DEVELOPED BY THE UK RESEARCH INTEGRITY OFFICE WITH THE RESEARCH INTEGRITY CONCORDAT SIGNATORIES GROUP

Template: annual statement on research integrity

Section 1: Key contact information

Question	Response
1A. Name of organisation	University of Winchester
1B. Type of organisation: **higher education institution/industry/independent research performing organisation/other (please state)**	Higher Education Institution
1C. Date statement approved by governing body (DD/MM/YY)	30/09/26
1D. Web address of organisation's research integrity page (if applicable)	Research Environment - University of Winchester
1E. Named senior member of staff to oversee research integrity	Name: Professor Emile Bojesen
	Email address: Emile.Bojesen@winchester.ac.uk
1F. Named member of staff who will act as a first point of contact for anyone wanting more information on matters of research integrity	Name: Professor Emile Bojesen
	Email address: Emile.Bojesen@winchester.ac.uk

Section 2: Promoting high standards of research integrity and positive research culture. Description of actions and activities undertaken

2A. Description of current systems and culture

Please describe how the organisation maintains high standards of research integrity and promotes positive research culture. It should include information on the support provided to researchers to understand standards, values and behaviours, such as training, support and guidance for researchers at different career stages/ disciplines. You may find it helpful to consider the following broad headings:

- Policies and systems
- Communications and engagement
- Culture, development and leadership

Policies and systems

Ethics in research and evaluation

Expectations regarding ethics are set out in the University Research Ethics Policy and Procedures documents which are available through the University document store on the externally facing website and via the research ethics pages on the intranet. These documents are aligned with the updated *Concordat to Support Research Integrity* (UKCORI 2025) which sets the five key commitments for maintaining the highest standards of research integrity. The Policy and Procedures apply to academic and professional services staff, visiting roles, doctoral students, postgraduate and undergraduate students. There are three levels of scrutiny detailed in the policy: by the University Ethics Committee for complex projects, at Faculty level for less complex projects and there is a self-declaration route for straightforward projects (e.g. concerning publicly available documents, literary criticism etc.). Applicants are guided to the most appropriate route by completing the checklists in Form 1, which then signpost the appropriate form and scrutiny process. The Committee scrutinises matters monthly (except for December and August), working virtually via TEAMs. The Committee meets virtually three times in an academic year to discuss matters of policy and process and to review its approach to working. Faculty scrutiny is managed by an Ethics Lead within each Faculty, running either an ad hoc or monthly process depending on the volume of matters typically seen. The self-declaration route is overseen by the Chair of the Committee.

Communications and engagement

Ethics in research and evaluation

Engaging staff (academic and professional services) and students in matters of research ethics and understanding the place of ethics in research /evaluation practice is a key priority for the Committee.

Each month there are bespoke live, online one-hour workshops for doctoral students /supervisors as well as general workshop sessions primarily for staff (academic and professional services) which are also open to students. Attendance at these sessions is recorded. The Doctoral School requires that all new supervisors undertake the training, and existing supervisors are required to undertake a refresher every three years to remain current. In addition, there are half-hour drop-ins open to all every six weeks. Session details are listed on the University calendar. In 2025-26 bespoke sessions on 'Supporting Responsible Research', aimed at REF Unit of Assessment, Impact Case Study and Research Centre Leads were held. The initial uptake was low, so for the coming year they will be promoted more widely in partnership with the Research and Innovation Academy and Head of Research Environment and Impact. Two specialist sessions were also added this year facilitated by the Chair and Ethics Lead from the Health and Wellbeing Faculty, one on emotionally demanding research (1 hour) and one on authorship (1 hour).

The total training available for 2025-26 was 30 hours. This comprised:

- Doctoral School: 11 hours plus a 1-hour session at the research student induction
- General staff sessions: 8 hours
- UG-PG dissertation sessions: 3 hours
- Q&A drop ins: 3.5 hours
- SRR sessions: 3.5 hours

In addition, the Chair ran bespoke sessions for Masters students (MRes and practice education students). The Chair is also available to speak to courses /departments on request. There is a dedicated email address for submitting projects for scrutiny as well as general queries. This is overseen by the Chair.

Culture, development and leadership

Ethics in research and evaluation

The work of the Committee is guided by principles of the *Concordat to Support Research Integrity* (UKCORI 2025). Membership from across the University on the Committee helps to ensure diversity in research perspectives and experience. The Chair actively encourages staff to consider joining the Committee to support their own development. The leadership and management of the Committee is undertaken in an 'open' style to promote a culture of discussion of matters to do with ethics and an 'enabling' approach to research. Where an aspect of a project raises a risk in the context of ethics, researchers are encouraged to consider ways to manage or mitigate it. The Chair also recognises the value of engaging with colleagues in wider research groups and networks, such as special interest groups or teams.

Research integrity training and development

Staff and research students are directed towards and encouraged to participate in events run by the UKRIO, for example their annual conference on aspects of research integrity and their 'expert webinar series' (free to attend as part of the institutional subscription). Details of training events and courses are circulated to REF Unit of Assessment and Research Centre Leads.

In 2025-26 the institution enrolled in the UKRIO revamped online training course Introduction to Research Integrity.

Support and professional development were provided to researchers under the auspices of the Research and Innovation Academy, with designated pathways on topics designed to enhance research and leadership capabilities. Under the leadership pathway, for example, topics included leadership and motivation in collaborative projects; project management techniques; increasing stress-hardiness; handling academic rejection and managing change and uncertainty in academic contexts.

Monitoring and reporting

Ethics in research and evaluation

The Committee provides an annual report at the start of the academic year to Senate Research and Innovation Committee summarising the Committee and Faculty scrutiny activity over the last academic year, an overview of training /development provided, changes in Committee membership and whether there have been any reports of concerns linked to research ethics. No concerns were raised in 2025-26 in relation to ethics.

The structure of Committee meetings and report has evolved over time to build in opportunities for the Committee to consider scrutiny practice and to review matters that were not approved for their value in examining practice.

Research integrity and the concordat

Units of Assessment integrate the Researcher Development Concordat in their Research Strategies, with annual monitoring of strategic objectives.

EDI impact reporting

Data was collected on employee characteristics and the outcomes of workplace initiatives (training, events, panels), in the interests of advancing the objective of fostering a healthy research culture that is perceived as open and inclusive.

2B. Changes and developments during the period under review

Please provide an update on any changes made during the period, such as new initiatives, training, developments, also ongoing changes that are still underway. Drawing on Commitment 3 of the Concordat, please note any new or revised policies, practices and procedures to support researchers; training on research ethics and research integrity; training and mentoring opportunities to support the development of researchers' skills throughout their careers.
Ethics in research and evaluation Additional training sessions to support REF2029 activity have been added to the training schedule (SRR sessions) and will be promoted with the help of the Research and Innovation Academy and Head of Research Environment and Impact. Research integrity training and development The Research and Innovation (R&I) Academy continued with a full programme of training and development workshops, courses and resources. Mapped to the Vitae Researcher Development Framework, the Academy incorporated a pathway in Research Integrity, alongside pathways in Research Leadership, External Funding, Knowledge Exchange, Impact, Public Engagement, Open Research and Communicating Research. An additional strand related to skills development encouraged researchers to engage with the UKRI AI Insight Chat Series. Furthermore, the Doctoral School continued to offer training on research integrity to doctoral students as part of the Doctoral Development Programme. Although intended for recent entrants, the sessions were open to all doctoral students. Training included presentation, via case studies, of the principles of research integrity and an introduction to the *Concordat*. British Academy Early Career Researcher Network The R&I Academy joined the South East Consortium of the BA ECR Network, giving early career researchers additional opportunities for networking and professional development. **Research culture** In order to streamline committees and focus work on embedding a positive, inclusive research culture, the Research Concordat Steering Group was disbanded and the principles underpinning the HR Excellence in Research Plan were transferred to the University Research Group's (URG) Terms of Reference. URG has responsibility for preparation of the University's submission to REF 2029 and advises University Research Management Group (URMG). An internal People, Culture and Environment (PCE) pilot exercise was undertaken, mirroring the framework utilised in the REF PCE pilot. Units of Assessment (UoAs) completed draft templates structured around the proposed enabling factors

(strategy; responsibility; connectivity; inclusivity, and development) and engaged in peer review. Following the internal pilot, a report on the outcomes was produced. A PCE development session for UoA Leads shared insights gained from both the internal exercise and the external REF PCE pilot (which the Head of Research and Environment had participated in as a sub-panel member for UoA 28).

REF 2029 code of practice

The University's REF 2029 Code of Practice was developed and went through the internal approval process during the year. It was submitted to Research England on 3 February 2026.

Outputs and data officer

A new Outputs and Data Officer was in post in December 2025. The Officer provided advice and training on open access, open research and responsible publication practices.

READ programme

The Researcher Excellence and Development (READ) programme continued to support the University's commitment to research excellence and a positive research culture by investing in researchers at different career stages. The Research Excellence Award (REA) provides eligible academic staff with protected research time to develop high-quality research and knowledge exchange outputs, external funding applications and impact. The Research Excellence Development (RED) scheme provides small-scale funding for research development activities, including networking, training, pilot studies and collaboration.

2C. Reflections on progress and plans for future developments

This should include a reflection on the previous year's activity including a review of progress and impact of initiatives if known relating to activities referenced in the previous year's statement. Note any issues that have hindered progress, e.g. resourcing or other issues.

Reflections on progress

The University of Winchester submitted its first annual Research Integrity Statement to UKRIO in 2022-23. Positive progress has been made since then including for 2025-26:

- The integration of the institution's *Research Code of Practice,* aligned with the UKRIO *Code of Practice for Research* (2023). The Code covers the principles of good practice in research, including integrity; transparency; collaboration; legal and compliance considerations, and trusted research.

It brings together the relevant internal and external policies and outlines the institution's responsibilities, its procedures for handling allegations of research misconduct, and its mechanisms for monitoring and reporting.

- Engagement with the READ programme increased during 2025-26, particularly with applications within the REA scheme.
- To foster transparency and enhance communication, actions were taken to ensure that research staff are represented and have opportunities to engage directly in policy development.
- Positive engagement with the development opportunities offered by the Research and Innovation Academy. The 2025-26 programme was informed by feedback from participants in the 2024-25 programme and institutional priorities. The Academy evaluation survey strongly indicated that attendees valued the Academy's development programme, had increased researcher confidence and applied what they learned in their research practice.
- The Head of Research Environment and Impact was a member of the History sub-panel for the REF 2029 Pilot PCE Exercise (February – July 2025). Whilst the REF template and guidelines were revised in December 2025, partly in response to feedback from the REF PCE pilot, the internal pilot was a useful exercise to undertake. Data and insights gained will feed into the drafting of the institutional and UoA SPRE statements in 2026-27, in addition to feedback from the HREI's participation as a panel member in the REF PCE pilot. The new SPRE guidance and requirements were also reviewed and an operational plan for the institutional SPRE statement was compiled. A REF mapping exercise was undertaken, with disaggregated data shared with UoA leads to aid the updating of UoA research strategies and business cases for 2026-27 and to inform the drafting of the institutional SPRE statement.
- In 2025-26 bespoke sessions on Supporting Responsible Research, aimed at REF Unit of Assessment, Impact Case Study and Research Centre Leads were held.
- In 2025-26 the institution enrolled in the UKRIO revamped online training course Introduction to Research Integrity.

Plans for future developments

Ethics in research and evaluation

The provision of support workshops for staff and doctoral students will continue. Bespoke sessions to support those involved with REF 2029 will continue (in relation to integrity and ethics in research). This year we will continue to develop themed sessions on targeted areas in relation to ethics (e.g. authorship).

Research integrity training and development

The commitment to support training and development in research integrity as an

integral aspect of an inclusive and resilient research and innovation culture will continue, through the following:

Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct, through:

a) provision of a University level event on research integrity and professional conduct for managers and dissemination of key aspects to postgraduate students and all staff engaged in research;

b) integration of research integrity and professional conduct standards into research-related strategies (for example, REF Unit of Assessment strategies); and

c) Research and Innovation monitoring of exceptions and ensuring any interventions are effective.

Working with members of the Ethics Committee, ensure managers report and address incidents of poor research integrity, through:

a) training on research integrity and appropriate professional conduct for managers;

b) managers of researchers working with them to ensure they are attending relevant training and maintaining the highest standards of research integrity and professional conduct.

Ensure researchers act in accordance with employer and funder policies related to research integrity.

Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.

Training and development sessions on research integrity will be developed working with the UKRIO and in the context of the Research and Innovation Academy.

Support research leadership of UoAs through holding a development workshop on the Strategy, People and Research Environment (SPRE) element of REF 2029, which includes discussion of research integrity.

Build on the membership of the BA ECR Network to increase awareness and discussion among ECRs about research integrity and responsible research.

2D. Case study on good practice (optional)

Please describe an anonymised brief, exemplar case study that can be shared as good practice with other organisations. A wide range of case studies are valuable,

including small, local implementations. Case studies may also include the impact of implementations or lessons learned.
[Please insert response]

Section 3: Addressing research misconduct

3A. Statement on processes that the organisation has in place for dealing with allegations of misconduct

Please provide:

- a brief summary of relevant organisation policies/ processes (e.g. research misconduct procedure, whistle-blowing policy, bullying/harassment policy; appointment of a third party to act as confidential liaison for persons wishing to raise concerns) and brief information on the periodic review of research misconduct processes (e.g. date of last review; any major changes during the period under review; date when processes will next be reviewed).

- information on how the organisation creates and embeds a research environment in which all staff, researchers and students feel comfortable to report instances of misconduct (e.g. code of practice for research, whistle-blowing, research misconduct procedure, informal liaison process, website signposting for reporting systems, training, mentoring, reflection and evaluation of policies, practices and procedures).

- anonymised key lessons learned from any investigations into allegations of misconduct which either identified opportunities for improvements in the organisation's investigation procedure and/or related policies / processes/ culture or which showed that they were working well.

For the period under review, the following policies were in place to inform the action to take:

Academic Integrity Policy
Ethics Policy and Procedures
Student Complaints Policy
Public Complaints Policy
Whistleblowing Policy and Procedure
Grievance Policy and Procedure
Bullying, Harassment and Sexual Misconduct Policy

Academic Integrity Policy

The University, its students and staff, work as a community with collective responsibility for maintaining and promoting a culture of practice of honesty and ethical behaviour in scholarship. We acknowledge the importance of fair and equal assessment processes where all scholarship is assessed on its own merit, and our academic integrity processes exist to uphold that principle for the benefit of all students, to ensure that allegations of unfair practice, cheating, plagiarism and other academic misconduct are investigated and, where proven, sanctioned appropriately.

The *Academic Integrity Policy* (updated for 2025/26) describes the basic principles of academic integrity that the University follows, provides examples of breaches of

academic integrity and Poor Academic Practice and details the process that the University follows when potential academic misconduct has been identified within the work of a student.

The University's Academic Integrity procedures are overseen by the Academic Integrity team within Registry and Academic Quality. An annual report summarising the cases of misconduct is drafted each year by the Student Conduct and Postgraduate Records Officer and received by Senate.

Ethics Policy and Procedures

The University takes all allegations of misconduct relating to research ethics seriously, by both staff and students. The University handles such allegations using existing appropriate policies and disciplinary procedures.

Concerns about the conduct of research carried out under the auspices of the University should be made in the first instance in writing to the Director of Research and Innovation, Professor Emile Bojesen, as the named point of contact. This information is given in the policy and on the externally facing website. The named point of contact to act as confidential liaison for whistle-blowers or any person wishing to raise concerns about the ethics of research practice is Dr Samantha Scallan (Chair of the University Research Ethics Committee).

The Director of Research and Innovation will then liaise with the Chair of Ethics Committee and the relevant Dean of Faculty, as appropriate, in recommending further action which may invoke the University Complaints Policy and procedures.

Where significant concerns have been raised about the ethical conduct of a study, the Ethics Committee can request a full and detailed account of the research for further ethical review. Where the Committee considers that a study is being conducted in a way which is not in accord with the conditions of its original approval, consideration will be given to approval withdrawal and requirements that the research be suspended or discontinued. It is the duty of the Chair of Ethics Committee to inform the Director of Research and Innovation in writing and the appropriate funding body (if an externally funded project) that ethics approval has been withdrawn.

The Committee provides an annual report at the start of the academic year to Senate Research and Innovation Committee summarising the Committee and Faculty scrutiny activity over the last academic year, an overview of training /development provided, changes in Committee membership and whether there have been any reports of concerns linked to research ethics. No concerns were raised in 2025-26 in relation to ethics.

Student Complaints Policy and the Public Complaints Policy

The University defines a complaint as 'an expression of dissatisfaction about the University's action or lack of action, or about the standards of service by or on behalf of the University'.

Current (or recent) students are directed to the *Student Complaints Policy*, which details a three-stage complaint process, including an early resolution stage, a formal complaint and a review stage. Once students have been through all internal stages, if they remain dissatisfied with the outcome or any resolutions being offered, they can take the matter externally to the Office of the Independent Adjudicator (OIA).

Non-students, including applicants, are directed to the *Public Complaints Policy,* which also follows the three-stage process, but public complainants are not eligible for OIA review.

Both policies cover complaints relating to programmes of study, services or facilities provided by the University and actions/lack of actions by the University or any member of

the University community. An appeal against a decision concerning academic progress, assessment or award is not a complaint, and students wishing to raise concerns about these areas would be directed to the academic appeals procedures, detailed in the Appeals Regulations. Concerns about the quality of supervision or teaching which the complainant considers contributed to a failure to achieve a required academic standard would be aspects considered under the *Student Complaints Policy*.

Complaints are overseen by the Conduct and Complaints team within Registry and Academic Quality. An annual report summarizing the formal complaints received from both students and members of the public is drafted each year by the Head of Complaints and Casework and received by Senate and the Board of Governors.

Whistleblowing Policy and Procedure and Grievance Policy and Procedure

The University has a *Whistleblowing Policy and Procedure* available on the website for employees who wish to raise concerns relating to wrongdoing in the workplace (within the scope of the Public Interest Disclosure Act). The Policy details the process for raising concerns, the investigation of concerns and appeals if colleagues remain dissatisfied with the outcome of an investigation.

The University also has a *Grievance Policy and Procedure* available internally, on the People and Culture pages on the intranet, which details the process by which University staff can raise workplace concerns and complaints (which are not of a public interest nature).

Both documents identify where colleagues can access support when accessing these procedures.

Bullying, Harassment and Sexual Misconduct Policy

The University is actively anti-bullying and anti- harassment. It is resolute in protecting the rights of the University community against sexual misconduct and is committed to ensuring a safe environment where staff and students can thrive, and everyone is treated appropriately and with respect.

The *Bullying, Harassment and Sexual Misconduct Policy* provides definitions and principles relating to bullying, harassment and sexual misconduct and directs students and staff to appropriate reporting mechanisms, including the University's Report + Support site.

In accordance with the Office for Students E6 Condition, the University has a web page about Harassment and Sexual Misconduct that provides links to all the relevant policies and procedures, and also provides information about reporting processes; the support available and training for students and staff.

3B. Information on investigations of research misconduct that have been undertaken

Please complete the table on the number of **formal investigations completed during the period under review** (including investigations which completed during this period but started in a previous academic year). Information from ongoing investigations should not be submitted.

An organisation's procedure may include an initial, preliminary, or screening stage to determine whether a formal investigation needs to be completed. These allegations should be included in the first column but only those that proceeded past this stage, to formal investigations, should be included in the second column.

Type of allegation	**Number of allegations**			
	Number of allegations reported to the organisation	**Number of formal investigations**	**Number upheld in part after formal investigation**	**Number upheld in full after formal investigation**
Fabrication				
Falsification				
Plagiarism				
Failure to meet legal, ethical and professional obligations				
Misrepresentation (eg data; involvement; interests; qualification; and/or publication history)				
Improper dealing with allegations of misconduct				
Multiple areas of concern (when received in a single allegation)				
*Other**				
Total:				

***If you listed any allegations under the 'Other' category, please give a brief, high-level summary of their type here. Do not give any identifying or confidential information when responding.**

[Please insert response if applicable]