United Kingdom Research and Innovation (UKRI) only funds research where consideration has been given to ethical implications and in those institutions where appropriate arrangements to undertake this systematically are in place. The Framework, therefore, has implications for applicants to UKRI research ethics committees within Higher Education Institutions (HEIs) and for those assessing research proposals. The University's Research Ethics Policies and Procedures are aligned to satisfy the framework in full.

2.3 Concordat to Support Research Integrity

The Concordat to Support Research Integrity launched in July 2012 by Universities UK sought to provide a comprehensive national framework for good research conduct and governance. The Concordat was developed in collaboration with the Funding and Research Councils, Wellcome Trust and various government departments. A revised Concordat to Support Research integrity, was published in October 2019. This version addresses the recommendations in the Science and Technology Committee's report on research integrity that was published in July 2018.

The Concordat sets out five commitments to provide assurances that research in the UK continues to be underpinned by the highest standards of rigour and integrity.

1. Maintaining the highest standards of rigour and integrity in all aspects of research.
2. Ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards.
3. 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.
4. Using transparent, robust and fair processes to deal with allegations of research misconduct should they arise.
5. Working together to strengthen the integrity of research and to reviewing progress regularly and openly.

The University is committed to supporting the Concordat to Support Research Integrity and we have published our [commitment to the concordat](#), which was updated in August 2022, on the University website.

3 Sheffield Hallam University Research Ethics Committee

The University Research Ethics Committee (UREC) was established in the academic year 2001/02 as a sub-committee of the Research and Business Development Committee (subsequently re-constituted as the Research and Innovation Committee) in response to increasing internal and external pressures regarding the ethical conduct of research. The UREC is responsible for developing, updating and implementing policy and for providing guidance on research governance. The University has an effective research ethics policy to ensure that the highest standards of research are met. It aims to promote good practice through the assessment of ethical issues and compliance with legal requirements. The policy applies to all research at the University including student projects.

Research ethics issues have received increasing attention in recent years, particularly from research sponsors and as a result of developments within the National Health Service and Social Care bodies. Our ethics policy complies with guidance and recommendations given by national bodies and ensures that research at the University upholds the highest standards of integrity, impartiality and respect for data. Furthermore, it ensures that the interests, confidentiality and anonymity of volunteers in research

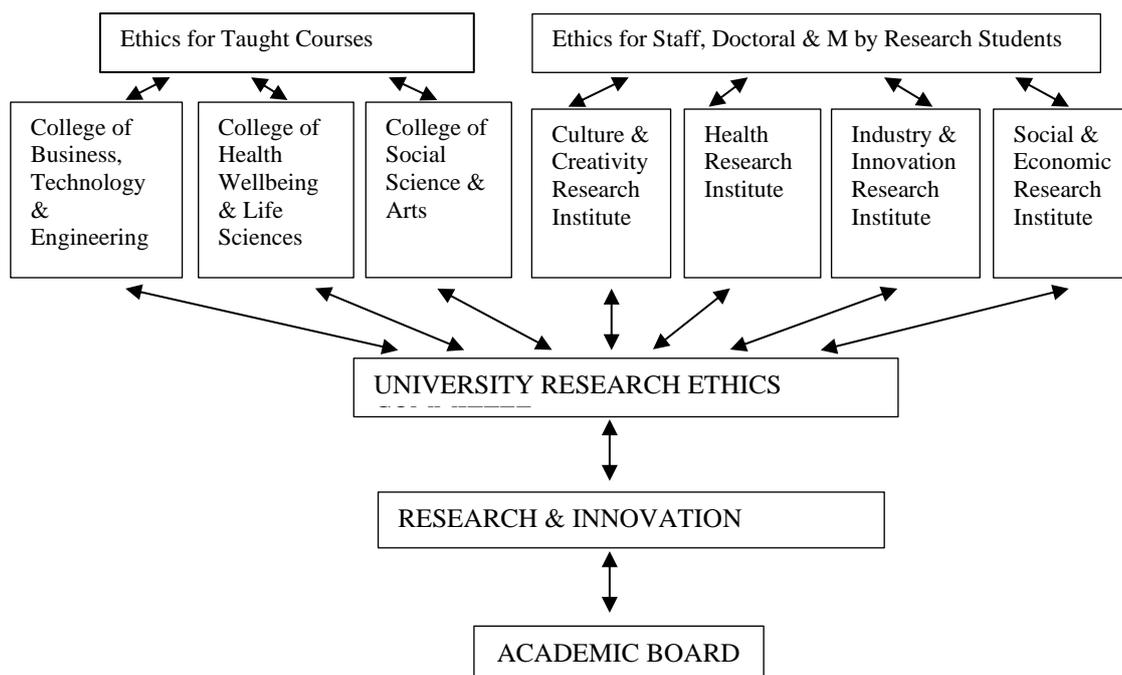
activities are maintained and that processes are in place to assure the integrity of research undertaken at the university. Our approach to promoting research integrity is recognised as an exemplar of good practice by the European Science Foundation (Fostering Research Integrity in Europe, ESF, December 2012).

3.1 University Research Ethics Governance

The Academic Board has overall responsibility for academic matters and regulation of taught and research provision. The Research and Innovation Committee, as a sub-committee of the Academic Board, has responsibility for issues of research policy, regulation and compliance, including oversight and assurance of the Ethics Committee.

Strategic leadership is provided by the Deputy Vice Chancellor (Academic), who Chairs the Research and Innovation Committee. The Head of University Research Ethics exercises delegated responsibility on behalf of and accountability to the Research & Innovation Committee (RIC).

The University was restructured in January 2020. Taught courses are now located in three Colleges while staff and doctoral student research is managed via four research institutes as shown in the diagram below.



3.2 Ethics for Taught Courses

Research ethics related to all taught provision is managed through the College Teaching Programme Research Ethics Committees (CTPRECS). The reorganisation provided the opportunity to enhance the provision, by ensuring standardisation of processes across the three colleges and thereby improve efficiency. The existing ethics proforma were revised and new versions produced to simplify the process. This has resulted in four ethics proforma for taught students:

- UREC1 No Human participants
- UREC2 Low risk human participants

UREC 3 Higher risk social science projects

UREC 4 Higher risk Bio-medical, food, sport and health projects.

All the proforma include a health and safety risk assessment for the student and participants.

New procedures were implemented in each College to ensure consistency of delivery across the University. Each College has a Teaching Programme REC Chair who oversees the review processes in the College, works with departments to disseminate policy and ensures that the correct procedures are being utilised and manages the review of Category Approvals on taught courses. TPREC chairs are members of UREC and are involved in identifying training needs and delivering training for College teaching staff. Each Department has an undergraduate and a postgraduate Departmental Research Ethics Working Group (DREWG) chaired by the departmental ethics lead. The chair oversees the ethics review process for student work, liaises with modules leaders and represents the department on the CTPREC.

3.3 Ethics for Staff, Doctoral & Masters by Research Students

Each Research Institute has appointed Research Ethics Leads who disseminate policy and procedures across the institutes as well as deliver ethics training to staff. Research Centres also have ethics leads, who can support staff and doctoral student ethics applications. A dedicated pool of reviewers have committed to providing expedited ethics reviews for contract research or bids being undertaken within tight deadlines.

Staff, doctoral & masters by research students' research projects are reviewed using an online system called Converis. Low risk studies are reviewed by one researcher with possible escalation to the chair, while all other research is reviewed by three researchers, one of whom is a subject expert (the lead reviewer), one a methodology expert with the third acting as a lay reviewer. Lay reviewers are either members of the general public who sit on UREC or researchers from a different discipline to the study being reviewed. We are currently in the process of training doctoral students (2nd year and above) who can also act as lay reviewers to help with their ethics and integrity development. Ethics reviews aim to be completed within two to three weeks but is dependent on the responsiveness of reviewers.

4 Summary of the University Research Ethics Committee Business for 2021-2022 Academic Year

The UREC held four meetings in the Academic Year 2020-21 plus one away day with an average attendance by members of eighty percent. UREC membership includes the three College Teaching Programme Research Ethics Committees' chairs, the Research Ethics Leaders from the four Research Institutes, the Human Tissue leads, plus representatives from Research and Innovation Services, Library, Health and Safety Services, the Multi-Faith Chaplaincy, early career researchers, a statistician, external lay members and a secretary. The Health, Safety and Welfare Committee is represented on the University Research Ethics Committee to ensure close links between the two committees. UREC is represented on the Research Degrees Committee to ensure that ethical considerations are prioritised in research training.

The numbers of Staff and Doctoral student research projects reviewed between 1st September 2021 and August 31st, 2022, are shown in the following table along with the figures for the previous years to allow comparisons.

Table 1. Number of ethics applications at SHU over the last 2 years

Year	No human participants, human tissue or personal data	Very low risk human participants studies	All Other Research with Human Participants	IRAS Projects	Approval given Elsewhere	TOTAL
Sept '21 to Aug '22	90	219	197	11	17	534
Sept 2020 to Aug 2021	67	233	186	7	7	500

The number of reviews carried out via the online review system has increased by approximately 7% this academic year. The increases in ethics applications in the “all other research with human participants” category possibly reflects the return to face to face data collection after the Covid-19 pandemic. The UREC have been proactive this academic year in training researchers that do not use human participants. Indeed, the increase in the number of applications in this category suggests a higher level of engagement from this community of researchers.

There are robust procedures in place for ethics review on taught courses and these were carried out by the academic teaching teams assisted by departmental ethics advisors and overseen by the College Teaching Programme Research Ethics Committees.

4.1 Research Misconduct Cases

Sheffield Hallam has been implementing a research misconduct policy since 2005. The levels of verified research misconduct are low. In line with the Concordat to Support Research Integrity training on research ethics and integrity is promoted and the research misconduct policy is publicised widely emphasising that failure to report misconduct constitutes a breach of university policy. For research misconduct policies to work, researchers within an institution are required to take collective responsibility and police each other, thereby protecting the reputation of the University and ensuring

that we have the highest standards of research integrity. The reporting of allegations, since training has become widespread for staff and mandatory for doctoral students, has evidenced that this is happening. We also have a research misconduct policy for doctoral students [here](#). here .

One research misconduct allegation was made this academic year which was reviewed by the Head of University Research Ethics. The allegation was made against an early career researcher and was found to be unsubstantiated and therefore dismissed. As per the Misconduct Policy, this did not proceed to formal investigation. A key learning point from this case was that researchers felt that they could come forwards and the process was transparent for all the parties involved.

This compares with three research misconduct investigations in 2020-2021, three in 2019-20, two in 2018-19, and zero in 2017-18. Research staff regularly seek advice suggesting that the system is seen to be accessible, and that research integrity has a high priority with our researchers.

4.2 University Research Ethics Review

Dr Mayur Ranchordas was appointed as the new Head of University Research Ethics in November 2021 and conducted a university research ethics review in collaboration with numerous colleagues across the university. Primary data were collected from conducting interviews with all of the members of the University Research Ethics Committee. Secondary data were obtained from historical ethics records, SHU websites, ethics documents on SharePoint, and data provided by the ethics administrators and ethics leads. This review is informing our future action plan including the specific outcomes that are highlighted below.

4.3 Public Engagement with Research

The Committee continues to monitor the role of lay members to ensure that the role is fulfilling and provides significant contributions to the mutual benefit of both parties. The University is fortunate in having close relationships with the local University of the Third Age (U3A) for the recruitment of lay members for the ethics committees across the University including the review of applications. Training is provided for lay members and expenses are covered. The lay members are happy to be consulted about research funding applications where it is advantageous to have public perceptions represented. Individual members are also willing to serve on steering groups for research projects where public or user representation is desirable. The UREC are currently looking to replace a lay member who has recently stepped down.

4.4 Ethics and Integrity Training

A number of online training sessions and seminars dedicated to, or including Research Ethics elements have been held throughout the University. These events have had various targeted audiences and over the year, staff (researchers, supervisors and administrators), students and lay members have been catered for, along with open events. These are in addition to a range of e-learning courses to support the development of researchers and research students. Training is delivered by the Head of University Research Ethics, the Research Institute Leads, the College Ethics Leads and the Research Development Manager. A curriculum of ethics training is devised at the start of the academic year

where sessions are delivered across the semesters to staff and doctoral students. Ethics training for students on taught programs is delivered by dissertation/project module leaders and project supervisors at Departmental level. A summary of the training sessions delivered this academic year is summarised in Appendix 1.

4.5 General Data Protection Regulation

Work has continued to deliver training and support in relation to compliance with GDPR regulations and this is now included in all ethics and integrity training events. Changes to the Information provided to research participants were also required under the Act and this continues to be disseminated across the University research community. The University are currently piloting the use of a new Data Protection Impact Assessment Form (DPIA). The form helps researchers identify and minimise the data protection risks of a project. Researchers must complete a DPIA form that involves processing data that is likely to result in high risk to individuals. Once the pilot phase is completed the DPIA form will be added to the online ethics system for researchers to complete.

4.6 Ethics for Students on Taught Courses

A College Research Ethics Newsletter was produced and disseminated to the teaching community specifying the requirements for student projects in relation to undertaking research and the ethics review process. This has resulted in a standardised procedure now being implemented across the University and ensures equity of treatment for students. A blackboard site of teaching and training resources for staff teaching research ethics and supervising student research projects is used to house all the relevant documents. Students also have access to all of the ethics training and resources via their project/dissertation Blackboard sites. A new reviewer [checklist](#) was produced to help reviewers appraise ethics applications completed by students on taught programs.

4.7 Online Ethics Application and Review System

The online ethics application and review system continues to operate via our research management system (Converis).

On the online Coveris ethics review system, we regularly audit the ‘no human participant’ and the ‘low risk human participant’ routes. We found that in a small number of cases researchers were submitting their projects via lower risk routes when this was judged to be not the case. In these instances, these applications are escalated to the Research Institute Ethics Lead or to the Head of University Research Ethics if required.

A Research Ethics Newsletter was circulated to all the Institute researchers informing them of the new procedures and introducing the staff with responsibilities for research ethics.

4.8 Internal Governance

Changes to UREC membership were made as a result of the University reorganisation in 2020. As the numbers of ethics applications each academic year are increasing, we are currently reviewing the current administrative support for staff and doctoral research. A separate project is underway to review what administrative support is required for the Colleges.

4.9 Human Tissue Act

SHU do not have a human tissue licence, therefore, SHU researchers must store samples at the Sheffield Biorepository at the University of Sheffield located at the Royal Hallamshire Hospital. SHU has two Human Tissue Act leads, Professor Clench and Dr Lynn, who represent the areas of the University where this type of research occurs. Audits were undertaken on compliance with the Human Tissue Act, specifically regarding the documentation and correct storage of tissue and contacts were made with the Biorepository to ensure efficient collaboration. A list of researchers who have recently or are likely to use the biorepository have been established and training is provided. We also have additional guidance on how to handle, store and manage human tissue on our Ethics webpages [here](#).

4.10 External Website

The ethics administrative team have been trained and can now update University's ethics webpages. We update our webpages regularly but also when new or updated guidance/policy is created for researchers. Staff are signposted to our ethics website throughout the academic year. A summary of the new guidance produced this academic year is summarised at the end of this review.

4.11 University Research Ethics Committee Planning Day

Towards the end of the academic year 2021/2022, the UREC scheduled an additional planning day. Since the University changed its structure and moved to Colleges and Institutes in 2020 and the Covid-19 pandemic, there had not been an opportunity for all of the Ethics Leads (i.e. for Colleges, Institutes) to get together in a face to face setting to discuss how to improve SHU's ethics and integrity policy and procedures. The planning day was used for all of the ethics leads to get together to share good practice, discuss solutions to common ethics problems at SHU. This resulted in the UREC producing an action plan to enhance the research ethics and integrity culture.

4.12 Enrolment of new reviewers with SRfR and additional training

SHU have historically recruited ethics reviewers on a voluntary basis (i.e. you have to sign up to become an ethics reviewer). This has resulted in a very small pool of reviewers across the Colleges and Institutes and the number of reviewers in some Research Institutes is much lower than the volume of ethics applications submitted. In order to solve this issue, we have enrolled all staff with *Significant Responsibility for Research* (SRfR) as reviewers. Staff with SRfR are those for whom explicit time and resources are made available, to engage actively in independent research, and that is an expectation of their job role. In order to support this activity, the UREC scheduled 4 ethics reviewer training sessions throughout the academic year for new reviewers to ensure that they were adequately trained in reviewing ethics applications. This new initiative should result in quicker ethics reviews and spread the burden of ethics reviews fairly across research active staff.

4.13 Category Approval Forms updated

On many taught courses there are modules where the students may undertake identical or at least very similar small-scale data collection as part of their learning and teaching and/or assessment e.g., as part of laboratory classes, on research methods modules, on placements in schools or other work settings. Rather than individual applications having to be made to the relevant College Teaching Programme Research Ethics Committee (CTPREC) each year, a category approval can be granted by the CTPREC. This then gives the module Leader overarching Ethical Approval although students undertaking the projects are still required to undertake local ethical review, but this can be lighter touch as long as it ensures that the research is carried out ethically and legally. We have edited the category approval forms and added some additional information for staff to complete. The updated forms can be found [here](#).

4.14 Ethics Survey Deployed

The UREC have deployed a survey to all research active staff and doctoral students to collect data on their user experience of SHU's ethics systems and policies and the training we currently offer. We are hoping to get valuable feedback from the end users so that the UREC can use the data to improve its current systems and practices.

4.15 UKRI's revised policy on governance and good research practice

The UKRI published its governance of good research practice policy in March 2022. The UREC have conducted a review of SHU's internal policy and governance to ensure that we are compliant with the UKRI's revised policy. Our review revealed that whilst we are compliant with the new policy, there are three areas where additional work would ensure best practice:

1. **SHU's Website** - improve accessibility to ensure relevant policies and guidance can easily be located (all essential ones exist but were in some cases dispersed, obscured in long lists, and not always clearly titled). Also implement a systematic broken link check, particularly for those within documents
2. **Quality Assurance** - improve recording of future research misconduct investigations, particularly sharing process details and learnings in summary documents, rather than just the outcomes
3. **Training** - continue to expand training provision and resources to meet both general and discipline-specific needs

4.16 Auditing Ethics Applications

Conducting an audit of a sample of ethics applications each year is of paramount importance because it ensures that researchers are following SHU's research ethics policies and procedures. In addition, the audit can check that the reviewers are being thorough and fair, and any risks of litigation are reduced and managed accordingly. Ethics applications are typically audited as part of the UREC meetings which occur four times per year. A sample of around 5 applications distributed across each Research Institute are selected at random which are circulated in advance of the UREC

for members to review. The UREC collectively discuss these and conduct an audit of the applications where all the comments are recorded.

The process for auditing samples of ethics applications was revised for the 2021/2022 academic year. A UREC panel of 9 staff (4 institute leads, 3 college leads, Head of ethics and the Research Development Manager) formed an assessor pool. A sample of approximately 20 ethics applications across the university were audited. As a result of this process a summary of actions was created to help devise better training to address any issues.

4.17 Requesting Access to Staff and Students (External Researchers)

The UREC temporarily suspended access to SHU staff and students by external organisations for the purpose of participating in research projects during the Covid-19 pandemic. This was mainly due to the large volume of internal communications being sent out to staff, and the increase in remote workload faced by staff and students during an unprecedented time. The UREC have now lifted this suspension and external organisations can now approach SHU to request access to University staff and students.

4.18 Business Case to Request Additional Admin Support for Taught UG and PG Ethics

When Faculties were dissolved in 2020, taught research ethics lost all its admin support as this was overlooked when Colleges were formed. This gap needs to be addressed as each academic year we deal with approximately 8000 and 6000 UG and PG ethics applications, respectively. Historically, admin support was received via Departments, however, the exact amount that was available is unknown. Admin support for taught UG and PG students is crucial because it helps to manage the purpose and risks associated with ethics applications and compliance with funders (i.e. Office for Students). The following activities that used to be supported by administrators before Faculties were dissolved:

- Admin support for College Ethics Committees such as taking minutes and organising meetings.
- Log Department ethics applications to help with quality assurance and auditing activities. This activity also made supervisors and students accountable when ethics applications had not been completed.
- Chase up missing ethics applications to ensure each Department has a record of all research ethics applications for taught UG and PG project/dissertations.
- Help manage and store Category Approval Ethics for modules
- Admin support for Department ethics meetings
- Admin support for Department ethics leads.

Each College requires administrative support for taught UG and PG ethics activity and the UREC anticipate a total resource of 0.6 FTE of ethics support across the three colleges, one day per week for each college. This resource would be used to help the College ethics team to manage research ethics as well as category approval (i.e. ethics required for research within taught modules outside of the project/dissertation modules). A business case to request additional admin support for this has been submitted.

5 Policies, Procedures and Guidance Updates

Concordat to Support Research Integrity

<https://www.shu.ac.uk/research/excellence/ethics-and-integrity/integrity-concordat>

- Sheffield Hallam University's Commitment to the Concordat to Support Research Integrity v.9 (2022)
- Updated Responsibilities of Heads of Departments and Directors of Research Centres
- Updated Responsibilities of Researchers

Code of Practice for Researchers Working with Vulnerable Populations

<https://www.shu.ac.uk/-/media/home/research/ethics-integrity-and-practice/code-of-practice-for-researchers-working-with-vulnerable-populations.pdf>

Wording was updated for the definition of vulnerable populations

Clinical Trials/Medical Malpractice Insurance and Criteria for Triggering Additional Insurance Referral

<https://www.shu.ac.uk/-/media/home/research/ethics-integrity-and-practice/clinical-trials--medical-malpractice-insurance.pdf>

Additional guidance was published for researchers

NHS Patient and Public Involvement (PPI) Guidance

[https://www.nihr.ac.uk/documents/briefing-notes-for-researchers-public-involvement-in-nhs-health-and-social-care-research/27371?#Do I need ethical approval for public involvement](https://www.nihr.ac.uk/documents/briefing-notes-for-researchers-public-involvement-in-nhs-health-and-social-care-research/27371?#Do%20I%20need%20ethical%20approval%20for%20public%20involvement)

Signposting for researchers

Guidance for Ethics Reviewers – Taught UG and PG

<https://www.shu.ac.uk/-/media/home/research/ethics-integrity-and-practice/guidance-for-ethics-reviewers-taught-ug-and-pg.pdf>

A new reviewer checklist was produced to help reviewers appraise ethics applications completed by students on taught programs.

Procedures for Category Approvals for Research Ethics Review: Taught Courses

<https://www.shu.ac.uk/-/media/home/research/ethics-integrity-and-practice/category-approval-application-feb22.docx>

Forms have been updated.

6 Appendix 1 – Ethics Training Sessions and Workshops

1. Introduction to Taught Program Research Ethics (Sept 2021)
2. Introduction to Research Ethics for Doctoral students (October 2021)
3. Ethics Reviewer Training (October 2021)
4. Ethics Training for Dissertation Supervisors and Module Leaders (Oct 2021)
5. Risk Assessments and Health and Safety (Nov 2021)
6. Introduction to Research Ethics for Doctoral students (Feb 2022)
7. How to get your ethics approved first time (March 2022)
8. Ethics Reviewer Training (April 2022)

Pre-recorded videos on how to complete UREC1, UREC2 and UREC3 were developed and distributed across all departments for staff who supervise UG and PG students.