



**ANNUAL COMPLIANCE STATEMENT ON
RESEARCH AND ENTERPRISE INTEGRITY**

2020/21

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COMPLIANCE REQUIREMENT

It is a condition of grant for all higher education providers eligible to receive research funding administered through [Research England](#) to have in place procedures for governing good research practice, and for investigating and reporting unacceptable research conduct¹. Confirmation of compliance with the [Concordat to Support Research Integrity](#) is also required through the annual assurance return to the Office for Students. As the Research England grant includes funding for innovation, knowledge exchange and enterprise, we have extended our compliance with the Concordat to these activities.

Compliance includes adhering to the Concordat's recommendations for internal processes and guidance to ensure research and enterprise activity is conducted according to the highest standards of rigour and integrity. It also includes the production of an **Annual Compliance Statement on Research and Enterprise Integrity** setting out these processes, and other actions that have been undertaken to support and strengthen the integrity and rigour of research and enterprise at the University, including any investigations undertaken in relation to research misconduct.

In addition, in December 2020 the University became a signatory to the Concordat for the Career Development of Researchers, which commits the University to develop (i) an environment and culture; (ii) employment practices; (iii) professional and career development opportunities, to support research careers in higher education. Part of this commitment includes an obligation to produce an annual report to the Governing Body on progress towards the commitments set out in the Concordat. Compliance with this obligation is now integrated into this Annual Compliance Statement.

SCOPE

The scope of this Compliance Statement comprises strategy, policy, processes, guidance and activities for integrity, quality assurance, and quality improvement and enhancement relating to the conduct of research, knowledge exchange, enterprise, innovation, and external stakeholder engagement activity, including issues of compliance with internally and externally mandated and expected standards. It also includes activities and processes to support the development of research careers in higher education.

This Compliance Statement relates to the 12-month period from **1st August 2020 to 31st July 2021**.

APPROVALS

Recommended for approval to the Governing Body by Research and Enterprise Integrity Committee on **9th November 2021**.

Approved by the Governing Body on **23rd November 2021**.

Received by Academic Board on **13th December 2021**.

¹ Conduct should meet the requirements set out in the **Concordat to Support Research Integrity**.

1. STRATEGY

The Academic Board endorsed the *Strategic Plan for Research and Enterprise: Foundations, Features, Futures*, to run from 2018 to 2023, on 18th June 2018.

The Strategic Plan sets out the foundations for our research and enterprise, the features that will characterise our research and enterprise, and the futures we anticipate. It is underpinned by our mission, values and [University's Strategic Framework](#), and it provides a framework within which assurance of integrity and rigour can be provided.

Foundations

The foundations set out a wide-ranging role and contribution for research and enterprise across the Institution and affirms our values-led duty and desire to contribute, commits to providing a distinctive student experience, and reiterates our belief that research and enterprise is a core part of our University identity.

Features

Seven core features – connected, dynamic, collaborative, inspiring, valued, creative, sustainable – emphasise our values, define learning as a partnership between staff and students, and highlight the contribution of Research and Enterprise for the University identity.

Futures

Our ambitions for our future research and enterprise success highlight increasing capacity, quality, income and impact as the framework for our quality improvement and enhancement processes (2.2. below); with enhanced community engagement as the cross cutting and embedding criteria within the framework.

2. GOVERNANCE

The Academic Board, chaired by the Vice-Chancellor and answering to the Governing Body, oversees the academic governance of the University. Deriving its authority from the Academic Board, the Research and Enterprise Integrity Committee (REIC) has strategic oversight of integrity, quality assurance, and quality improvement and enhancement relating to the conduct of research, knowledge exchange, enterprise, innovation, and external stakeholder engagement activity, including issues of compliance with internally and externally mandated and expected standards.

Of its responsibilities, the REIC delegates:

- to the Enterprise and Engagement Board (EEB), authority for the operational oversight of the University's enterprise, innovation, and business, community and public sector engagement activities, including monitoring quality improvement initiatives to increase the scale, volume, value, influence and impact of activities.
- to the Research Quality Enhancement and Excellence Group (RQEEG), authority for the operational oversight of policies and procedures to improve and enhance the quality of research outputs, impact, funding applications and the research environment. The RQEEG will also operationalise and monitor quality improvement initiatives and targets for research and knowledge exchange, including those supporting Research Excellence Framework outcomes.
- to Faculty Research and Enterprise Committees (FRECs), authority for the operational oversight within faculties of integrity, quality assurance, and quality improvement and enhancement relating to the conduct of research, knowledge exchange, enterprise, innovation, and external stakeholder engagement activity, including issues of compliance with internally and externally mandated and expected standards.
- to the University Ethics Panel (UEP) , review, development and implementation (when appropriate) of ethics and governance related policies, processes and guidance relating to research, knowledge exchange, enterprise, innovation, and external stakeholder engagement activity across the University for staff and Postgraduate Research students.
- to Faculty Ethics Panels (FEPs), implementation of policy and procedures for ethical scrutiny of proposals initiatives or projects relating to research, knowledge exchange, enterprise, innovation, and external stakeholder engagement activity within faculties for staff and Postgraduate Research students.

3. POLICIES, PROCESSES AND GUIDANCE

3.1 Research and Enterprise Integrity Framework

The University's [Research and Enterprise Integrity Framework](#) is the way in which the University meets Research England's compliance requirement to ensure research and enterprise is conducted according to the highest standards of integrity. It is the overarching framework within which all policies, procedures and guidance in relation to research and enterprise sit. It integrates Research, Knowledge Exchange and Enterprise.

The framework is accompanied by an annually reviewed work plan prioritising necessary changes to supporting policies, procedures and guidance, and the development of further policies.

3.1.1. Research Ethics Policy

An updated version of the University [Research Ethics Policy \(V2\)](#) was published in February 2021. This policy applies to all research involving human participants, sentient animals or data not in the public domain undertaken by **all** staff, students or anyone acting on behalf of the University as part of formal research activity. The policy is divided into three parts:

- **A: General**
 - Applicable to all, it includes a set of core principles, information on the right to appeal an outcome, reporting adverse events and provides details on failure to comply.
- **B: Staff and postgraduate research students**
 - Applicable to staff and postgraduate research students only, it includes information on governance, external ethics review and international research.
 - All staff and postgraduate research students should submit and manage their ethics and governance review through [Research Space](#).
- **C: Students on taught programmes (Postgraduate and Undergraduate)**
 - Applicable to students on taught programmes only, it includes a change to how the ethics process is managed.
 - All ethics reviews for students on taught programmes should be carried out at programme level with responsibility for oversight and quality assurance sitting with Boards of Study. Applications from postgraduate taught students will no longer be reviewed at faculty level as of 1st August 2021.

3.1.2 Individual Consultancy Policy

A new [Individual Consultancy Policy](#) was published in August 2021. The previous University consultancy policy was developed in 2014, and comprised a complex set of arrangements that required individual bespoke negotiation on revenue sharing, pricing and project setup for every potential consultancy opportunity. A review and simplification of the consultancy policy was included as a priority in the 2019/20 Business Plan for the Research & Enterprise Directorate.

Review and consultation during 2019/20 helped to identify the key issues for a long term Consultancy Policy. These relate to how individual consultancy is accommodated within Academic Workload Profiling (AWLP) the split of income (the Day Rate) between the staff member and the University, and the mechanism by which staff are rewarded. SMT provided guidance on the financial parameters and scope of the policy and internal stakeholder feedback has been provided by

Governance & Legal Services, Finance, Payroll, Human Resources & Organisational Development and Research Development.

A short term version of the policy was trialled the first half of the 2020/21 academic year before the final version was drafted and approved.

3.1.3 Data Protection in Research

The General Data Protection Regulation (GDPR) provides a harmonised European regulatory environment, creating new requirements for data protection for European institutions and organisations. Following the UK departure from the European Union the GDPR is retained in domestic law as the UK GDPR. The UK GDPR and Data Protection Act 2018 govern the processing (acquiring, holding, using, etc.) of personal data in the UK. This includes the use of personal data for research purposes. A *Data Protection in Research Working Group*, composed of Information Governance, Research Development and Faculty representatives, has been meeting regularly since April 2020 with the aim of setting out clear guidance for the processing of personal data within research and to ensure data protection obligations are embedded in University research processes. The working group has developed a draft data protection governance framework and guidance for researchers that is currently at the consultation stage. The framework and guidance will be received for approval by Academic Board in 2021/22. The data protection governance framework and guidance is designed to ensure:

- compliance with relevant Data Protection Legislation;
- compliance with Human Rights and ethical aspects of research;
- adherence to the University's mission to integrate excellent teaching, research and knowledge exchange; and
- meeting the requirements of funding bodies regarding the security and protection of personal data.

3.1.4 Research and Enterprise Misconduct Policy

The University expects the highest standards of quality and integrity in the conduct of research and enterprise undertaken on its behalf. It is responsible for monitoring all research and enterprise activity and investigating any alleged misconduct. As part of the development of the [Research & Enterprise Integrity Framework](#) the [Policy for Responding to Allegations of Research Misconduct](#) was identified as a priority for review/updating which was carried out during 20/21. The University is committed to using transparent, timely, robust and fair processes to deal with allegations of research and enterprise misconduct when they arise. This updated policy will ensure that any such investigation will be carried out promptly, fairly and independently. The policy will be received for approval by Academic Board at the earliest opportunity in 2021/22.

3.2. Research and Enterprise Quality Improvement and Enhancement (REQIE)

Research and Enterprise Quality Improvement and Enhancement (REQIE) integrates a range of previously disparate monitoring and reporting processes within a context driven by quality improvement and enhancement.

REQIE focusses on four areas of quality improvement and enhancement as set out in the futures section of the Strategic Plan: Capacity (staff; research students), Quality (staff; students), Income and

Impact. Faculties produce a Faculty Research & Enterprise Portfolio Plan (FREPP) in which Part A sets out substantive strengths and priority areas within the context of a vision for the next five years, and Part B sets out plans for the operationalisation of that vision in the coming year. FREPPs are considered and scrutinised via REQIE, and at the conclusion of the process are received by Research & Enterprise Integrity Committee and endorsed by Academic Strategy Committee.

As a result of the Covid-19 pandemic, the University suspended the full REQIE process during 2020/21 to reduce burden on the organisation. A truncated Faculty Research and Enterprise Priorities Summary was produced by each Faculty in lieu of FREPPs for 2020/21, and this provided a framework for faculties' research and enterprise activity during the pandemic affected year.

3.3. Researcher Development Concordat

In December 2020, Canterbury Christ Church University become a signatory to the Concordat to Support the Career Development of Researchers. It is an agreement between stakeholders to improve the employment and support for researchers and researcher careers in Higher Education in the UK. The Concordat has been created for the benefit of the whole research community within the UK to improve the environment and culture within which research is conducted. It will benefit those conducting and managing research, as well as the quality of the research itself.

It sets out three clear principles of Environment and Culture, Employment, and Professional and Career Development. The principles are underpinned by obligations for the four key stakeholder groups, funders, institutions, researchers and managers of researchers, to realise the aims of the Concordat.

In signing up to the Concordat, the University commits to implementing over time all of the Principles of the Concordat, which contain expectations for the four stakeholder groups. In the first year, we are required to develop suitable structures for developing the workplan for the Concordat, situate the Concordat work in the suitable accountability structure in the University, undertake a gap analysis and agree an action plan for agreed development activities. We are also required to report on our activities in this respect to our Governing Body.

During the first seven months of our engagement as a signatory to the Researcher Development Concordat, we have:

- Set up a working group of research staff at all levels to oversee the plans for developing and delivering our commitments under the Concordat, with the PVC (Research and Enterprise) as the Champion of the Concordat.
- Established plans for
 - A gap analyses of institutional policies and practice related to research development, accompanied by
 - A survey of Research Culture of more than 300 staff engaged in research, (researchers, line managers of researchers, relevant professional staff engaged in research management) to explore views on the research environment, support and career development needs of researchers.

3.3.1 Researcher Development Activity

Support for researcher development, among both staff and students, includes:

- Research and Knowledge Exchange (RKE) 10 student internships were carried out despite COVID-19 restrictions between March and July 2020/2021. Internships were awarded to staff at all levels of research experience, from all three Faculties and across a range of disciplines and external research partners. Internship awards went to projects that had an explicit trajectory towards building larger, externally funded RKE projects and initiatives.
- Our Researcher Development Programme (RDP) for postgraduate research students and staff, enhanced during 2019/20, is now offered in blended learning mode. This has seen a significant increase in engagement from our part-time research students, who comprise more than half of our postgraduate research student cohort, and staff. It offers sessions on a wide range of research methods and approaches, along with research skills such as half day workshops understanding the funding landscape, how to develop and scope research ideas into funding applications and how to plan academic careers.
- Grant Writing Support Groups. These are based on forming small communities of practice among academic staff (up to 10 members of staff per group) interested in enhancing their research skills. Groups provide a structured work programme and handbook around bid writing skills. They are facilitated by Academic Leads for Research Development through a 12 week cross-faculty programme of activities and online support. A dedicated Teams channel for all attendees offer access to further resources and is open to group members indefinitely. The Grant Writing Groups proved popular during 2020/21 with two groups completing their programme and one starting before the summer break. They are now being rolled out to run three times a year.
- We continued to deliver a series of bespoke workshops for faculty based academic groups and supported peer-led cross Faculty research networks such as the Interdisciplinary Research Network. These have continued to grow, offering monthly seminars and research networking and project development support.

Future plans include the delivery of the new Academic Professional Apprenticeship (Research). There appears to be a market for external delivery, as well as supporting the development of a cohort of our own Early Research Career staff each year.

Plans are also being developed to accredit our Researcher Development Programme as a suite of postgraduate qualifications (Certificate, Diploma and Masters), which will allow our postgraduate research students to complete a qualification in Research Methods as well as their substantive research degree. A range of online videos and resources to orientate staff and develop research skills is in development. These resources will allow asynchronous learning opportunities and offer an online research induction pack to new staff and Early Research Career staff. Topics covered include developing a research idea, finding funding, institutional processes and quality control of funding, budgeting, peer review, writing for publication, and maximising impact. A six-week course addressing an identified need for enhanced research project management skills and workshops on entrepreneurial skills, the commercialisation of research, networking and negotiation with business sector funders are in development.

4. ACTIVITIES

4.1. Research Excellence Framework (REF) 2021

The University made its submission to the REF 2021 exercise by the deadline of 31 March 2021. This deadline had been extended by four months from 27 November 2020 to take into consideration the effects of the Covid-19 pandemic. The university applied for, and was granted, a submission extension of six weeks for the impact and environment templates, which were submitted on 14 May 2021.

The University's REF submission showcases the breadth, reach and significance of the research undertaken over the past seven years. The increased scope of CCCU's 2021 submission, a 50 per cent growth on REF 2014 in terms of the number of staff with significant responsibility for independent research (SRIR) submitted, signifies the University's firm establishment as a research-active institution. Across 12 Units of Assessment (UoAs), 224 staff have been submitted and their best 473 outputs selected. Our 26 impact case studies epitomise the scale and influence of the university's research, which they show has benefited millions of people in the UK and internationally.

The University's two strategic objectives for our submission to REF 2021 were to 1) achieve a rating of 'World-leading' (4*) research in each of the 12 UoAs we are submitting to and 2) maximise outcomes at an institutional level. These objectives guided all decisions about the configuration of our submission, processes for our submission, the development of our Code of Practice (CoP), and the submission itself.

The CoP was adhered to across all areas, including allocation of SRIR, the identification and application of individual staff circumstances and output selection. No appeals were made in any of these areas, supporting the case that these processes were applied fairly and reasonably.

A further audit of output selection was made in early 2021 in UoAs which had either included staff or outputs from multiple disciplines and/or had had a significant number of research-active staff leave during the REF period. This was to ensure that all outputs had been captured and considered.

A Stage 2 Equality Impact Assessment (EIA) was conducted post-submission. This consisted of a systematic analysis of staff selected and numbers of outputs allocated to determine whether the relevant policy for the REF had, or could have, a differential impact on particular groups. The findings will be reviewed by SMT and the EDI committee and an action plan compiled to address the issues raised. To assist with monitoring, it is intended that EDI data will be reported as part of the university's annual research quality improvement process.

A post-submission workshop was held for Main Panel Convenors, UoA coordinators and Impact Case Study authors to obtain their feedback, principally on the process management, roles and training and development. It highlighted particular knowledge gaps and areas in which resources could be augmented to strengthen not just future REF exercises, but the overall reach and significance of CCCU research.

4.2. Knowledge Exchange Framework (KEF) 2021

UK Research and Innovation published the headline [Knowledge Exchange Framework](#) (KEF) results for UK Universities in March 2021. The metrics show that CCCU performed strongly in our work with the public and third sectors and engaging with the public and community, as well as in research partnerships where we feature in the top 10%. The narrative parts of our KEF profile highlight our investment and support for local and regional regeneration and skills, enterprise and entrepreneurship, and our ambitions for working with business.

Our areas of strength in the KEF reflect the University's mission to transform lives and our commitment to public service, widening access to higher education and enriching communities. For decades we have been a major contributor to regional and national public services, a contribution that is set to grow further with the opening of the Kent and Medway Medical School (KMMS).

Our strength in public and community engagement is demonstrated in many ways including through our work to promote volunteering and our rich programme of outreach activities. Since 2017, colleagues and students have contributed more than 20,000 volunteering hours and our outreach work includes major projects to support, inspire and raise the aspirations of young people including the STEM Hub, Community Lab (in partnership with Pfizer) and Epistemic Insight (in partnership with Templeton World Charity Foundation). The University has also played an important role in supporting communities throughout the Covid-19 pandemic.

We have worked across the region, nationally and internationally to build our strengths in research partnerships, from our embedded collaborations with science and technology SMEs in our Industry Liaison Laboratory at Discovery Park in Sandwich, to the international networks built by our Sidney De Haan Research Centre to deliver creative arts interventions to address long-term chronic health conditions. Nationally, our Centre for Sport, Physical Education and Activity Research (*spear*) has delivered evidence-based enhancements to the Change 4 Life campaign in schools to enable more young people to become more active, and our National Institute for Christian Education Research (NICER) has supported the development of the Statutory Inspection Framework for Anglican and Methodist Schools.

In 2020/21 we signed up to the [Knowledge Exchange Concordat](#) as part of our ongoing commitment to developing our knowledge exchange activities. The Concordat provides us with a framework to help build capacity in key areas and ensure that our internal infrastructure and resources are appropriate and aligned to meet our KE ambitions. We have also become a member of the [Universities Policy Engagement Network](#) a community of UK universities committed to increasing the impact of research on policy. Furthermore, we are maximising opportunities to work with businesses and stakeholders through our Customer Relationship Management system (Salesforce) and through initiatives such as consultancy and the promotion of Knowledge Transfer Partnerships in the region and beyond.

4.3. Research & Enterprise Income

The Research and Innovation Funding Unit (RIFU) continues to work with Faculties towards a proactive, targeted, and responsive bidding strategy, linked to the Faculty Research and Enterprise Portfolio Plans (FREPPs) developed as part of REQIE. The aim is to improve the focus of resource allocation and enhance strategic planning in bidding activity, maximising the likelihood of success, and increasing the effectiveness and efficiency of the process.

In October 2020, 4 key Strategic Development Priorities were identified to grow RKE income. These priorities were endorsed by ASC and recommended for implementation in Faculties.

- Maximise in-year income by re-starting KE&C activity
- Increase success rates and reduce opportunity costs
- Increase bidding efficiency by focusing on quality improvement
- Increase bidding effectiveness by increasing the value of bids

Despite 2020/21 being arguably more impacted by COVID than 2019/20 (as the pandemic hit six months into 19/20 and 20/21 had a full twelve months affected), RKE income levels exceed the previous year. Notwithstanding faculty variations, combined income from Research Grants and Contracts (RG&C) and Knowledge Exchange and Consultancy (KE&C) has shown overall growth and progression in the nine years since 2012, when we began reporting in this way.

Contracted income for Research Grants & Contracts (RG&C) and Knowledge Exchange & Consultancy (KE&C) combined, is up on the previous year. RG&C income has recovered well from the initial COVID impact in 2019/20 and is a real success, achieving its highest ever level.

Future income, secured through external bidding activity in 2020/21, has increased substantially. This has been achieved with a significant increase in the volume of bids whilst maintaining success rates.

Bidding process improvements implemented in November 2020 (*Funder Alignment Toolkit, Bid Development Grid*, and improved assessment of opportunities at *Initial Authorisation*), have contributed to improved quality assurance and increased bidding success, bidding effectiveness (income per successful bid) and efficiency (income per submitted bid). There is ongoing strategic development in these areas. The four strategic priorities remain and will be further supported centrally throughout the 2021/22 academic year, by wider efficiency savings from the launch of the new Research Space Funding Module.

4.4 Research & Enterprise Online

4.4.1 Business (B2B pages)

The B2B pages showcase our offer to businesses allowing organisations to recruit our talented graduates or students, commission research or consultancy to drive business goals, hire our specialist facilities or event spaces, or collaborate with us to grow business and the regional economy.

The pages use clear, simple, business-friendly language and are structured around the four key 'pillars' of the University's offer:

- **Talent** Develop your people
 Access our Graduates
 Access our students
 Showcase your organisation
- **Insight** Access our experts
 Commission research
- **Spaces** Host your event
 Access our facilities
- **Collaborate** Enhance our curriculum
 Unlock funding
 Strategic projects

All enquiries from the B2B pages go directly through to the Enterprise and Engagement team, who use Salesforce (our customer relationship management (CRM) tool) to triage processes for all point of contact enquiries (e.g. external web enquiry form, B2B mailbox, LinkedIn) in order to effectively track engagement activities. Published guidance on how formal enquiries are triaged and information on SLA's for relationship management exist to support these processes. Wider roll out and adoption of CRM across the University is planned and will strengthen our ability to effectively manage our external and internal engagement.

4.4.2 Careers and Enterprise

The Careers and Enterprise Hub, launched in 2019/20, has been further developed during 2020/21 and offers support to current students and recent graduates (up to three years post-graduation) facing a very uncertain future in the labour market. Building employability and enterprise skills as well as supported career development has never been more important to ensuring student success.

This extensive resource includes:

- **Resources:** an amazing library of resources to support employability and enterprise development
- **Workshops:** free online workshops available throughout the year
- **CV support:** instant auto-recruiter style feedback on their CV with CV360, followed by a personalised check through with the Careers & Enterprise Team.
- **Interview support:** an Artificially Intelligent (AI) feedback tool, Interview360 that provides feedback on interview technique. It provides detailed feedback on how you perform on camera.
- **Careers advice:** 1-1 Careers Advice appointments
- **Student Enterprise advice:** 1-1 Self-employment and Freelancing Advice appointments

4.4.3 Research Hub Web Pages

This is the latest hub to go live and groups together our research offer in a single, easy to navigate online space. Due to its very recent publication there is still some development work that needs to take place on these pages to improve our offer but it allows interested parties to access information

on: Our research; Our expertise; Our research publication; and Our researchers.

Visitors to the Research Hub are also able to explore: University Research Centres; Research Excellence Framework (REF); Research Facilities; Research Impact; Governance and Ethics.

4.5. Research Space: Research management

Research Space is our integrated research information system. It's aim is to improve the user interface with various parts of the research system, enhance the user experience, increase process efficiencies and effectiveness of current processes. It provides a comprehensive range of monitoring and performance data across the full range of research and enterprise activity. Research Space comprises:

- **Research Degrees Manager:** This is the University's research degree management system which supports and tracks postgraduate research student progress. The system was implemented in November 2019 and currently houses records for CCCU research degree students (including students on the Masters by Research, MPhil/PhD, Doctorate in Education and Doctorate in Clinical Psychology). Research Degrees Manager provides a series of online reporting tools and change request tools that allow students, supervisors and Chairs of study to monitor progress and these actions feed directly into the agenda of the University's Research Degrees Board. Research Space is currently being expanded to allow for the examinations phase to be managed through the online system too. This phase of development should go live in early 2022.
- **Repository:** A digital collection of the research output of the University, which is institutionally defined and in a standardised format. It facilitates an open access system of storage and retrieval of information from the digitised content. It includes but is not limited to books, compositions, conference items, datasets, digital and visual media, journal articles, reports and theses.
- **Ethics & Governance:** The paper-based Ethics application process was replaced by a dynamic online application system in November 2019. This has increased efficiency and simplified the ethics review process for applicants, Faculty Ethics Panels and Research Development.
- **Funding:** This module has been developed and tested during 2020/21 and will be launched in October 2021/22. The Funding Module supports external funding bids and projects. Workflows have been developed that will allow the capture of funding bids, other projects and SMT strategic initiatives in one space, thus getting the best value from the system. The module will deliver efficiency savings across all areas through synergised costing processes for all project costings using the bespoke Costing Tool, developed by Management Accounts. Improved recording and reporting functions will allow access to bidding data, further supporting strategic decision making and planning for future research and enterprise income generation (pipeline) in Faculties. The paper-based process improvements implemented in November 2020 will combine in an online interactive format, allowing a personalised interactive progression through the '10 Steps' to submit a bid for external funding, and further supporting the University's digital transformation agenda.

4.6 Global Challenges Research

The University received ring-fenced funding from the UK Research & Innovation (UKRI) Global Challenges Research Fund (GCRF) between 2018 and 2021, which invited Higher Education

Institutions to engage with overseas research needs strategically, using current institutional expertise and prior contacts in countries on the Organisation for Economic Co-operation and Development (OECD) Overseas Development list. The activities needed to align with Sustainable Development Goals (SDGs), and address in-country development challenges through research.

The University used this funding to develop country specific research partnerships, drawing on existing academic links, with a focus on research capacity building. Our aim was to identify in-country research needs, develop equitable and collaborative research partnerships, and build research capacity through training and collaboration.

Two main projects were supported:

- **The Palestine Teaching Research Partnership (Palestine)** brought together Canterbury Christ Church education researchers with senior education academics from Hebron University, Al Quds Open University and Al Quds University – Universities located in the West Bank of the Palestinian Territory. The aim was to enhance capacity for research on teacher education in Palestine. The partnership joined the [International Professional Development Association \(IPDA\)](#) in 2020 and partners in Palestine formed the PDA Palestine in 2021. The partnership will continue its work under the umbrella of IPDA.
- **Research for Effective Implementation of Sustainable Health, Wellbeing, and Social Development (India)** focussed on researching and evaluating implementation and scale-up potential of Non-Governmental Organisation (NGO) development initiatives in community health and social wellbeing, including environmental factors and gender. The aim was to create a sustainable platform for partnership research through multi-disciplinary research and by increasing research capacity. It is supported by the Sidney de Haan Centre in the Faculty of Medicine, Health and Social Care. Partners include University departments from different Indian States, including the Madras School of Social Work, Gonzaga College for Girls, The Transport Engineering Department at Anna University, the Social Work Department at Loyola University and the Social Work Department at Stella Maris College. Partners also include several NGOs: Save the Children India (STCI); SCHOOL for Development and Impact (SCHOOL); Terre Des Hommes Netherlands (TDH-nl). The work has led to plans for scaling up interventions and have drawn attention to the impacts on communities of new policy interventions. Additional funding for follow-up research is being sought.

5. ETHICS MONITORING AND AUDIT

The Research and Enterprise Integrity Committee will review policies and procedures within the Research and Enterprise Integrity Framework annually to ensure they remain ‘fit for purpose’ and continue to strive for excellence.

5.1 Ethical Review Statistics

For 2020/21 all ethics applications submitted by staff and postgraduate research (PGR) students were processed via *Research Space: Ethics and Governance Monitor* making this the first year with a complete online record.

Approvals via Research Space: Ethics & Governance Monitor

This data includes all approved applications from staff and PGR students via Research Space from 1st August 2020 to 31st July.

Headlines:

- 167 approved ethics applications
- 66 Staff applications approved
- 101 Postgraduate Research student applications approved
- 25 ethics amendments approved
- 16 external ethics panel applications

a) Number of approved ethics applications by Faculty, Panel and applicant category

| | |
|--|------------|
| Faculty of Arts, Humanities and Education | 46 |
| Faculty of Arts, Humanities and Education Ethics Panel | 46 |
| <i>Staff</i> | 16 |
| <i>Postgraduate Research Students</i> | 30 |
| Faculty of Medicine, Health and Social Care | 21 |
| Faculty of Health and Wellbeing Ethics Panel | 21 |
| <i>Staff</i> | 18 |
| <i>Postgraduate Research Students</i> | 3 |
| Faculty of Social and Applied Sciences | 100 |
| Faculty of Science, Engineering and Social Sciences Ethics Panel | 57 |
| <i>Staff</i> | 30 |
| <i>Postgraduate Research Students</i> | 27 |
| Salomons Institute for Applied Psychology Ethics Panel | 43 |
| <i>Staff</i> | 2 |
| <i>Postgraduate Research Students</i> | 41 |
| Grand Total | 167 |

b) Number of external ethics panel applications by Faculty

| | |
|--|-----------|
| Faculty of Arts, Humanities and Education | 0 |
| Faculty of Medicine, Health and Social Care | 1 |
| Faculty of Social and Applied Sciences (inc Salomons Institute for Applied Psychology Ethics Panel) | 15 |
| Grand Total | 16 |

5.2 Research Misconduct

No allegations of research misconduct were received or investigated during 2020/21. There were no cases of suspended or cancelled ethics approvals.

6. STATEMENT OF COMPLIANCE

The committees that have considered and approved this report are satisfied that the University:

- (a) meets Research England's compliance requirement with the Concordat to Support Research Integrity – that is to have in place processes and guidance to ensure research and enterprise activities at Canterbury Christ Church University are conducted according to the highest standards of integrity and rigour.
- (b) has made sufficient progress towards the commitments of the Concordat for the Career Development of Researchers to develop an environment and culture, employment practices, and professional and career development opportunities, to support research careers in higher education

They endorse this report as the basis for providing assurance of compliance to the Office for Students in the University's annual assurance return.