FALMOUTH
UNIVERSITY

Research Integrity and Ethics Handbook (for students on taught courses)

PART 1

CHAPTER 1: INTRODUCTION

1.1 Navigating this document

This document is divided into two main parts. Part One comprises four chapters that outline both the values that underpin research activity at the University and the structures and processes used to ensure compliance with sector quality benchmarks, legal and professional obligations. Part Two comprises a single chapter, which focusses on the process of conducting an ethics review.

1.2 Guiding principles

The principles underpinning this guidance on research ethics and integrity for students on taught courses align with those for staff and postgraduate research students. This reflects the importance of establishing and maintaining these core values for researchers no matter the level at which they are conducting their research.

This document provides guidance on the application of the principles outlined in the University's Research and Innovation Integrity and Ethics Policy, which in turn reflects the University's firm commitment to the five core principles of the Concordat to Support Research Integrity. By adopting the values of the concordat, the University commits to:

1. underpin all of its work with common values of rigour and integrity;
2. conform to all ethical, legal and professional obligations incumbent on its work;
3. nurture a research environment that supports research of the highest standards of rigour and integrity;
4. use transparent, robust and fair processes to handle allegations of misconduct; and,
5. continue to monitor, and where necessary improve, the suitability and appropriateness of the mechanisms in place to provide assurances over the integrity of research.

Upholding these values necessitates that the common principles of integrity, honesty, rigour, openness and transparency lie at the heart of everything we do. In all cases, staff and students must adhere to structures and processes outlined in this document, which safeguard the rights and dignity of everybody involved in research and innovation projects, minimise negative impact on the environment and observe obligations towards funders, partners, the law and society at large.

1.3 Scope

The purpose of this handbook is to provide you with information and guidance for any research you undertake as part of your course at the University. It applies to all your research whether or not it contributes to work you will be submitting for assessment.

This handbook is designed to be read with reference to the Research and Innovation Integrity and Ethics Policy for Taught Courses, and the Academic Integrity Policy.

CHAPTER 2: RESEARCH INTEGRITY

2.1 Underpinning the values of rigour and integrity

Falmouth University is committed to maintaining, and continually improving, the integrity of the research and innovation activities that take place under its auspices, whether they be conducted by staff, research students or students on taught courses. It is therefore essential that all research should be conducted honestly, accurately and in accordance with the ethical standards outlined in this handbook.

We want to ensure that you have the freedom to explore and research topics that interest and challenge you, enabling your academic and creative development. This approach necessarily entails that you share a duty to uphold these principles and the responsibility to consider how your actions and decisions might affect people, values, and the environment.

In turn the University will ensure that you are provided with appropriate teaching and support.

2.2 Honesty

As with all other areas of your academic work, in conducting research you are expected to behave honestly at all times. **Academic Integrity** refers to honesty, trust, fairness, respect and responsibility in scholarship and is a fundamental value in higher education. The University has a responsibility to provide students with the tools and resources to help them understand academic integrity, and all students have a responsibility to comply with the principles of academic integrity.

When you enrol at the University, you agree to abide by the Academic Integrity Policy. As a result, all work that you submit for assessment should be:

- Correctly and fully referenced
- Produced by you, and only you
- Original and unique
- Honest and trustworthy

In your research you must fully acknowledge the contributions of others and must report their findings even when these demonstrate negative results. Plagiarism, deception, collusion or the fabrication, or falsification, of results will be regarded as academic misconduct and a serious disciplinary offence.

To aid your understanding of academic integrity and what constitutes academic misconduct, please read the University's **Academic Integrity Policy** and Academic Misconduct Procedure.

2.3 Rigour

Trustworthy research findings require rigorous research methods, and all Falmouth University researchers are expected to observe appropriate standards in this regard. As a student you will be

supported to achieve these standards. However, you have responsibility for your research and should be aware that all researchers (regardless of level or experience) need to adhere to a range of legal frameworks including; the Data Protection Act 1998 and General Data Protection Regulation 2016; the Equality Act 2010; the Children's Act (1989 and subsequent); the Human Rights Act (1998); the Health and Safety at Work Act (1974); and the Mental Capacity Act (2005 and subsequent).

If you intend to undertake any research involving work where these frameworks become relevant it is important that you have fully discussed the implications and requirements of this with your tutors as part of your planning process and always prior to commencing the research.

2.4 Care and respect

As a researcher you must show care and respect for all participants in, and subjects of, research; including humans, animals, the environment and cultural objects. Guidance on upholding these values and applying them to the principles of consent and data usage, as well as relevant legal frameworks for research ethics, can be found below in Chapter 3.

CHAPTER 3: CONFORMING TO ETHICAL, LEGAL AND PROFESSIONAL OBLIGATIONS

Building on the underpinning values of rigour and integrity outlined in chapter 1, this chapter explores the key considerations for researchers in their compliance with ethical, legal and professional obligations.

This chapter is largely taken directly from the equivalent staff handbook, it is important to be aware that these obligations, especially those required by law, apply equally to all researchers, whether experienced academics or undergraduate students. You should also be aware that research projects that involve participants will be classified as either medium or high risk and will require a greater level of scrutiny prior to the start of the research (see chapter 5). Research projects of this nature are likely to require additional planning and take more time to complete.

3.1 Informed consent

Consent is at the core of research ethics approval. Normally, potential participants in research should give their informed consent prior to participation, and you are responsible for obtaining that person's consent. Consent must be given freely and voluntarily and under no circumstances must coercion be used to obtain a person's consent to participate in research. There should be a recognition and consideration of any power differential between the researcher and participant in this context. Wherever possible, and proportionate to the nature of the research activity, an individual's consent should be obtained in writing. Where this is not possible oral consent should be obtained, ideally in the presence of at least one witness. Prior to participation, you should make clear a participant's right to refuse to participate in, or to withdraw from, the research at any stage, irrespective of whether payment or other inducement has been offered.

For consent to be legally valid, there are three requirements:

- the potential participant must be competent, i.e. of adequate age and having the necessary mental capacity;
- the consent must be voluntary, i.e. the potential participant must be free from inducement, coercion or undue influence;
- adequate and appropriate information must have been given to the potential participant.

Informed consent exists to protect the subject, not the researcher. It is important to remember that the pursuit of knowledge is not a justification for ignoring the interests of those studied or asked to take part.

Informed consent in research is a dynamic on-going process, not a one-off event, and may require renegotiation over time, depending on the nature and timescale of the project and the use and dissemination of any data. It is an issue to which the researcher should return periodically, both during the course of the research and after its completion. You should, where appropriate, identify the possible need for renegotiation of consent, particularly where the research takes place over a lengthy timescale, where the nature or outcome of the research changes, or where data obtained is

to be used in a way not covered by the original consent. You should discuss any issues arising around consent with your module tutor prior to continuation with your project.

The quality of the consent obtained is critical to its validity and the onus is on you to ensure that the consent is freely given and fully informed. The quality of the consent is affected by a number of factors, these being:

- the format of the record of consent;
- the competence and capacity of the subject/ participant to give consent; and
- the clarity of the information provided to the subject/ participant.

When 'light touch' consent is appropriate the recording of consent must be consistent with the research design (e.g. where visitors to an exhibition are asked a few questions without supplying their name or address). Consistency is important; for example, if information is being collected without identifying data, obtaining the participant's signature would invalidate an agreement to preserve anonymity.

3.2 Consent and vulnerable participants

Some people participating in research may be more vulnerable to harm than others and this possibility requires special consideration. Where a prospective participant is unable to give informed consent to participate, a legal guardian or other appropriate person may give consent on their behalf. The Mental Capacity Act provides a legal framework for acting on behalf of those deemed unable to make decisions for themselves. Relevant legal requirements, conventions or special policies should be observed. The University's Safeguarding Policy can be found here: https://www.falmouth.ac.uk/student-regulations
There are a number of circumstances where the competence and/ or capacity of participants is absent or compromised. These circumstances typically fall within the categories outlined below. This list is not exhaustive and you should consider the issues of competence and capacity for all participant groups.

- **Children and young people:** Research involving children under 16 will require the informed consent of parents, carers or guardians. Young people (i.e. between the ages of 16 – 18) are generally thought to be able to give informed consent but it might be appropriate to seek advice depending on the nature of the work. Courts of law presume competence from the age of 14. All researchers intending to work with children should endeavour to gain informed consent from the child participants in addition to the required consent of their parents or legal guardians. Regardless of these consents, it is your responsibility to safeguard the rights of children participants.

- **Participants who can't give informed consent:** Where adult participants are not in a position to give informed consent, you should consult the Mental Capacity Act (2005) and specialist legal advice might be needed. The Department of Health define Adults at Risk as someone aged 18 years or over 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or

unable to protect him or herself against significant harm or exploitation' (Department of Health, *No Secrets*, 2000).

- **Other vulnerable groups:** There are many factors that may affect the ability of participants to freely give informed consent, for example institutional groups (employees, prisoners, patients) may feel coerced into taking part in research by the consent of the institutional authority to carry out research within their domain. You should, therefore, ensure that members of an institutionalised group understand that the institutional consent places them under no greater obligation to participate in the research.

- **Other factors that may affect voluntariness:** Voluntariness can be called into question when other pressures may be an influence; for example, when a university teacher proposes to use students as participants in his research, or when researchers propose to pay participants more than their expenses and lost earnings.

- **Significant cultural differences:** In cases where significant cultural differences may affect understandings about the nature of informed consent, you should employ culturally appropriate methods to allow subjects to make decisions to participate or to withdraw from the research process.

3.3 Consent in exceptional circumstances

- **Consent and research involving concealment:** Special consideration is needed in those exceptional circumstances where it may be desirable to avoid bias in participants' responses, by concealing or withholding particular information regarding either the fact they are the subject of research or the aims of the research.

- **Consent and research in public and with groups:** Obtaining consent from every individual participating is not always possible nor practical. In such cases, you should ensure that:

    - such research is only carried out in public contexts;
    - where possible approval is sought from relevant authorities;
    - appropriate individuals are informed that the research is taking place;
    - no details that could identify specific individuals are given in any reports on the research unless reporting on public figures acting in their public capacity;
    - particular sensitivity is paid to local cultural values and to the possibility of being perceived as intruding upon or invading the privacy of people who, despite being in an open public space, may feel they are unobserved.

The privacy and psychological wellbeing of people participating must be respected. Every reasonable effort should be made to ensure that members of a group understand they are being observed for research purposes. In such activities, you should at least obtain the consent of any group leader or others in positions of responsibility.

Where the nature of the research is such that informing participants of some details before the work is carried out might render the results invalid, for example within aspects of the social and cognitive sciences such as perception, there must be appropriate explanations following the study. In these circumstances, justification for this course of action is required to be submitted for approval to the Research Integrity and Ethics Sub-Committee. You must provide convincing reasons why such research should proceed without the necessary informed consent. You should not mislead participants if it is thought that prior permission will not be obtained.

3.4 Designing consent forms

Consent forms and information sheets should be written in language that is appropriate for the participant. They should avoid using jargon, be as simple, accessible and appropriate as possible. Descriptions of the project should be written specifically to make sense from a participant point of view.

Participants should be given sufficient time to understand the information, to ask questions and to express any concerns that they may have.

An essential element of informed consent is telling participants clearly the following:

- the purpose of the research, expected duration, and procedures;
- what they are being asked to do;
- their right to decline to participate and to withdraw from the research once participation has begun;
- the foreseeable consequences of declining or withdrawing;
- reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects;
- any prospective research benefits;
- limits of confidentiality;
- incentives for participation; and,
- who to contact for questions about the research.

Participant information must include contact details for your module leader or other member of Department staff. This person must be fully informed of your research and aware that they are a named contact for participants. Other contact details may also be appropriate; for example, the site at which the participation activity is taking place (e.g. within a museum). Personal contact details, such as your home address or phone number, should not be given.

A recommended format for participant information and consent forms can be found in Appendices 1 and 2 of this handbook.

3.5 Data protection and data security

Data protection concerns the measures in place relating to the processing of information relating to individuals. Data protection is concerned with how data about individuals is obtained, processed and kept (stored, used and held), and the uses or disclosure of such information. Personal data can only be collected and stored for the specific purposes declared at the time of collection. It cannot be used for purposes other than these nor can it be passed on to others for different purposes. Data collected should be relevant and sufficient for the purpose of its collection. There is an obligation on the person or organisation holding the data to make sure it is kept securely to assure its use only for the purposes for which it was obtained, by those authorised to use it; that it is not kept longer than necessary; and that it is not passed on to third parties.

Current legislation is covered by the Data Protection Act 2018 (DPA) and the General Data Protection Regulation (GDPR), which came into effect in May 2018. DPA builds on the 1998 Data Protection Act but brings a much stronger emphasis on the need to have a clear, legal basis for collecting, holding and processing data and a greater emphasis on the obligations of individuals, in addition to the obligations already in place for organisations. The DPA also brings GDPR into UK law. Penalties for the misuse of data are also higher than they were. GDPR is administrated in the UK by the Information Commissioner's Office (ICO), and a wide range of information, guidance and the regulation itself can be found on the ICO website here:

https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/

The GDPR frequently uses the following key terms:

- **Data Subject:** a living individual to whom personal data relates
- **Data Processing:** all use of data, including its collection, storage and analysis
- **The Controller:** the person or organisation who determines the purposes for which personal data is used
- **Personal Data**: Any information that can be used identify a living individual either by itself or when combined with other data sets.

In line with the GDPR, the collection, storage and processing of data at Falmouth must adhere to the following the principles below.

- **Lawfulness, fairness and transparency**: Personal data must be processed lawfully, fairly and in a transparent manner in relation to the data subject. This means that you must have a justifiable reason for collecting data and that there must be a legal basis for processing it. Although there are various legal reasons justifying the collection data (including protecting public interest, employment etc.), in a research context, the most likely legal basis will lie in the researcher having obtained active, informed consent.

- **Purpose Limitation:** Personal data must be collected for specified, explicit and legitimate purposes, and not further processed in a way incompatible with these purposes. This means that if you collect personal data for several different reasons, you must keep track of which purposes and permissions apply to each set of data. It is essential that you tell data subjects what the data will be used for and if you wish to use the data for a purpose unrelated to the

original consent, you will either need a valid legal basis for doing so such as the protection of vital interests, or the permission of the data subjects themselves. With the above notwithstanding, archiving of personal data for scientific, historical or statistical research is generally recognised as being in the public interests provided appropriate safeguards are in place to ensure the rights and freedoms of data subjects are upheld.

• **Data minimisation:** Personal data must be adequate, relevant and limited to what is necessary in relation to the purpose for which they are being processed. For this reason, it is illegal to hold personal data that is not related to the purpose it is being put to, or that goes into more detail than necessary.

• **Accuracy:** Personal data must be accurate and where necessary, kept up to date. This means that you should take reasonable steps to ensure that personal data you hold is correct and not misleading as to any matter of fact.

• **Storage Limitation:** Personal data must be kept in a form which permits identification of data subjects for no longer than is necessary. This means that you must destroy or anonymise personal data once it has served its purpose. How long data can be held depends on the purpose for which the data is used, and researchers are encouraged to consult the ICO website for more details.

• **Security and Confidentiality:** Personal data must be processed in a way that ensures appropriate security. Data must therefore be kept secure, not only from unauthorized access but also from accidental damage. This principle assumes that physical, technical and behavioural measures are in place to protect data. Physical measures will include locking rooms and cupboards etc., avoiding the use of small or vulnerable media (such as SD cards, memory sticks or portable storage devices). Technical measures will include the use of passwords and encryption and only using corporate information systems such as OneDrive and SharePoint for cloud storage. Behavioural measures will include robust data management processes and well-organised and tidy work environments.

• **Accountability:** The controller should be responsible for and be able to demonstrate compliance with the legislation. Where the 1998 Data Protection Legislation focused on compliance, GDPR places more emphasis on the ability of the controller to demonstrate compliance. In practice, this means that you will need to keep a summary of the following:

a) contact details, along with those of joint controllers
b) the purpose of the processing
c) the types of personal data being processed
d) how long you are keeping the data
e) the security measures that have been put in place

Data Breaches: the term 'data breach' refers not only to the unauthorized access to data, but any event that leads to unauthorized damage, loss of disclosure of personal data. If a data breach puts individual's rights and freedoms at risk, you have 72 hours to notify the supervisory authority and provide relevant details.

In the event of a data breech, you must contact FX Plus IT Services immediately stating that this is a suspected data breach, they will in turn ensure the correct people are notified and that the formal University Data Breach process is followed. If you are unsure if what has happened constitutes a data breach, please get in contact with the Information Governance Team:

Email: informationoffice@falmouth.ac.uk
Phone: +44 (0)1326 255775

If the risk to individual's rights and freedoms is considered high, you will need to contact them too if advised to do so by the Information Governance Manager.

3.6 Freedom of Information and the rights of the data subject

The Freedom of Information Act (2000) (FOIA) created new rights of public access to all types of 'recorded' information held by public authorities. The aim of the Act is to promote greater openness and accountability across the public sector. It achieves this by giving public authorities two main responsibilities under the Act:

- To produce a publication scheme; and
- To deal with individual requests and release information unless we can justify withholding information because an exemption in the Act applies.

With the introduction of the GDPR (see item 3.5 above), further emphasis has been given to the rights of the data subject. Data subjects have the following rights.

• **The right to be informed:** Data Subjects have the right to know that their personal data is being processed and what is being done with it. Often, this information is provided when the data is first collected, by means of a privacy notice or consent form. If secondary personal data is being used in the course of research, additional consent may be required.

• **The right of access:** Data Subjects have the right to see all data that is held on them and can request this information by means of a Subject Access Request. Under the 1998 Data Protection act, controllers could charge up to £10 to process a request and were entitled to up to 40 days to process the request. Under GDPR, only the most complex requests can be charged for and the expectation is that requests should be responded to within one month.

• **The right to rectification:** Data Subjects have the right to right to rectify incorrect data held on them and data controllers are obliged to correct information they hold, or have supplied to others.

• **The right to erasure:** This is also referred to as the Right to be Forgotten. It is not an absolute right but where there is no over-riding reason to keep data, it must be destroyed. Individuals can make a request for erasure verbally or in writing and you have one month to respond to a request.

• **The right to restrict processing:** Where the accuracy of data is contested, Data Subjects have the right to request that data is not processed while the investigation takes place. Individuals can make a request for erasure verbally or in writing and you have one month to respond to a request.

• **The right to portability:** Data Subjects have the right to request a machine-readable copy of personal data so that it can be transferred elsewhere. This right allows individuals to obtain and reuse their personal data for their own purposes across different services. It allows them to move, copy or transfer personal data easily from one IT environment to another in a safe and secure way, without affecting its usability.

• **The right to object:** Data Subjects have the right to object to the processing of their personal data in certain circumstances. Individuals have an absolute right to stop their data being used for direct marketing and in other cases where the right to object applies you may be able to continue processing if you can show that you have a compelling reason for doing so. Research participants must be told about their right to object and researchers have one month to respond to an objection.

• **The right to challenge an automated decision:** While this right would not usually be relevant to research, Data Subjects have the right to challenge any decision made about them, which has a legal effect, if an automated process has been used to make that decision. The Data Subject has the right to request that a) a person is available to check the decision, b) express their point of view c) to obtain an explanation of the decision and challenge it.

Falmouth University is committed to remaining compliant with both the Freedom of Information Act and the Data Protection Act, and it is the responsibility of individual researchers to be able to demonstrate their compliance with relevant legislation.

For further information on Falmouth University's policy on Freedom of Information and data privacy, please refer to the information here: https://www.falmouth.ac.uk/data-privacy. Furthermore, you can find useful guides, key relevant policies and further information on how to handle data here: https://falmouthac.sharepoint.com/ict/info/SitePages/Welcome%20to%20the%20Information%20Office.aspx

Details of the Freedom of Information Act can be found here: http://www.legislation.gov.uk/ukpga/2000/36/contents

3.7 Disclosure and Barring Service (DBS)

The DBS check is a criminal record check used in England and Wales. Its primary purpose is to help employers make safer recruitment decisions and to safeguard young people and adults at risk. It replaced the more widely known Criminal Records Bureau (CRB) check. Further information is available here:

https://www.gov.uk/government/organisations/disclosure-and-barring-service

Who Needs a DBS Check?

You will need a DBS check if your research involves working with people under the age of 18 or adults at risk in England and Wales.

The Department of Health define Adults at Risk as someone aged 18 years or over 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (Department of Health, *No Secrets*, 2000).

You must complete the DBS check before beginning any contact with young people or vulnerable adults as part of your research.

(Please note that if your research is to take place in Scotland or Northern Ireland, there are different arrangements for criminal record checks. It will be your responsibility to ensure that you meet the relevant legal requirements.)

Types of DBS Check

There are three types of DBS check: basic, standard and enhanced. Enhanced checks are required for those intending to work with children or adults in certain circumstances such as those in receipt of healthcare or personal care. An individual cannot apply for an enhanced check by themselves. There must be a recruiting organisation who needs the applicant to get the check. This is then sent to DBS through the University.

Requesting a DBS Check

You will need to discuss any requirement for a DBS check with your module tutor.

3.8 Health and Safety

Ensuring the health and safety of researchers and participants is an essential aspect of a robust research Integrity and ethics strategy. It is imperative that appropriate steps are taken from the planning stage onwards to minimize health and safety related risks to everybody involved in a research project.

You should take responsibility for your own health and safety and discuss any specific concerns with your module tutors. You should abide by the Health and Safety at Work Act (1974) and the

University's Research and Innovation Integrity and Ethics policy and report unsafe conditions and any incidents that have resulted, or could have resulted in injury or harm. Additionally, those responsible for designing research —whether they be students working alone or Principle Investigators coordinating a team— should undertake a risk assessment on behalf of the project.

A comprehensive guide to the University's Health and Safety policy can be found here: https://www.falmouth.ac.uk/sites/default/files/download/health_and_safety_policy.pdf

3.9 Environmental impact

Falmouth University is firmly committed to the principles of sustainability, and recognises that its research and innovation activities have an impact on the environment; through its routine operations, infrastructure developments, and its influence on the wider community.

Falmouth University is dedicated to leading by example, through minimising negative environmental impacts, enhancing significant impacts, and communicating this effectively to all staff, students and key stakeholders.

Falmouth University is committed to continually improving environmental performance and protecting the environment at all levels. With this in mind, the University is committed to:

1. Comply with all relevant environmental legislation and regulations, as well as all other requirements to which they subscribe;

2. Ensure continual improvement in environmental performance through the setting, communication, implementation and regular review of clear objectives and targets;

3. Put in place appropriate controls to prevent pollution;

4. Reduce energy consumption and resource use through the delivery of the joint Carbon Management Plan;

5. Implement measures to reduce the amount of waste generated through all activities, as well as promoting re-use, and recycling through the delivery of the Campus Waste and Resources Action Plan;

6. Promote a purchasing policy which encourages, where possible, improvements in the environmental performance of suppliers, goods and services;

7. Maintain the campus grounds in an environmentally sensitive way, enhancing natural habitats and biodiversity on the University's campuses;

8. Minimise any significant adverse environmental impacts of new development and refurbishments through the use of sustainable construction principles;

9. Encourage the adoption of sustainable travel practices by staff, students and visitors through the delivery of the Green Travel Plan;

10. Seek to integrate a consideration of environmental issues into all relevant aspects of research and innovation;

11. Promote environmentally sustainable practices to, and be advised by initiatives from university;

12. Provide education and training on the Environmental Policy to all Falmouth students and staff working on behalf of the universities, so they can pursue their work in an environmentally friendly way;

13. Work closely with the Higher Education sector and local community to ensure the sharing of environmental best practice;

14. Ensure that the Environmental Policy is regularly reviewed, documented, and implemented. A series of targets will be identified for Falmouth Exeter Plus and included within the Environmental Sustainability Action Plan. This plan will be updated annually, and progress towards meeting targets will be reviewed and reported to the Environmental Sustainability Working Group (ESWG), the Falmouth Exeter Plus Senior Executive Team (SET), and the Falmouth Exeter Plus Board, as well as the Falmouth Exeter Plus website. The Carbon and Sustainability Manager is responsible for the production of this annual review and report. The Chief Executive Officer is responsible at the board level for environmental matters for Falmouth Exeter Plus.

All campus users (staff and students) share the responsibility for implementing the actions and meeting targets as set out in the Environmental Sustainability Action Plan.

CHAPTER 4: ACADEMIC INTEGRITY

This section should be read in conjunction with the University's *Academic Integrity Policy* and *Academic Misconduct Procedure* documents, available here: https://www.falmouth.ac.uk/student-regulations

Academic integrity refers to honesty, trust, fairness, respect and responsibility in scholarship and is a fundamental value in higher education. The requirement for academic integrity applies to all work you submit for both formative and summative assessment, and to the behaviours you exhibit and the processes you engage in when producing that work, not least to the research you undertake and the presentation of that research. It includes, but is not limited to:

- essays;
- dissertations;
- reports;
- prints;
- designs;
- images;
- performances;
- presentations;
- artefacts;
- projects;
- computer programs;
- research methodology;
- claims for extenuating circumstances, etc.

4.1 Principles

To comply with the principles of academic integrity your work should be:

a) Correctly and fully referenced
All use of another person's work or ideas must be attributed and the sources identified, including where you have paraphrased or summarised. You must make sure that you use the correct techniques for citation and referencing as outlined in the assessment brief. As well as referencing sources in your bibliography, you must use the correct citation in the main body of the work (inverted commas, indentations, Harvard referencing, etc.). This practice applies to literary, graphical, electronic, oral and any other media that you may have used in completing your assessment.

The FX Plus Study Hub has a full range of resources to support your studies, including referencing and citation advice: www.studyhub.fxplus.ac.uk/referencing.

A breach of this requirement is known as **plagiarism**

b) Produced by you, and only you
You are responsible for producing the work you submit for assessment and you must only take credit for work which is your own.

Where you are submitting work produced for an assigned collaborative project and/or group work, your assessment submission should be a clear and accurate reflection of

your individual contribution to that project. Any contribution to your submission by others must be permitted by the assessment brief, and explicitly and appropriately acknowledged.
A breach of this requirement is known as **collusion** or **commissioning**, depending on the nature of the offence.

c) Original and unique
Every assessment that you submit must be a new piece of work; you should never submit the same piece of work twice either in part or as a whole.

A breach of this requirement is known as **duplication**, sometimes referred to as **self-plagiarism**, **auto-plagiarism** or **multiple submission**.

d) Honest and trustworthy
All work you produce should be reliable and honest. Any research represented in reports or projects must have been carried out by you; data must be factual and true, and obtained by fair and ethical means.

A breach of this requirement is known as **misrepresentation**.

4.2 Forms of Academic Misconduct

Research misconduct can take many forms, including but not limited to:

a) **Plagiarism:** the unacknowledged use of another's work or ideas, whether published or unpublished, submitted or presented by the student or member of staff as their own. Such unattributed use is plagiarism whether obtained from articles, books, essays, papers, reports, performances, data, projects, or any other material originated by another person, no matter the medium used by the source. It is plagiarism whether the medium is literary (for example essays, reports), graphical (for example designs, graphics, diagrams), electronic (for example computer programs), oral (for example presentations) or any other medium.

Examples of plagiarism include but are not confined or limited to:

- copying another's work;
- unacknowledged verbatim copying from a text book, article, web resource or other source;
- unacknowledged copying through the paraphrasing or summarising of another's work by altering word order, omitting words, phrases or sentences and inserting linking words or phrases over a paragraph or a number of paragraphs;
- using the creative ideas of others in written or visual work without appropriate acknowledgement;
- making significant use of unattributed quotations from sources.

b) **Collusion:** This is when work is produced by more than one person without prior authorisation and/or is presented for assessment as if it is the work of a single individual without acknowledging the contribution of others.

Copying another student's work, or allowing another student to copy your work, either in part or in full, also constitutes collusion.

Group projects or pairings are distinctive features of many courses at the University, and the University encourages collaborative work both within and between different courses. Such work is not collusion, as long as the work submitted for assessment is a clear and accurate reflection of your individual contribution to a collaborative project. Group work must explicitly and appropriately acknowledge the contribution of others or collusion may be deemed to have occurred.

c) **Commissioning:** Asking a third party to produce or significantly edit a piece of work on your behalf, whether for payment or not, which you then submit as your own work, is called commissioning. It is also sometimes referred to as **contract cheating**, and is an incredibly serious offence. **It is never acceptable to submit a piece of work created by a third party as though it is your own**

Third parties may include:

- online companies or auction sites (essay mills, essay banks);
- proof-reading services;
- colleagues;
- friends;
- relatives;
- lecturers.

If a student of the University produces a piece of work specifically for submission by another student, without acknowledgement, both students concerned will be subject to disciplinary action.

Companies offering commissioning services exploit the pressure students feel to achieve for their own profit. Such companies may claim to produce work that is 'plagiarism-free', or that the use of such services is acceptable and common practice, but don't be fooled: submitting an assessment that you did not create as though it is your own work is a severe offence of academic misconduct.

Use of commissioning services may result in your expulsion from the University – don't risk it. Seek advice from Student Services if you have any concerns about your assessments.

d) **Misrepresentation or Falsification:** This includes making false statements, manipulating research processes to lead to the production of false data or the falsification of data after it has been collected. Misrepresentation or Falsification also includes the omission of data, where it could be deemed to be significant to the findings of a project.

e) **Failure to Meet Ethical, Legal and Professional Obligations**: for example, breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research

subjects or materials.

f) **Duplication:** also known as 'multiple submission', 'auto-plagiarism' or 'self-plagiarism'. Duplication occurs when if you submit work that is identical or substantially similar in content to work you have previously submitted for assessment. Duplication may occur across academic years or within the same academic year, across modules or within the same module, and across institutions or within the same institution.

Exceptionally, on occasion and as a referral, you may be required to re-submit for assessment a previous piece of work, reworked to demonstrate how you have improved it. It will be clear from the referral brief given to you whether such reworking is required, and in this instance, it would not constitute duplication.

4.3 Further support

There is no excuse for academic misconduct If you have any concerns about referencing, citation or any other aspect of academic integrity, you should seek advice at the earliest opportunity from your course team, personal tutor, and/or the ASK Academic Skills Team: ASK@fxplus.ac.uk | 01326 370 438 | www.falmouth.ac.uk/ask-academic-skills.

CHAPTER 5: CONDUCTING AN ETHICS REVIEW

5.1 Procedure for ethics review

Researchers are expected to identify risks and then take steps to mitigate them. Before undertaking any research project, you are required to conduct an Ethics Review. An initial 'check-list' (see 5.3 below) is used to ascertain the level of risk involved in a given project. If an assessment of the check-list confirms a project is of 'low risk', you can proceed without having to complete a full Application for Ethics Approval. If an assessment of the check-list confirms that the project is medium or high risk, you will be required to submit a full Application for Ethics Approval (see appendix 3).

What follows in this chapter is guidance on the procedures used for the sign-off of staff, PGR and taught programmes ethics reviews.

5.2 Categories of ethical risk

Your first step will always be to use the check-list to ascertain whether your proposed project constitutes **Low, Medium** or **High** risk.

Low Risk describes research that presents ethical risks no greater than those encountered in everyday life. Low risk activities include:

- Desk-based scholarship that does not involve participants and is not dealing with contentious or sensitive themes.
- Routine studio practices that use equipment that does not require a risk assessment.

If the checklist reveals your project to be low risk, you will not be required to submit a full ethics review form.

Medium Risk describes research in which there is potential for harm or distress but where the likelihood is low and these risks can be mitigated with simple, standardised procedures. Medium risk activities include:

- Research involving individuals or groups
- Research involving access to records of personal or confidential information concerning identifiable individuals
- Research involving the participation or observation of animals
- Research involving interaction with individuals or communities where different cultural perceptions of ethics might result in misunderstandings

If the checklist reveals your project to be medium risk, you will be required to submit a full ethics review form.

High Risk describes activities in which the potential for harm or distress is high without appropriate mechanisms for mitigation. Mitigation might require complex or bespoke planning and approval will

require ongoing scrutiny from the ethics committee. High Risk activities include:

- Research involving accessing and/or storing and/or disseminating material which may be regarded as unlawful, including promoting or endorsing terrorist acts
- Research involving sensitive topics such as:
    - Sexual, political or illegal behaviour
    - Experience of violence, abuse, exploitation, racist or sexist behaviour
    - Mental health and/or treatment
    - Physical health and/or treatment
- Research that might induce psychological stress, anxiety or humiliation or cause more than minimal pain under any reasonably foreseeable circumstances
- Research involving intrusive interventions, including vigorous physical exercise, which participants would not normally experience or undergo in the course of their everyday life
- Research which might cause participants to reveal information which causes concern to them either at that time or later
- Research involving human tissue (note – such research may require specific approval by a Research Integrity and Ethics Sub-Committee approved by the Department of Health).

If the checklist reveals your project to be high risk, you will be required to submit a full ethics review form.

5.3 Conducting an ethics review - process

ALL research you plan to undertake as part of your studies at Falmouth University must be subject to ethical review. You must complete the review before starting your research. The first stage of review is a self-evaluation check-list.

Low risk - If you are able to answer 'no' to all of the questions on the check-list, the check-list should be approved by your module leader/tutor and you should include a copy with the final submission of the rest of the assessment.

Medium risk - If you have answered 'no' to all of the questions in the 'high risk' section of the checklist, but your answer to one or more questions in the 'medium risk' section of the checklist is 'yes', you are required to complete a full ethics review form. This should be submitted to your module leader/tutor. Medium Risk projects can be signed off by your course/department's designated taught course research lead.

High risk - If you have answered 'yes' to one or more of the questions in the 'high risk' section of the checklist, you are required to complete a full ethics review form and submit this to your module leader/tutor. When your course/department's designated taught course research lead is satisfied with the ethics review, it should be submitted to the Research Integrity and Ethics Committee.

Changes - Once you have completed the above process you can continue with your research project. If you make any changes to the project that would result in an answer to the checklist being different, you will need to complete a new ethical review before you can continue with your project.

5.4 Research Ethics Review Check List

Part 1: High risk categories

Will your project involve clinical trials?
Yes / No

Will your project involve the use of human blood or other human tissue?
Yes / No

Will your project involve administering any drugs, placebos, food stuffs or drink to participants?
Yes / No

Will your project involve the participation of NHS and/or Social Services staff, patients, equipment and/or facilities?
Yes / No

Will your project involve participants who are particularly vulnerable? (e.g. refugees, prisoners, victims of violence)
Yes / No

Will your project involve participants who are unable to give informed consent? (e.g. children, people with learning disabilities)
Yes / No

Will your project risk causing psychological stress or anxiety or other harm or negative consequences beyond that normally encountered by the participants in their life outside research?
Yes / No

Will your project involve actively deceiving the participants? (e.g., will participants be deliberately falsely informed, will information be withheld from them or will they be misled in such a way that they are likely to object or show unease when debriefed about the study)
Yes / No

Will your project involve accessing and/or storing data that comes under the Official Secrets Act and/or poses a risk to National security?
Yes / No

Is there potential for your project to have unintended harmful consequences (e.g. military use of technology / 'weaponisation' of artificial intelligence)?
Yes / No

Part 2: Medium risk categories

Will your project involve participants?
Yes / No

Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people in non-public places)
Yes / No

Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?
Yes / No

Will your project involve collecting participant data (e.g. personal and/or sensitive data referring to a living individual)?
Yes / No

Will your project involve accessing secondary data that is not in the public domain (e.g. personal data collected by another user)?
Yes / No

Will your project involve accessing commercially sensitive information?
Yes / No

Could your project have negative environmental impacts (e.g. disturbance of natural habitats; damage to, or contamination of, buildings/artefacts/wildlife)
Yes / No

Appendix 1: Guidance on creating a participant information sheet

A participant information sheet should allow a potential participant to decide whether or not they wish to take part in the research. It should provide clear information on the essential elements of the specific study: the topic being studied, the voluntary nature of involvement, what will happen during and after the study, the participant's responsibilities, and the potential risks or inconvenience balanced against any possible benefits. The key to producing a clear set of information is to consider the participant's point of view. This means that first you need to briefly describe your project in a way that will make sense to the participant – this will answer the question 'why are you asking me to take part?'.

Secondly, you need to explain clearly what you are asking a participant to do, this answers the question 'what are you asking me to do?'. Participant information is easy to read and understand if you write it as a series of questions which you answer in the text as simply as possible. Below we give some examples. These are just indications, you need to consider what is appropriate for the particular circumstances you are dealing with; using your own wording will demonstrate to your tutors that you have seriously considered the ethical dimensions of your research.

1. University Logo
University logos should be used on all public-facing documents

2. Document heading
We recommend the document is headed Participant Information and Consent Form.

3. Research title
One consistent title should appear on all the documents and be comprehensible to a lay person. Ask yourself: **Does this explain the study in simple English?**

4. Invitation paragraph
The invitation is to ask the potential participant to consider the study and then decide whether to take part. Both must be clearly explained. The following is an example:
I would like to invite you to take part in my research. Before you decide I would like you to understand why the research is being carried out and what it would involve for you. I will go through the information sheet with you and answer any questions you have.

5. Purpose of the research
Answer the question: **What is the purpose of the study?** Purpose is an important consideration for participants and we recommend that you present it clearly and succinctly.

6. Explain why you are inviting this participant to take part in your research Answer the question: **Why have I been invited?** You should explain briefly why and how the participant was chosen or recruited and how many others will be in the study.

7. Explain that taking part is optional

Answer the question: **Do I have to take part?** You should explain that taking part in the research is entirely voluntary. The following is an example:

It is up to you to decide to join the research. I will describe the study and go through this information sheet. If you agree to take part, I will then ask you to sign a consent form. You are free to withdraw at any time, without giving a reason.

8. Explain what the participant will be asked to do

Answer the two questions: **What will happen to me if I take part? What will I have to do?** To answer these questions, we suggest you try to "put yourself in the participant's shoes".

This section should include:

- how long the participant will be involved in the research;
- how long the research will last (if this is different);
- how often the participant will need to meet with you;
- how long these meetings will be and where they will take place;
- what exactly will happen e.g. access to personal information, a questionnaire, interview, discussion group, an activity, etc.

9. Set down briefly and clearly what you will expect from your participants.

Use the most appropriate format (e.g. tables, diagrams, photos, etc.) and not necessarily just words. The detail required will depend on the complexity of the study and who you are communicating with and the context in which you are approaching them.

You should inform the participant if your study will involve video/audio- taping or photography. Specific consent will be needed if you will publish material that identifies a participant.

10. Consider each type of participation separately

Many research projects involve more than one type of participation. For example, you may be conducting a series of interviews with experts in a field (e.g. exhibition curators) and you may be running workshops (e.g. for visitors to exhibitions). These participant communities are different and their experience of engagement with the research will be different. It follows, therefore, that you need to provide different participant information and consent forms tailored for each type of participant.

11. Expenses and payments (Not generally applicable to student research projects)

You should explain if expenses (e.g. travel, meals, child-care, compensation for loss of earnings, etc.) are available and you should consider whether anything that you are intending to give as a 'thank-you' for participation, should be detailed in the information sheet. The arrangements for any other payment should be given.

12. What are the possible disadvantages and risks of taking part?

Any risks, discomfort or inconvenience to the participant should be outlined.

You should consider insurance issues and explain any implications in the information you supply.

13. What are the possible benefits of taking part?
Explain these, but it is important not to exaggerate any possible benefits to the participants themselves. You ought to consider how you can give them access to your findings, if that is appropriate and they are interested.

14. What happens when the research ends?
Will there be any further contact with the participant? If so, explain what this will be.

15 Explain how a participant can withdraw from the study
Answer the question: **What will happen if I don't want to carry on with the study?**

Explain what the subject can and can't expect if they withdraw. It may not be possible or desirable for data to be extracted and destroyed. The position on retention/destruction of data/artefacts on withdrawal must be made clear so that the participant can make an informed decision about whether or not to take part in the first place.

16. What if there is a problem?

You should inform participants who to contact if they have questions or concerns about your project. A participant may want to contact you or the University. To accommodate either situation we recommend that the participant information includes information on how to contact the researcher (**use only institutional contact information**, not personal contact information such as personal telephone number or home address, e.g. give your University email address), and also information on how to contact your module tutor (or other designated Department contact).

17. Participant confidentiality

Answer the question: **Will my taking part in this study be kept confidential?**
You should tell the participant how their confidentiality will be safeguarded during and after the study. You may wish to tell the participants how your procedures for handling, processing, storage and destruction of their data match the appropriate legislation.
The participant should be told how their data will be collected; that it will be stored securely, giving the custodian and level of identifiability (e.g. whether it will be anonymised during storage, etc.); and what it will be used for. It must be made clear whether the data is to be retained for use in future studies and whether further Research Ethics approval will be sought; who will have access to identifiable data; how long it will be retained, and that it will be disposed of securely. Consider what your research requires – for example do not say data will be anonymised if it is critical to the research that data can be attributed to sources. Participants have the right to check the accuracy of data held about them and correct any errors.

18. What will happen to the results of the research study?
Participants often want to know the results of research they have taken part in. You should tell participants what will happen to the results of the research, whether and how it is intended to make public (e.g. publish, exhibit, broadcast) the results and how the results will be made available to

participants. You should add that participants will not be identified in any report/publication unless they have given their consent.

20. Keeping a record of participant consent

Participants should be provided with their own copies of the participant information, which should be dated. It is easiest to maintain a record of participant consent if you append the consent items to the participant information document. The example of the form of the consent record given below will be suitable for many studies, and may be attached to, or be part of, the participant information sheet. The participant is consenting to everything described in the text of the information sheet.

For some studies a fuller, itemized, or hierarchical consent form may be needed to cover important issues, especially if additional elements are optional for the participant. These may include: consent to use of audio/video-taping, with possible use of verbatim quotation or use of photographs; and transfer of sensitive personal data to countries with less data protection.
The signatories to the consent should be those who are involved in the consent process, e.g. the participant and the researcher. An independent witness is not routinely required except in the case of consent by a participant who is blind, illiterate, etc.

21. Contact Details

Always provide University contact details on an information form. Do not use personal contact details.

22 Participant consent form

Once you have set out clearly the information to inform your participant, the consent record is fairly simple. We recommend that there are two copies: 1 for participant; 1 for researcher's file. Below we show typical content for this that you can customize to suit your particular project.

Appendix 2: Guidance on creating a participant consent form

University Logo
Title of Project
Name of Researcher
Please initial box

1. I confirm that I have read and understand the information provided above dated.....(version.....) for the research study. I have had the opportunity to consider the information, ask questions and I have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my legal rights being affected.

3. I agree to take part in the above study.

Include:
Name of Participant, Date, Participant Signature
Name of Person taking consent (usually the researcher), Date, Signature.
Finally, include information on how to contact your module tutor (or other designated Department contact).

Implicit Consent
In some situations, it may be appropriate to provide participant information without requiring a consent form which identifies the participant. An example might be if you are asking someone to answer a few questions anonymously at an exhibition. As long as you make it clear that participation is voluntary, agreeing to answer questions anonymously (verbally or by completing a questionnaire) can be regarded as implying consent to participate. However, the participant information provided should still meet the standards set out in the sections above.

Appendix 3 Form - Application for research ethics approval (taught courses)

You should be familiar with the University's Research Integrity and Ethics Policy for Taught Courses and associated procedures, available here - student regulations. Any research you undertake as part of your course at the University falls under the scope of the Policy and should not begin before written approval has been given.

All research projects are subject to ethics approval. This form enables you to either:

1) declare a project out of scope. The form incorporates a short cut for this.

2) provide more detail on ethical considerations. Research ethics approval is required for research projects that:

- directly involve people in research activities, through their physical participation, eg. interviews, questionnaires, surveys, observational research, requiring the active or passive involvement of a person;
- indirectly involve people in the research activities, through their provision of or access to personal data and/or tissue
- involves people on behalf of others (eg. legal guardians of children and the psychologically or physically impaired and supervisors of people under controlled environments (eg. prisoners, school pupils).

If you are unsure, you should assume research ethics applies. Seek guidance from your module tutor before continuing.

Part A – Overview of the project		
1	Student	Name: Course: Module:
2	Title of the project	
3	Briefly summarise the project's aims, objectives and methodology.	
Part B – Does the project require research ethics approval?		
4	Does your research involve participants of any type, ie. humans or animals, directly or indirectly? Review the questions in Part C as a guide.	❑ Yes ❑ No ❑ Don't know If Yes or don't know, continue to Part C. If No, the project is out of scope. Go to direct to 15a.
Part C – Details of the research		
5	Give a brief reflection/overview of the ethics issues in this project.	
6	Who will the participants be? Identify specifically any vulnerable groups or individuals and address any special measures you intend to take to accommodate them.	
7	How will participants be recruited and how many will be involved?	
8	What will participants be asked to do?	
9	What potential risks to the interests of participants do you foresee and what steps will you take to minimise those risks? A participant's interests include their physical and psychological well-being, their commercial interests; and their rights of privacy and reputation.	
10	Will you be obtaining personal information from any of the participants? E.g. name, personal opinions, address, recorded images or audio, date of birth, notes and observations.	❑ YES ❑ NO **If you answer 'Yes', please give details. In your response, please consider:** How will you store and use this information during the course of your research? What parts of this information will need to be confidential and how? Will you exhibit or publish the information? Will you retain information after the research is concluded? If information is to be destroyed, explain why this is appropriate.
11	What potential risks to yourself do you foresee and what steps will you take to minimise those risks?	

	Eg. does your research raise issues for your personal safety, especially if taking place outside working hours or off University premises?	
12	What potential risks to the environment do you foresee and what steps will you take to minimise those risks, eg. does your research involve plants or soil?	
13	Will payments or in-kind contributions be made to participants?	❑ YES ❑ NO *If YES, please state amount and whether payment is for out-of-pocket expenses, or a fee*
14	Will any restrictions be placed on the publication of results?	❑ YES ❑ NO *If YES, please state the nature of the restrictions, (eg. details of any confidentiality agreement)*
15a	Declaration of student if activity is out of scope.	I confirm that the form is accurate and complete to the best of my knowledge and belief and it does not fall under the scope of the Research Integrity and Ethics Policy for Taught Courses. Signature: Date:
15b	Declaration of if activity is in scope.	I confirm my responsibility to conduct my research project in accordance with the University's Research Integrity and Ethics Policy for Taught Courses. In signing this form, I am also confirming that: a) The form is accurate and complete to the best of my knowledge and belief. b) I undertake to conduct the project as set out in the application unless deviation is agreed by the University and to comply with any conditions. c) I agree to keep all ethics issues in the project under review and to re-submit a new application for ethics approval should any new issue arise or significant change occur. d) I understand and accept that the ethical propriety of this project may be monitored by the University. e) I have included the following documents: ❑ An information sheet (compulsory)

		❑ A consent form (compulsory) ❑ Copy of the full proposal/application (compulsory) ❑ Other relevant information Signature: Date:
16	Approval for **low risk** project from Module Tutor:	I have reviewed the project with the student and confirm it does not fall under the scope of the Research Integrity and Ethics Policy for Taught Courses. Name: Signature: Date:
17a	Approval for **medium risk** project from Course/Department taught course research lead:	I have reviewed the medium risk project with the student and give approval for them to undertake the research. Name: Signature: Date:
17b	Review for **high risk** project from Course/Department taught course research lead:	I have reviewed the high risk project with the student and give support for them to submit the proposal to the Research Integrity and Ethics Committee. Name: Signature: Date:
18	RIEC use only	

Appendix 4: Useful Ethics Guidelines from Professional Bodies and Subject Groups

The **British Educational Research Association (BERA)** is the society for educational research in the UK. It supports educational research through publications, training and development of researchers.

British Psychological Society has a Code of Ethics and Conduct and provides ethical guidelines for psychologists.

The **British Sociological Association** has a Statement of Ethical Practice which will be of interest to staff and students working within the social sciences.

Designing with people is a website created by the Helen Hamlyn Centre for Design at the Royal College of Art that covers a number of issues about how to design with people, including developing protocols for ethical practice.

ESRC Research Ethics Framework sets out what the ESRC requires by way of ethics approval. It is mandatory for ESRC- funded research and recommended good practice.

The **Home Office** provides a concise overview of the legislation about the use of animals in research and the licenses required to undertake research involving animals.

The **Human Genetics Commission** is the UK Government's advisory body on new developments in human genetics and how they impact on individual lives

The **Institute of Biomedical Science (IBMS)** is the professional body for biomedical scientists in the UK. It aims to promote and develop biomedical science and its practitioners. The Institute was founded in 1912 and represents approximately 16,000 members employed mainly in NHS and private laboratories, veterinary laboratories, the National Blood Authority, Health Protection Agency, Medical Research Council and Department for Environment, Food and Rural Affairs.

The **International Collaboration for Participatory Health Research** produce position papers which are an important forum for defining and debating the practice and principles of participatory research in health.

The **Market Research Society (MRS)** are available across a range of research practice areas and industry sections, covering topics such as questionnaire design, incentives and online research. The Society champions high ethical, commercial and methodological practices in research.

Medical Research Council - All MRC-funded researchers must comply with MRC Ethics and Governance guidelines to ensure that their work is of a high scientific standard, is conducted safely, and respects the wishes and integrity of any patients or volunteers involved.

The MRC has also produced a number of useful online tool kits for particular types of research:

- MRC Data and Tissues Tool Kit (the use of personal information and human tissue samples in healthcare research in the UK)
- Clinical Trials Tool Kit (joint initiative with the Department of Health)
- MRC Experimental Medicine Tool Kit

- The MRC Clinical Trials Unit has a very good explanatory section about clinical trials. This information is principally directed at members of the public who are thinking of participating in a trial but through the Glossary and FAQs page, it is also very useful for researchers too and can be found here. The National Centre for the Replacement, Refinement and Reduction of Animals in Research works in partnership with bioscience research funders, academia, industry, regulators and animal welfare organisations to advance the 3Rs [replacement, refinement and reduction] of animals in research.

The **National Research Ethics Service (NRES)** provides ethical guidance and management support to research ethics committees in England and delivers the quality assurance framework for the Research Ethics Service

The **Nuffield Council on Bioethics** examines ethical issues raised by new developments in biology and medicine. Established by the Nuffield Foundation in 1991, the Council is an independent body, funded jointly by the Foundation, the Medical Research Council and the Wellcome Trust.

The **Nutrition Society** was established in 1941 'to advance the scientific study of nutrition and its application to the maintenance of human and animal health'

The **Research Ethics Guidebook**; a resource for social scientists is designed as a resource for social science researchers - those early in their careers, as well as more experienced colleagues.

The **Royal Academy of Engineering** has developed, in collaboration with Engineering Council (UK) and a number of the leading professional engineering institutions, a statement of ethical principles which all professional engineers and related bodies should adhere to.

The **Royal College of Nursing (RCN)** represents nurses and nursing, promotes excellence in practice and shapes health policies

The **Royal Society for Chemistry** is the largest organisation in Europe for advancing the chemical sciences. Supported by a worldwide network of members and an international publishing business, our activities span education, conferences, science policy and the promotion of chemistry to the public. All RSC members are bound by its Code of Conduct and Guidance on Professional Practice

The **Social Research Association** maintains an up-to-date set of ethical guidelines and is proactive in the discussion of social research.

The **UK Research Integrity Office (UKRIO)** is an independent body which offers advice and guidance to universities and other research organisations, and also to individual researchers, about the conduct of research.

US Department of Health and Human Services Office for Human Research Protections: International Compilation of Human Research Standards – 2014 this document provides information on (country by country) the laws on data protection / codes of research ethics - a useful reference for applications to conduct research overseas.

The **Universal Ethical Code for Scientists** is a public statement of the values and responsibilities of scientists and applies to anyone whose work uses scientific methods, including social, natural, medical and veterinary sciences, engineering and mathematics."

Wellcome Trust has a series of accessible policy and position statements that outline their expectations of the research ethics applied by researchers which can be found here. The statements cover a range of issues including: good research practice; research involving human participants and personal data; intellectual property and patenting; research involving people in low and middle income countries; and medical research.

Appendix 5: Other useful resources for Research Ethics

Publications:

Aitchison, C and Mowbray, S. (2016) *Doctoral Writing Markets: Exploring the Grey Zone.* In (ed.) *Handbook of Academic Integrity.* Singapore, Stringer, 2015: 287-302

Bolt, B and Vincs, R (2015) *Straw Godzilla: Engaging the Academy and Research Ethics in Artistic Research Projects.* Educational Philosophy and Theory, 47(12): 1304-1318

Centre for Academic Integrity (1999) *The Fundamental Values of Academic Integrity.* Available online at http://academicintegrity.org/icai/assets/FVProject.pdf

Miller, T., Birch, M., Mauthner, M. & Jessop, J., eds. (2012) *Ethics in Qualitative Research*, 2nd ed. Sage

Wilse, R. (2012) *What are Qualitative Research Ethics?* Bloomsbury

Zylinska, J. (2005) *The Ethics of Cultural Studies*. Continuum/Bloomsbury

Webpages:

Falmouth University Regulations and Policies
For Students - https://www.falmouth.ac.uk/student-regulations