

Annual Statement – The Concordat to Support Research Integrity academic year 2022-23

1. INTRODUCTION

- 1.1 The Annual Statement ¹is required as part of continued compliance with the [Concordat to Support Research Integrity, 2019](#), which establishes a nationwide framework for research conduct and governance. The Concordat is built on a shared commitment to uphold the highest standards of rigor, integrity, and excellence in research produced or collaborated on within the UK research community. The Concordat promotes active engagement with research integrity and the expected conduct of researchers, funders, and employers. As a signatory of the Concordat, the University of East London ensures that its research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards.

2. ANNUAL STATEMENT TO SUPPORT RESEARCH INTEGRITY

2.1 Supporting and Strengthening Research Integrity

- (a) Vision 2028 is the University’s ambitious 10-year strategy centralising the enhancement of diversity in the talent pipeline for a 4.0 economy at the heart of all aspects of its education & experience, careers & enterprise, impact & innovation, and sustainability strategic goals. The University aims to become the UK’s careers-1st University, preparing its students for future jobs and driving sustainable and inclusive innovation. Moreover, UEL seeks to provide 4.0 education for learners: imparting graduates with the skills and competencies sought by employers and entrepreneurs. The University’s academics drive innovation, advancing both practice and policy, expanding the economic, social, and cultural impact of research and enterprise within the communities it serves.
- (b) The University operates within a robust ethical framework outlining its vision, mission, ethical principles, core values, and professional standards. UEL is dedicated to equality, diversity, and inclusion, collaborating with stakeholders to uphold its transformative Vision 2028 strategy. Fundamental ethical principles are central to UEL’s identity and are clearly defined in the ethical framework. The University nurtures an inclusive community that respects the inherent humanity, dignity, and diversity of individuals, empowering both staff and students to reach their potential, while fulfilling social responsibilities and sustainable development commitments.

¹ The Annual Statement includes information sourced from the University’s internet and intranet pages.



- (c) In the [National Student Satisfaction \(NSS\) Survey 2023](#), the University achieved an impressive response rate of 76%, surpassing the sector average by 5%. Among the 128 higher education institutes that participated in the survey, UEL secured 9th position for Assessment and Feedback, 10th position for Student Voice, and 12th position for Learning Opportunities. Within London, UEL stands at an impressive third place among all Universities, excluding specialist institutions, in the categories of Assessment and Feedback, Student Voice, and Learning Opportunities. Significantly, the student voice outcome improved on last year, rising by over 12%, driving UEL into the national top 10 in this category. This achievement holds particular significance as UEL commemorates its 125th anniversary. It stands as a testament to the University's positive impact both within its community and beyond, as well as marking its highest historical ranking.
- (d) In the [Guardian University Guide 2023](#), the University advanced its national ranking in six out of nine measures, rising one place. The University excelled in the Guardian's 'value added' metric, positioning it within the top third nationally. Furthermore, the institution raised its national ranking in student satisfaction, along with demonstrating advancements in metrics such as continuation, expenditure per student, and average entry tariff.
- (e) The University has risen three places in the [Complete University Guide \(CUG\)](#) rankings for 2023. UEL's joint 123rd position among 130 institutions reflects the positive outcomes of its Vision 2028 transformative strategy. Notably, the University made substantial gains in the 'Graduate Prospects Outcomes' metrics, achieving a 5.9-point rise and elevating its rank by 9 positions to 115th. Additionally, UEL's performance in the 'Graduate Prospects - On Track' category improved, with a 5-point score increase. This success advanced the University to 80th spot nationwide and has established UEL as the second-highest ranked modern University in London.
- (f) The University was a finalist for the [Times Higher Education \(THE\)](#) Awards in the category of International Collaboration of the Year. UEL's [Open Learning Initiative \(OLive\)](#), is an inspiring project that empowers displaced individuals to access higher education through courses, as well as comprehensive pastoral and financial support, along with one-to-one mentoring. Developed by UEL in conjunction with a consortium of EU Universities, OLive has facilitated an unprecedented number of students in their educational pursuits. This initiative not only addresses the challenges these students face in accessing UK higher education, but also identifies the requisite skills and knowledge to help them thrive. The expertise garnered through OLive, has promoted the University to a pivotal role, enabling UEL to

provide influential guidance to other institutions on strategies for the inclusive integration of refugees.

- (g) The University's performance in the [Knowledge Exchange Framework](#), KEF3 is inspiring. Research England's data underlines UEL's active involvement with businesses and the community, driving innovation, regeneration, and lifelong learning. Significantly, the University graduate start-ups ranking has increased from 86th to a remarkable 6th place nationwide. This accomplishment firmly establishes UEL as a hub for freelancers, innovators, and pioneers.
- (h) In October 2022, Richard Burge, Chief Executive of the [London Chamber of Commerce and Industry](#) (LCCI), visited the University to explore how UEL was equipping students for the professional world. The University offers advanced training in financial and legal skills, enriched by simulation suites such as a mock courtroom and a trading floor. The Marketing and Analytics Lab, created in partnership with Amazon Web Services (AWS), features comprehensive mentorship programmes, providing support to students during their initial years of employment.
- Richard Burge said, "Institutions like UEL are the engine rooms of London's education and skill base and help to enhance London's reputation as one of the best places to study in the world. LCCI looks forward to working closely with UEL to support their championing of students and their entry to the world of work".
- (i) The University's Institute of Connected Communities (ICC) is a multi-disciplinary research centre, conducting high quality studies on current issues, including cybercrime, online harm, health, well-being and citizenship. Professor Julia Davidson, OBE, Executive Director of Research and Director of ICC, has led the Institute to influence and shape policies, refine practices, and directly impact and improve community well-being. In the past two years, ICC has partnered with Non-Governmental Organisations (NGOs) and scholars from Zambia, Sierra Leone, South Africa and Rwanda, to safeguard the most vulnerable individuals from both digital and real-world dangers. In addition, ICC is leading on the Youth Safeguarding Network (YSN) across Africa, collaborating with community organisations to empower marginalised women, children, disabled individuals and migrants in driving pivotal changes for their communities.
- (j) In December 2022, the Guardian newspaper published the [European Youth Cybercrime, Online Harm and Online Risk Taking: 2022](#)

[Research Report](#) authored by UEL academics Professor Davidson (co-lead author), Professor Mary Aiken (co-lead author), UEL researcher Ruby Farr, and Kirsty Phillips (Birkbeck, University of London). This large-scale study funded by the European Union's Horizon 2020 research and innovation programme, sought to explore cybercriminality and cyber deviant behaviours.

- Professor Davidson, co-lead author said, “Research has always focused on young people as victims of cybercrime previously, never the perpetrators. But we need to understand why young people engage in cybercrime and how we can develop interventions to deter them from the crime pathway. The findings will inform evidence-based education and awareness programmes that focus on legal and ethical internet use, intervention initiatives and future policy recommendations”.
- (k) In February 2023, the University proudly welcomed His Majesty King Charles III to its Stratford, Water Lane Campus. This visit marked UEL's 125th year of pioneering endeavours in transforming lives and communities, from the 2nd industrial revolution in 1898 to today's 4th and 5th industrial revolutions. UEL is the first University that King Charles has visited during his reign. The visit encompassed a tour of [The Royal Hospital & Primary Care Training Hub](#). The multi-million-pound facility is Europe's first end-to-end simulated health and social practice-based setting. The Hub showcases novel inter-professional practice and cutting-edge simulation technologies, enriching career-first education. Collaborating with the NHS and local communities, the Hub also strives to address health disparities and provide the healthcare sector with practice-ready professionals. His Majesty also explored UEL's Sustainability Exhibition, engaging with students and researchers. His Majesty displayed interest in UEL's groundbreaking research-driven interventions, which have propelled profound changes in numerous countries, particularly across the Commonwealth. These interventions have supplied governmental technical support, fostered sustainable materials and environments, developed inventive tools, influenced policy decisions and empowered marginalised communities.
- (l) The University's globally significant research on peatlands has contributed to a report for the Rt Hon Thérèse Coffey, Secretary of State for Environment, Food and Rural Affairs. [The Lowland Agricultural Peat Task Force Chair's Report](#) outlines essential measures for ensuring a more sustainable future for lowland agricultural peat soils. This Task Force was established by the Department for Environment, Food and Rural Affairs (Defra) to explore sustainable farming options for lowland peat soils, aligning with the UK Government's net-zero strategy by 2050. The Task Force included representatives from the farming community, water utilities, various

government agencies, and science specialists. UEL is the sole University with representatives on the Task Force: Mr Richard Lindsay, Head of Environmental and Conservation Research, and Mr Jack Clough, research assistant, from UEL's Sustainability Research Institute (SRI). Both researchers have been leading the initial experimental trials of a revolutionary new form of agriculture on peat soils.

- The Rt Hon Thérèse Coffey, responded positively to all 14 of the recommendations set out in the report, stating "We intend to take forward action on all the recommendations, including, where relevant, investing in research and undertaking further policy analysis to consider appropriate next steps".
- (m) The University is part of a £5 million initiative to advance research support for health inequalities in the London Borough of Tower Hamlets. Funded by the National Institute for Health and Care Research (NIHR), as part of the Health Determinants Research Collaborations (HDRC), the Tower Hamlets Health Determinants and Inequalities Research System (THIRST) project involves collaboration between UEL, the local council, Tower Hamlets Council for Voluntary Services (THCVS), Queen Mary's University, London Metropolitan University, and others. These partners play a significant role in conducting pivotal research on the broader factors contributing to health inequalities. The project is designed to empower local authorities and communities to integrate research efforts by working in partnership with UEL's researchers, promoting a culture of evidence-based decision-making.
- (n) UEL and the [University of South Florida](#) (USF) have signed a 5-year collaborative agreement, creating new prospects in sustainability, student exchange, and research. This partnership will nurture student exchange opportunities, building upon initial virtual exchange programmes, and include UEL PhD students engaged in relevant fields of study. Joint research initiatives and harmonising institutional and student interests will be a prominent feature of the collaboration. Additionally, the partnership is considering organising a series of themed workshops, both in-person and virtual, aligned with the two Universities' work. These activities are planned to coincide with the launch of UEL's Royal Docks Centre for Sustainability in academic year 2023-24.
- (o) The University and [Western Sydney University](#) (WSU) are collaborating on a range of joint ventures to support their students and broader sustainability endeavours. Two novel aspects of these enterprises

feature WSU working with the University's Knowledge Dock, teamed with UEL's School of Arts and Creative Industries (ACI) and the department of sport within the School of Health, Sport and Bioscience (HSB). The University is establishing a new Sustainable Enterprise Centre, which shares similarities with WSU's Launch Pad, a tech start-up incubator. These combined efforts will explore possibilities for a joint workspace. Both institutions share the goal of diversifying the talent pipeline, and the collaboration will offer UEL's students a global perspective on potential opportunities and challenges.

- (p) The University's Library and Learning Services (LALS) department has successfully completed its annual CSE review, ensuring the retention of their CSE accreditation. This accreditation, recognised nationwide, evaluates priority areas based on research findings. This year's maintenance of the CSE accreditation marks a significant milestone for LALS, as it concludes a three-year CSE cycle. The accreditation signifies how LALS has sustained its strengths and optimised areas of continuous improvement over this period. In total, the service has received compliance ratings in 40 elements and compliance plus ratings in 17 elements. This represents an increase of 3 compliance plus elements compared to the previous year and an increase of 9 since 2020.
- Regina Everitt, Director of Library and Learning Services, said "As ever, I am delighted with the outcome as it reinforces the commitment of the team to consistently deliver outstanding customer service. We have also been sharing our good practice with teams across the institution and are integral to the operationalisation of the institution's customer experience strategy. I thank the team for their continued efforts".
- (q) The University conducts high quality, pioneering research which advances knowledge and enriches the academic community and broader society. Ensuring ethical behaviour and upholding professional obligations among researchers are of paramount importance, and the University is guided by the principles and standards specified in the Concordat to Support Research Integrity. UEL's comprehensive policies, procedures and guidance ensure the ethical and methodological rigor of research activities. These policies empower researchers to conduct their work with the utmost rigor, integrity, and ethical conduct. As such, regular reviews of these policies and practices underline the University's drive for continuous improvement and alignment with evolving ethical considerations. The University

empowers researchers to navigate the complex landscape of research and advocates for responsible research practices.

- (r) The University's Information Assurance office provides thorough guidance concerning the Data Protection Act (DPA) 2018, UK General Data Protection Regulation (GDPR) 2018, and policies related to data management and governance. The University abides by the Office for Students (OfS) Regulatory Framework and adheres to the directives of the Information Commissioners Office (ICO). The considerations of data protection regulations are integrated into all University systems and departments. Proficient management of research data not only upholds research integrity and quality, but also promotes optimal practices, minimising the potential for data loss and facilitating the sharing and re-use of data.

2.2 **The Ethics and Integrity Sub-Committee (EISC)**

- (a) Aligned with the Concordat, associated policies, and national and international codes of conduct and guidelines, the University's Ethics and Integrity Sub-Committee (EISC), operates under the purview of the Research Ethics Office (REO), which falls under the jurisdiction of the Office for Postgraduates, Research and Engagement (OPRE). Comprising dedicated professional services staff members, OPRE sustains a cohesive research approach covering integrity, ethics, research impact, funding, public engagement, community involvement and postgraduate endeavours. The REO oversees the University's adherence to ethical frameworks and the effective governance of research pursuits. The EISC bears the responsibility of upholding the highest standards of rigor and integrity across all disciplines, including taught programmes, while prioritising the well-being of participants and those impacted by the research. Guided by the University's ethical framework, EISC places emphasis on equality, diversity, and inclusion, ensuring research and its impact align with these principles.
- (b) EISC, along with its subsidiary School Ethics Committees (SECs) and Collaborative Partner Research Ethics Committees (CRECs), holds validation and approval from the University's Academic Board. EISC plays a supportive role for the Impact and Innovation Committee (I&I) in successfully attaining the strategic objectives outlined in the transformative Vision 2028 strategy, under the associated Future Life initiatives. The University's Ethics Sub-Committees submit yearly reports outlining their activities which includes conducting sample reviews of ethics applications for moderation, emphasising their commitment to upholding research integrity. The annual review

confirmed the committees' consistent assessment of research ethics applications.

- (c) The REO conducted an annual audit of applications submitted to EISC, selecting a random subset of approved research projects and requesting committee members to reassess the ethics application forms. Most auditors concurred with the original reviewers' assessments, noting the thoroughness of the reviews, clarity in guidance, and adherence to due process. However, a few queries arose regarding anonymisation and use of participants' personal data, to comply with the UK General Data Protection Regulation (GDPR). As a response, the Ethics, Integrity, and Compliance Manager (EICM), refined the ethics application form enhancing researchers' comprehension of personal data processing. In addition, the EICM delivers comprehensive training on personal data anonymisation and pseudonymisation as part of research integrity and ethics training. For comprehensive information on data management and data protection, UEL's Data Protection office provides guidance accessible through its [Information Governance](#) webpages.
- (d) The REO also compiled its annual progress report, examining ongoing research projects which had obtained ethical approval, providing the EISC with updates on project recruitment, amendments, non-completion, and any adverse events or reactions. The University's Ethics Sub-Committees remain dedicated to maintaining a research environment founded on integrity and defined by rigorous ethical standards. These committees consistently review existing procedures and systems and draw insights from best practices. The committees work toward offering applicants streamlined processes and providing ongoing support to researchers in need of assistance.

2.3 Training and External Engagement

- (a) The University promotes impactful, original, and ethically responsible research. Comprehensive training is provided to all stakeholders, enhancing understanding of responsible research conduct. This equips researchers with essential skills and includes mandatory sessions for Postgraduate Research Students (PGRs). Specialised training is delivered through workshops and seminars throughout the academic year.
- (b) In June 2023, the University held its annual Staff Development week focused on stimulating creativity, fostering connections, and sharing experiences. This engaging week inspired the UEL community to prime their professional practices for the upcoming academic year 2023-24.

UEL's Office for Compliance, Governance, and Legal Services (OCGLS) conducted mandatory compliance training, covering important subjects such as data protection, anti-bribery measures and the Prevent strategy. During the School and professional services' departmental days, teams collaborated to align their strategies to continue to support and deliver UEL's Vision 2028 10-year strategic plan. UEL's corporate development day explored evolving strategies and preparations for a successful student-ready academic year, generating research impact, insights from the staff 'Engage!' survey, and future action planning. Additionally, staff members were offered a variety of events, sessions and workshops to select to support their professional development.

- (c) The University's Centre for Excellence in Learning and Teaching (CELT) hosted an event centred around 'Practical enhancement of learning, teaching, and assessment: developing across the disciplines'. Two expert keynote speakers, Dr Camille Kandiko-Howson, Associate Professor of Education in the Centre for Higher Education Research and Scholarship (CHERS), Imperial College London, and Professor Shân Wareing, Deputy Vice-Chancellor, University of Northampton, guided staff members involved in teaching and learning support to explore diverse practices in these areas, improve their methods and exchange ideas. The event featured interactive workshops covering various aspects of teaching, learning, and assessment. Academics from different Schools and Institutes at UEL, along with CELT, led workshops such as 'Higher Education and Text Generative AI', 'Reimagining Peer Observations', and the UEL Learning, Teaching, and Assessment Framework. Attendees were prompted to reconsider their approaches in these areas, with the objective of optimising the student learning experience, and integrating these insights into their practices.
- (d) In June 2023, the University's Impact and Innovation Conference discussed the draft strategy aimed at enhancing UEL's research culture and environment. The conference focused on improving the overall research culture and recognising the vital contributions of all staff in producing impactful research for its communities. Attendees were encouraged to discuss ideas and actively participate to contribute to the advancement of the University's research culture. Furthermore, researchers were encouraged to present their projects and engage with the research community through 'Five-by-Five' presentations, where each researcher showcased their work in a concise 5-minute presentation with 5 PowerPoint slides.
- (e) The University's Research and Development Support (ReDs) team, in collaboration with Grantcraft, specialists in grant writing and research

funding, organised research funding workshops. These workshops included four pilot Grants Academy sessions tailored for Early Career Researchers. The workshops, designed for individuals with research ideas, provided a mix of training, mutual support and individual guidance. The pilot involved participants from across the different Schools and Institutes to promote interdisciplinary collaboration. Grantcraft also conducted a half-day workshop with UEL researchers which focused on funding opportunities and applying to the Nuffield Foundation. The session was designed for individuals involved in Education, Welfare, and Justice research, aligning with the Nuffield Foundation's funding focus.

- (f) The University subscribes to [Research Professional](#), an online service under Clarivate. This platform offers an open database of research and knowledge exchange funding opportunities, alongside research policy news and analyses, which are customised for individual academics. Research Professional's Fingerprinting service identifies specific funding opportunities for academics. Users receive emails with relevant information, and weekly notifications are sent based on researchers' profiles, developed from publicly available data.
- (g) The Researcher Development Programme (RDP), overseen by OPRE, provides in-house training and development opportunities to PGRs, research-active staff at all levels and PGR supervisors. The RDP has organised 100 sessions for the programme covering researcher skills, career development, employability, well-being and pastoral support. Throughout the year, PGRs participated in numerous activities to develop skills in marketing, finance, project coordination, communication and time management. These skills were applied in various competitions, courses and collaborative research seminars. Moreover, PGRs engaged with UEL's three Impact and Innovation Research Institutes; the Institute for Connected Communities (ICC), Sustainability Research Institute (SRI) and the Rix Centre, to enhance knowledge exchange and real-world research skills.
- (h) The University subscribes to Epigeum's online suite of Research Integrity Modules (RIM), aligning with the Concordat to Support Research Integrity. The RIM provide comprehensive research integrity training, covering core concepts, professional standards and responsible research conduct. It is mandatory for all PGR students to complete the RIM before registering their research proposal.

2.4 Investigations of Research Misconduct²

² Table of misconduct cases provided in Appendix.

- (a) The University cultivates a research community marked by a strong culture of integrity, providing substantial support and guidance to its researchers. UEL's clear and transparent Staff and Student Misconduct in Research procedure assists in conveying to researchers their individual obligations, and the principles and benchmarks that they must uphold in their research pursuits. Following the release of the updated Procedure for the Investigation of Misconduct in Research by the [UK Research Integrity Office](#) (UKRIO), in March 2023, the University is presently undergoing a review of its current misconduct in research procedure.

- (b) The University's research integrity and ethics training incorporates the principles of the Concordat, with the objective of ensuring that all researchers comprehend the values, standards and behaviours that are crucial for maintaining the integrity, accountability and quality of research projects supported by the University. The implications of research misconduct are covered, informing researchers of their individual responsibilities in adhering to legal, regulatory and ethical requirements. In addition, researchers are directed to relevant resources and available guidance.

2.5 Equality Impact Assessment

- (a) The values of Equality, Diversity and Inclusion (EDI) are aligned to the institutional priorities set out in Vision 2028. The University has a comprehensive EDI strategy focused on embedding inclusion into the organisational culture and environment. This involves promoting best practices across UEL and engaging in effective communication on EDI matters. Crucial aspects of the strategy encompass enhancing progression and promotion for women, global majority academics, and support staff, as well as cultivating a more inclusive, flexible work environment. Institution-wide EDI plans are integrated into Schools, Institutes and Services' objectives, enhancing accountability. Mechanisms are established to firmly uphold equality, diversity, and inclusivity and supporting EDI is integral to the University's journey to deliver Vision 2028.
- (b) The University's Vice-Chancellor & President, Professor Amanda Broderick, made a pledge on racism on behalf of the University. Thirty years after the murder of black student Stephen Lawrence in South London, Professor Broderick stated that:
- "The University of East London is proud to have one of the most diverse, inclusive and representative student and staff body of any university. Our commitment to social justice and inclusion underpins everything we do for the communities we serve. Tackling inequities, breaking down barriers to education and working for a more inclusive society is at the core of UEL's mission".
- (c) UEL has been awarded a University Mental Health Charter Award. The charter is a framework promoting mental health and well-being as a University-wide focus in the UK. This award is a voluntary accreditation based on the charter's principles. UEL is one of five Universities in the sector to attain this status, demonstrating its resolute dedication to staff and student mental health and well-being. This achievement aligns with UEL's transformative Vision 2023 strategy where 'health gain as a pre-condition of learning gain' is among one of four cross-institutional priorities.
- (d) The University holds an Athena SWAN Charter Bronze award, acknowledging UEL's resolve for implementing progressive principles within its policies, practices and culture. The University is actively pursuing a Silver award to enhance gender equality across academic disciplines, professional roles and support positions, whilst fostering an inclusive culture that addresses intersectional inequalities. To oversee

this project a steering group comprising of Athena SWAN leads from each School and professional services has been established.

- (e) The University attained Advance HE's Race Equality Charter (REC) Bronze award in May 2019 and is working towards a Silver award submission. The University will be making comprehensive changes across all aspects of its operations to promote and support a culture where staff and students can thrive. Through consultation with the forementioned and referencing the REC framework, UEL has identified key areas of focus. Amongst the priorities are achieving equity in career progression, eliminating bullying, harassment and racial discrimination, implementing inclusive data-driven recruitment approaches, enhancing inclusive teaching and learning practices, and developing the pipeline from transition to higher education to course progression and graduate employability. Upholding equality, diversity and inclusion is a pivotal component of the University's determination to realise its Vision 2028 strategy. UEL is committed to adhering to REC principles and facilitating a strong institution-wide dedication to promoting racial equity across all levels.
- (f) The 'mission' of the University's Office for Institutional Equity (OIE) is to pursue a data driven approach to fulfil its strategic objectives. In support of this, Emma Scott, OIE Equality Diversity and Inclusion Project Manager, completed 'confidential conversations' with disabled and neurodivergent staff, who represented a cross section of grades and roles from across UEL. A disability report was compiled, providing a summary of the open discussions about the lived experience of disabled staff and students within UEL. The report is the foundation for ongoing activity that will commence to fulfil report recommendations, with the objective of improving the lived experience of disabled and neurodivergent staff and students at the University.
- (g) In May 2023, the University celebrated the 12th Global Accessibility Awareness Day (GAAD) with webinars that provided information on digital accessibility. UEL passionately believes that those with disabilities must be able to experience digital services, apps and content, with the same ease as non-disabled people. As such, the University is committed to empowering people and technology to support and enable independent learning and highlights the importance of digital access and inclusion for those with disabilities.
- (h) The OIE held an EDI away day in July 2023, centred on the theme of 'Social Mobility – Cracking the Concrete Ceiling' featuring two keynote speakers: Dr Heather Melville, OBE, and Chancellor of the University of York and Toni Kent, writer and podcaster. This was a day of engaging discourse and learning, with key points including outlining the

challenges and opportunities that exist to tackle the intersectionality, which is inherent in poverty, and the importance of collaborative action.

- (i) The University has several staff networks championing change and providing an opportunity for staff to communicate shared ideas to improve their working environment and inspire a feeling of belonging. The UEL networks include Disability & Neurodiversity staff; LGBTQ+; Race, Equity & Inclusion and the Women's Network. The networks aim to create a more inclusive environment, provide relevant support to staff, promote an environment that is conducive to professional advancement, and reinforce the values of inclusivity and belonging.
- (j) UEL nursing student, Banjo Tamiru, won the Mary Seacole Award for Outstanding Contribution to Diversity and Inclusion at the Student Nursing Times Awards 2023. The awards bring together the nursing community to showcase the brightest talent advancing in their profession and demonstrating excellence in all specialties of student nursing. Banjo provided leadership training to 50 project managers from the Oromia Development Association in Ethiopia and raised £48,000 to support families affected by Covid-19 in Ethiopia. Banjo has also assisted refugees with housing applications, employment and educational needs in the UK.
 - The judges of the awards said “Banjo's lived experiences as a refugee to the UK is a timely reminder and epitomises the value of diversity to the nursing profession and wider society. We applaud his commitment and determination which impacts positively on communities at a local, regional and global perspective”.

2.6 Risk Assessment

- (a) The University recognises that uncertainty is inherent in the delivery of higher education. By implementing risk management practices, UEL offers a balanced assessment of opportunities and threats, enhancing strategic planning and prioritisation. This aligns with the University's ambitious Vision 2028 goals. The Risk Management framework, applicable across all Schools, Institutes and Services, outlines the core elements for effective risk management. Risk registers for these entities are monitored and updated a minimum of twice per academic year, evaluating the effectiveness of mitigating controls. Risk management is an integral part of the University's operations, and the Risk Management team offers second-line advisory and oversight to support the implementation of the framework.

- (b) The University's Board of Governors has established an Ethics Advisory Committee with clear principles and values, actively communicating the exacting standards expected of UEL's associates. This Committee also provides oversight of collaborative partners and those linked to the University. UEL is steadfast in meeting its operational needs and periodically reviewing and strengthening business processes. The University remains committed to upholding the highest standards of professional and ethical conduct.

Appendix

Table of investigations of misconduct in research

There were no staff cases of misconduct in research reported.

Research misconduct cases 2022-23							
School	Failure to observe legal, regulatory or ethical requirements	Plagiarism	PG student	PGR student	Stage 1 – allegation dismissed or referral to an alternative procedure	Stage 1 - resolution minor case resolved	Stage 2 Review Panel – formal case resolved
ACE	1		1		1		
ACI	2			2		1	1
PSY	5	1	4	2	2	4	
Total	8	1	5	4	3	5	1

School of Architecture, Computing and Engineering (ACE)

School of Arts and Creative Industries (ACI)

School of Psychology (PSY)

Postgraduate student (PG)

Postgraduate Research Student (PGR)