



Ethics Policy

Version: 3
Revision date: 28/07/2021
Document reviewer: Head of Policy & Governance
Due for next review: 28/07/2023

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1. Scope

- 1.1 This policy and associated procedures apply to all research undertaken under the auspices of University Centre Quayside (UCQ). Any research undertaken by staff or students (undergraduate or postgraduate) of UCQ should be subject to ethical scrutiny. Researchers are required to demonstrate that this scrutiny has occurred. Research supervisors have overall responsibility for ensuring that appropriate ethical scrutiny of their students' research occurs and must advise on the processes required.

2. Guiding Principles

- 2.1 Research undertaken by staff and students must adhere to all legal requirements. This will include compliance with relevant data protection legislation, appropriate screening of researchers working with vulnerable groups and strict adherence to standard operating procedures and licensing requirements for any animal, biomedical or other research associated with the collection and analysis of human tissue.
- 2.2 Research should be undertaken in accordance with commonly agreed standards of good practice such as the Ethical Guidelines for Educational Research (2018) by the British Educational Research Association (BERA). The [BERA guidelines](#) recognise the diversity of approaches to educational research and promote respect for all those who engage with it. The underpinning ethical principles of the BERA guidelines are as follows:
- 1) Social science is fundamental to a democratic society, and should be inclusive of different interests, values, funders, methods and perspectives.
 - 2) All social science should respect the privacy, autonomy, diversity, values and dignity of individuals, groups and communities.
 - 3) All social science should be conducted with integrity throughout, employing the most appropriate methods for the research purpose.
 - 4) All social scientists should act with regard to their social responsibilities in conducting and disseminating their research.
 - 5) All social science should aim to maximise benefit and minimise harm.
- 2.3 Underpinned by the above principles, the BERA 2018 framework sets out its guidelines in relation to the following:
- Responsibilities to participants:
 - Consent
 - Transparency
 - Right to withdraw
 - Incentives
 - Harm arising from participation in research
 - Privacy and data storage
 - Disclosure
 - Responsibilities to sponsors, clients and stakeholders in research:

- Methods
- Responsibilities to the community of education researchers
- Responsibilities for publication and dissemination:
 - Authorship
 - Scope and format
- Responsibilities for researchers' wellbeing and development

2.4 All researchers should review the BERA 2018 framework prior to developing their research proposal.

3. Authority

3.1 Ethics Panel

The Ethics Panel, formed by HE Programme Team members, is responsible for advising the Academic Policy Committee on the development, implementation and review of institutional procedures and guidelines relating to ethical issues arising from teaching, research and other related UCQ activities. The role of the Ethics Panel is to be proactive in relation to emerging issues of institutional, national and international significance as well as reactive in relation to providing guidance for individual members of academic and administrative staff.

3.2 Responsibilities of the Ethics Panel

- To promote and communicate within UCQ on ethical principles and guidelines;
- To consider and approve or reject ethical proposal forms which requires the approval of the Ethics Panel before it can receive authorisation to proceed (e.g. research proposals);
- To provide advice to members of teaching and administrative staff on ethical issues arising from teaching, research and institutional practice;
- To review in the context of contemporary best practice, on request from the Academic Policy Committee, the mechanisms and procedures at departmental level for identifying and considering ethical issues arising from teaching and/or research

3.3 Outcome of ethical review

The outcome of the review will be one of the following:

- Full approval
- Approval subject to conditions
- Reject and invite resubmission
- Request for further information/and or changes to the application to enable the Panel to reach a decision

The Ethics Approval Form (Form E) sections A-D should be completed by the Researcher at least five working days before the Ethics Panel review the proposed research case. At this review, the Ethics Panel will complete Section E of Form E using the information gathered from sections A-D.

4. Initial Equalities Impact Assessment

Department: Higher Education	Completed by: Tara Henderson, Head of Policy & Governance	Date of initial assessment: 04/05/2021
Area to be assessed:	TLA-018 Ethics Policy	
Existing or new policy/procedure:	Existing	
What evidence has been used to inform the assessment and policy? (please list only)		
External guidance and requirements:		
➤ Ethical Guidelines for Educational Research (2018) by the British Educational Research Association (BERA)		
Internal guidance and requirements:		
➤ Consultation with the Ethics Panel		

1. Describe the aims, objectives or purpose of the policy/procedure	This policy and associated procedures apply to all research undertaken under the auspices of University Centre Quayside (UCQ). Any research undertaken by staff or students (undergraduate or postgraduate) of UCQ should be subject to ethical scrutiny. Researchers are required to demonstrate that this scrutiny has occurred. Research supervisors have overall responsibility for ensuring that appropriate ethical scrutiny of their students' research occurs and must advise on the processes required.			
2. Which stakeholders/groups are intended to benefit from this policy/procedure?	All HE stakeholders			
The Equality Act 2010 requires public bodies to have 'due regard' to the need to:- (1) Eliminate unlawful discrimination, harassment and victimization (2) Advance equality of opportunity between different groups; and (3) Foster good relations between different groups	3. Could the policy/procedure have a disproportionately negative effect impact in terms of the aims set out in (1) to (3) of the Act on any of the protected characteristics?:- High Medium Low No effect	4. Briefly explain how the policy/procedure furthers or prevents the aims set out in (1) to (3).	5. If there is a disproportionately negative impact on any protected characteristics, can it be justified on the grounds of promoting equality or any other reason? If yes, please explain.	
Protected characteristics	Age	No effect	Not applicable	Not applicable
	Disability	No effect	Not applicable	Not applicable
	Gender	No effect	Not applicable	Not applicable
	Gender reassignment	No effect	Not applicable	Not applicable
	Marriage and Civil Partnership	No effect	Not applicable	Not applicable
	Pregnancy and Maternity	No effect	Not applicable	Not applicable
	Race	No effect	Not applicable	Not applicable
	Religion or Belief	No effect	Not applicable	Not applicable
Sexual Orientation	No effect	Not applicable	Not applicable	

6. Has there been any consultation/engagement with the appropriate protected characteristics?		Not applicable as no PC impact identified
7. What action(s) will you take to reduce any disproportionately negative impact, if any?		None required
8. Based on the information in sections 1 to 7, should this policy/procedure proceed to Full Impact Assessment? (recommended if one or more 'High' under section 2)		No
Assessor signature: 	Approved by: Michelle Elliott 	Date approved: 04/05/2021