What activities are currently underway within your Institute/School to promote Research Integrity?

Following REF submission in late March 2021, the Faculty has turned its attention to post REF planning. We have begun a process of consultation and dialogue with Departments and across the Faculty’s four Schools to identify key research and impact priorities for the coming REF assessment period. We are at the early stages of this process but we have also begun a process of evaluation of the data that was submitted to REF.

**EDI exercises**

As part of this evaluation, we have rolled out EDI exercises across the Schools. Initiated by an exercise undertaken by the ADR (Helen Stalford) and Research team lead (John Shaw), colleagues in the School of Law and Social Justice, the Faculty has set in motion schools-based EDI audits covering key areas of REF and research performance, notably:

- Outputs
- Environment, with a particular focus on funded research and leadership roles
- PGR supervision, support and examination
- Impact Case Studies

The data informing this audit is drawn from a number of sources including:

- Published outputs read and graded as part of the departmental REF rolling reading programme
- Postgraduate Research (PGR) supervision, support and examination data
- Research income data. Comparisons in research funding (applications and income) are drawn between the current REF period and the previous REF period (1st Jan 2008- 31st December 2013).

This exercise has now been rolled out across School of the Arts (SoTA), and Histories Languages and Cultures (HLC). The outcomes of the SoTA audit have yielded some extremely important insights into gendered perspectives on grants, impact and rolling reading and REF assessment which have been discussed with the Dean of the School, the Associate Dean for Research for the School and with the APVC for Research and Impact and an action plan is being developed for implementation from September 2021. (Further details can be shared upon request). The exercise in HLC is still underway. ULMS have discussed their implementation of the audit but regularly undertake complementary exercises linked to subject specific accreditation. The exercises underway complement Athena SWAN activities across the Schools.

Responsible metrics

The University of Liverpool is a signatory to the San Francisco Declaration on Research Assessment (DORA) which outlines a number of recommendations around the use of metrics. As an institution and as a Faculty we have committed to avoiding the use of journal-based metrics as surrogate measures of the quality of research in decision-making for funding, appointing and promoting staff, and to assess contributions of individual researchers, and instead assess research based on its own merits. We continue to adhere to these principles.

Peer Review, Rolling Reading post Research Excellence Framework (REF)

Over the last REF cycle, there was a ‘rolling reading’ programme of output assessment across the Faculty. Now that REF has been submitted we are continuing to encourage rolling reading such that there is no hiatus when the new institutional reading programme is launched (estimated to be launching in Autumn, 2021).
All submitting units continue to have identified groups of assessors who read and comment on colleagues’ outputs and some Schools (HLC and SLSJ) now have developed pre-submission reading to support the preparation of the strongest outputs. We are keen to encourage more colleagues to engage in rolling reading and pre-reading and will be investigating opportunities for widespread Advance HE unconscious bias training at Faculty level for new members of the reading groups—participation in which we consider to be an important part of career development including for early career researchers. All assessments are— and continue to be—undertaken in the context of our commitment to DORA.

For REF, a new Faculty of Humanities and Social Sciences REF Governance structure was implemented to align with the expectations for Transparency Consistency, Accountability and Inclusivity as set out in the University of Liverpool Institutional REF Code of Practice. The structure was designed to ensure rigorous, fair, transparent processes are adopted in the selection of REF outputs in each Unit of Assessment and in the evaluation and feedback processes involved in the preparation of Environment Statements and Impact Case Studies. A new REF Moderation Board was also established to oversee all aspects of REF preparation and assessment. These new structures worked effectively and supported a robust process in preparation for REF submission.

We have feedback on Elements functionality as part of a post REF review of Elements and we will continue to support Departments with Elements update sessions and ‘walk-throughs’ once the new reading programme re-launches.

**Open Access**

Continued emphasis is being placed not just on ensuring compliance with Open Access but also to promote activity that extends beyond minimum REF expectations on Open Access. The Faculty Impact Officer ran a successful campaign to encourage all research active staff to sign up for ORCiD IDs. At a Faculty level, we propose to revisit this process for new staff who have arrived since the last campaign. The Faculty Research and Impact team will continue to work with Library teams to follow (and
implement) emerging guidelines around new open access policies announced by cOAlition S. To further embed OA strictures and processes, Open Access has become a regular item for discussion at Faculty Research and Impact Committee.

Open Research

The Faculty Research and Impact team is working directly with the Open Research team in the Library to support the continued recognition of the importance of open research and specifically we will help to implement the University’s policy on Research Integrity and Open Research.

As a Faculty, we have built on our Open Research portfolio over the past year with new apps, podcasts, blogs and teaching resources. For instance, Vid Simoniti in Philosophy contributed a six-part podcast series speaking to ten Liverpool Biennial artists, whose work responds to pressing issues such as the climate catastrophe, our changing bodies and legacies of colonialism). New publicly accessible databases are being developed to complement those already mentioned in last year’s report, including a new open access database linked to UKRI COVID research project led by Josie Billington and Katia Balabanova in SoTA: Covid-19 CARE - Culture and the Arts, from Restriction to Enhancement: Protecting Mental Health in the Liverpool City Region. This open access database will showcase best practice in arts and mental health care in the Liverpool City Region.

The COVID 19 crisis led to the development or collation of a very wide range of materials that have been made available for public use via the joint University and City Council initiative- Culture at Home: (Culture at home - Coronavirus (COVID-19) - University of Liverpool). Colleagues across all Schools in the Faculty contributed to this portfolio.

Colleagues continue to contribute to various open research materials for schools (Matthew Fitzjohn- Lego-based educational resources; Georgina Endfield for Geography /History based schools’ resources). Where appropriate, colleagues are encouraged to deposit datasets in the UoL Liverpool’s Research Data Repository or
external data repositories (e.g. UK Data Service or the Centre for Environmental Data Analysis).

Professional development and training opportunities for research leadership and management

We promote opportunities for research staff to engage in institutional activities that support their career development. We actively promote opportunities for career progression, including academic fellowships, tenure-track positions (Derby Fellows Tenure Track Initiative- see below)) and opportunities for careers in non-academic career pathways, within disciplinary contexts (e.g. via Prosper). We also continue to foreground the importance of effective PDR conversations for the on-going development of research staff. In addition, all schools hold one to one research conversations with all colleagues to help develop research action plans year to year. These meetings also present important opportunities for colleagues to raise questions around aspects of research integrity.

Our Schools offer pump priming research support funding to help colleagues pilot or start up new research and impact projects. SoTA’s Research Development and Impact Fund has enabled many colleagues to undertake research and impact activities which have contributed to ongoing partnership and impact work and have also led to externally funded project success. In SLSJ, Research Support Funding has allowed colleagues to apply for cover some expenses to accommodate COVID-19 disruption and to keep research going. The same School also makes available funding for undergraduate internship opportunities to complement those coordinated at Faculty level through the Faculty’s Undergraduate research Scheme and the Graduate Research Internship Scheme.

The Faculty Research and Impact team work closely and in an integrated way with the Prosper team in the development and roll out of opportunities for Early Career Researchers and postdoctoral researchers.
The Research and Impact team is also committed to an integrated approach to the support of Early Career Fellowship applications (to British Academy, Leverhulme Trust and Arts and Humanities Research Council), with vital input from Departments Schools, and has fed directly into the integrated processes established by colleagues in Research, Partnerships and Innovation to prepare applications for the UKRI Future Leaders Fellowships.

At Faculty and School level, efforts are being made to ensure a broad range of colleagues are prepared to submit grant applications through a mixture of targeted encouragement to apply for particular calls as well as targeted ‘call workshops’, grant writing workshops, speed dating events and grant success fora. Those events that work particularly well are those where colleagues with strong track records of grant success present and reflect on their career trajectory.

Such events are repeated each year and now routinely recorded and uploaded on our Faculty Research and Impact Intranet. The Faculty has developed an intranet microsite for sharing best practice around particular funders and funding calls which will be available for all colleagues to consult. In developing this, we plan to include/cross refer to University advice around best practice around research integrity including team working and co-authorship protocols- a fundamental aspect of research.

Under the leadership of Fiona Beveridge, and in conjunction with colleagues in The Academy, the Faculty runs a Faculty Leadership programme for colleagues who are ready to take the next career development steps into senior roles.

New career development initiatives established in the past year include the STAR (Support and Training for Advancing Funded Research) programme in the School of Law and Social Justice which aims to support those colleagues in developing skills around bidding for external grant funding. Beyond this REF period, the School has been redoubling efforts to attract external funding in an increasingly competitive environment, to support our research ambitions and to nurture the next generation of research leaders. The new annual programme is structured around themed workshops
Annual research integrity report from Humanities and Social Sciences
July 2021                                          integrity@liverpool.ac.uk

and tailored one-to-one support for early to mid-career academic colleagues under the mentorship of senior colleagues and invited external experts with experience of securing and managing a range of funded projects. Up to ten people are selected each year, based on their potential to bring more ambitious research funding ideas to fruition, with the expectation that a higher proportion of those ultimately will be successful.

Concordat to Support the Career Development of Researchers

Colleagues in the Research and Impact team together with nominated Early Career Researchers representatives from across the Faculty of Humanities and Social Sciences have made significant contributions to the renewal of the University of Liverpool HR Excellence in Research Award in recognition of the compliance with the Concordat for Career Development of Researchers.

The APVC for R and I (with the Deputy APVC) and the Faculty Head of Research Development and Delivery both sit on the Concordat Steering Committee and have contributed to the implementation of the action plan at Faculty level together with our two Faculty ECR representatives- Dr Michael Robinson and Dr Katy Roscoe.

Presentations have been delivered at Faculty level, at Faculty Research and Impact Committee and also at Faculty Management Team as part of the implementation of the action plan across the Faculty. Reminders have been sent to include conversations around ongoing career development as part of the 2021 round of research conversations and PDRs. Although we recognise the Concordat is not just about researchers at the start of their careers, the Faculty team has established an Early Career Researchers Network which incorporates new lecturers, postdoctoral researchers and Postgraduate Research students. Colleagues across the Faculty are now leading on and contributing events as part of this network and the School of the Arts has initiated a regular once a semester ECR forum with a focus mainly on research as an informal space to ask questions and meet other early career colleagues. This initiative was begun in 2021 but has been very effective and will thus continue into 2022.
As noted above, the Faculty has established the Derby Tenure Track Fellowships to recruit early career scholars with outstanding potential for excellence to 5-year research and impact-oriented positions, but with progression to permanent appointment. We have recruited 8 fellows so far. We have also recently recruited a new Derby Fellow to the Children and Childhood Faculty research theme and there is a plan to consider recruitment to another theme in the new academic year.

In terms of career development provision for postgraduates and Early Career researchers (and staff more broadly), we are broadening our methods training portfolio through our new partnership with the ESRCs’ National Centre for Research Methods. This platform, in addition to that provided through engage@Liverpool, is allowing us to expand both our uptake of and contribution to methods training nationally. Within the NCRM portfolio there are already plans for training sessions around ethical considerations with respect to specific social science methodologies, including those involving participation of minoritized and marginalised groups.

Recruitment

In recruitment to new posts in the Faculty, we continue to hire on the basis of merit and we are strongly committed to the principles of Athena SWAN and values equity and diversity. We strive to ensure our workforce is representative of broader society and actively encourage applications from those in underrepresented minority ethnic groups, women, persons with disabilities, persons of minority sexual orientations and gender identities. We are committed to ensuring support for individuals starting out in their career or returning to academia after a career break for family, caring or health reasons. We are also committed to ensuring that metrics are used only in compliance with DORA principles when recruiting new staff (as above).

Interdisciplinarity

We actively promote interdisciplinarity through our 7 Faculty based or Faculty led Research themes. By supporting the generation of collaborative interdisciplinary
communities of researchers with shared interests through Research Themes we can ensure the University of Liverpool is well-placed to respond to external challenges and funding calls. It also means we can maintain a range of external links and connections, and can present a visible and credible collective profile of activity which enhances the reputation of the University of Liverpool as the home of vibrant and high-quality research activity and which ensures our impact and contribution is visible and well-understood. The following Faculty Interdisciplinary Research Themes (and leads) continue to be recognised:

- Digital Humanities and Social Sciences: Dr Zoe Alker (Sociology, Social Policy and Criminology)
- Centre for Health, Medical and Environmental Humanities: Professor Ciara Kierans (Public Health and Policy)
- Sustainable and Resilient Cities (Prof Mark Boyle, Heseltine Institute)
- Transforming Conflict: Professor Peter Shirlow (Histories, Languages, and Cultures)
- Slavery and Unfree Labour: Prof Alex Balch (Histories, Languages, and Cultures)
- Heritage: Professor Lin Foxhall (Histories, Languages, and Cultures) - this is now an Institutional Theme
- Children and Childhood: Professor Helen Stalford (School of Law and Social Justice)

We have aligned Early Career Researcher and PGR opportunities to Research Themes (theme ‘Champions’), which will further develop research capacities in the Themes, providing a pipeline of research active researchers, while also integrating Postgraduate Researchers and Early Career Researchers into the Faculty and University research culture and environment.

Bullying and Harassment

In line with University policy, at Faculty, School and Departmental level, we have zero tolerance of bullying and harassment behaviour between members of our community and where evidence supports an allegation, appropriate action will be taken. We follow
What future plans do you have within your Institute/School for promoting Research Integrity?

1) We have begun to appoint Research Integrity ‘champions’ at Departmental, School and/ or Faculty level with responsibility to help to implement best practice policy with respect to research integrity. Such role holders have responsibility to ensure colleagues across the subject area are aware of the most up to date University position on Research Integrity both in terms of the Universities UK Concordat to Support Research Integrity but also the University policy in this respect. Terms of references were drawn up and have been agreed through Research Governance Committee and an appointment has now been made in the School of Histories, Languages and Cultures- Professor John Gowlett. The remaining schools are in the process of appointing to the role. Appointments have been held up a little by COVID related work and time pressures. Research Ethics and Integrity are now a regular agenda item on the Faculty Research and Impact Committee and School Research and Impact Committees.

2) The HSS faculty have established a Research Development and Support intranet. This site includes support across a range of areas: career development, income generation, partnership working and the development of impact, Early Career Researchers support. This page links across to the Research Governance and Integrity site https://www.liverpool.ac.uk/research-integrity/ but will remain under review to ensure links and supporting information are updated regularly.

3) Professional Support Forum: the Faculty of Humanities and Social Sciences have established a Professional Services Research Support Forum which meets regularly to discuss key issues and challenges and again to think through best practice when it comes to supporting processes for ethics and research integrity. The latter will form a regular agenda item.
4) We are committed to the use of responsible metrics, having fed into the University’s new policy therein. We will continue to ensure that colleagues, including those new to the University, are made aware of the principles around responsible metrics.

5) In line with the Concordat to Support the Career Development of Researchers, we have continued to raise awareness and implementation of the Statement of Expectations for Research Staff across all research staff groups (through presentations at Faculty Management Team) and we will include the University Statement and Policy on Research integrity with all new offer letters to research staff and T and R staff. A briefing session on the Concordat was delivered to Faculty Management Team (EPVC, Head of Ops and Deans) by the APVC for Research and Impact and the Head of Research Development & Delivery. This included reminders about the statement of expectations. We propose to circulate reminders each year ahead of research conversations and PDRs as a reminder to colleagues to refer to the Statement.

6) We will work towards further developing and enhancing locally embedded mentoring schemes and opportunities, to support the personal and professional development of researchers. Examples of good practice include reverse mentoring in Modern Languages and Cultures- a practice we would like to roll out- and informal mentoring is undertaken across all schools.

7) Schools have been encouraged to embed the principles of the Concordat to support the Career Development of Researchers in everyday operations and practices. The Concordat is now a standing item on Faculty Research and Impact Committee agendas and the APVC has asked ADRs in each School to ensure this is also a standing item on School Research and Impact Committees.
How is the Faculty following the UK Research and Innovation Research Integrity Assurance?

1) Research Grants and Fellowships- through processes established at University level and administered locally via the Faculty Research and Impact team and School level research teams. We have in place a variety of funder and call specific supporting mechanisms to help colleagues to develop funding bids. These mechanisms include rigorous peer review processes. All research projects undertaken under the auspices of the University observe a commitment to good research conduct. School ethics leads, and also our Institutional ethics representatives are responsible for ensuring compliance with the University's Research ethics policy. Research active staff are required to complete the Epigeum modules on Research ethics, research integrity and GDPR and to complete ethics approval applications for new research projects. Colleagues are encouraged to consult the additional resources available on the Research Integrity Intranet: https://www.liverpool.ac.uk/research-integrity/training-in-research/.

Ethics reviews are expected on all new research projects and local department and School ethics teams are available to advise and support local ethics processes. HLC have recently undertaken a review of their Ethics Review processes and are in the process of establishing an Ethics Peer Review Colleges. This best practice has been shared with the other School Ethics leads via the Faculty Ethics Committee. We are increasingly aware of the need for rigorous due diligence procedures in those projects that engage with partners and which focus on cross institutional and particularly international collaboration. An increasing number of funders are asking for the University to conduct Due Diligence on any collaborators and subcontractors to ensure their commitment to and investment in the research in question. We work closely with central teams to follow the University of Liverpool
Due Diligence research processes: [https://www.liverpool.ac.uk/intranet/research-support-office/pre-award/planning/due-diligence/]().

2) Doctoral Training funding - through our postgraduate student research team structures at Faculty, School and Departmental level

Postgraduate Research projects are subject to the same ethical scrutiny, processes and standards as research undertaken by academic staff. All PhD research proposals are subject to initial scrutiny and on-going monitoring by the studentship allocation committee, institutional ethics committees, pathway leads and supervisors (including partners in the case of Collaborative Doctoral Award / Collaborative Awards in Science and Engineering studentships) as well as annual review panels to ensure its compliance with relevant ethical guidelines and requirements (including approval or licence from any regulatory body before work may commence). The Supervisor has ultimate responsibility to ensure that the appropriate ethical approval has been sought for the project. Training in research ethics forms part of the supervisory training requirements, and is supported by online research ethics training. Supervisory support includes an initial ethical review (required of all projects, irrespective of the research undertaken); help in completing formal application processes for ethical approval, along with the identification of potential issues raised further down the line; identification of relevant training and information sources; and the on-going guidance and monitoring of ethical issues raised by research undertaken. This includes knowledge exchange and impact activities, the dissemination process - including reporting and publication - and the archiving, future use, sharing and linking of data (see open research above). The appropriate consideration of ethical issues is monitored at institutional level by aforementioned progress reviews scheduled throughout the course of the academic cycle.

3) Transparent Approach to Costing – through School, Faculty and central research support teams.
Faculty and School research teams work closely with Research Support Office to ensure accurate and fair costings, to support research bids and the management of awards. Faculty and School teams have rolled out updated (May 2019) advice about minimum expectations around incorporation of staff costs time where appropriate (depending on funder) and we follow Research Support Office’s advice in this respect https://www.liverpool.ac.uk/intranet/research-support-office/pre-award/costing-pricing/#d.en.1159187.

4) Non-Financial terms and conditions –

Our central research support teams in the Research Support Office, Research Partnerships and Development, Legal, HR and the Library provide advice and support to PIs in terms of compliance against non-financial terms and conditions set out in any funding offer. This includes advice with respect to overall research conduct, policies and procedures in terms of the use and management of research data (e.g. https://www.liverpool.ac.uk/library/research-data-management/essentials/data-management-plan/), safeguarding (though also see best practice below), equality, diversity and inclusion, Knowledge Exchange and IP opportunities and the sharing of any information and outcomes materialising from an award. School research teams and Faculty Research and Impact team also provide support and advice in this respect though normally in conjunction with central teams and by pointing to central expertise, and University level policies and processes.

How have the Faculty been following the latest Concordat to Support Research Integrity and its 5 Commitments?

All research and impact activities are conducted with a commitment to the five key definitions of research integrity: Honesty, Rigour, Transparency and Open Communication, Care and respect for all participants in, and subjects, users and beneficiaries of research, and Accountability of funders, employers and researchers.
1) **Upholding the highest standards of rigour and integrity in all aspects of research:** through the structures established within and across the University to support research proposal development, peer review and support Principal Investigators and Co Investigators in delivery of their research.

2) **Ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards:** by following institutional policy and advice and through Departmental and School Ethics leads and Committee structures and a new Faculty Research Ethics and Governance Committee established to share best practice.

3) **Supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice, and support for the development of researchers:** through commitment to the Concordat to Support the Career Development of Researchers, specific support for ECRs, twice yearly induction processes and ongoing dissemination and promotion of research opportunities across the Faculty.

4) **Using transparent, timely, robust and fair processes to deal with allegations of research misconduct should they arise:** we follow University guidance and policy in this respect.

5) **Working together to strengthen the integrity of research and to review progress regularly and openly:** integrated working with central teams; we will need to set up new Research Integrity leads/champions in each of the Schools.

*NB.* Information on the new work undertaken by UKRI into Research Integrity [https://www.ukri.org/about-us/policies-and-standards/research-integrity/](https://www.ukri.org/about-us/policies-and-standards/research-integrity/) has been shared via the Faculty Research and Impact newsletter. Much of the work already underway and the structures in place will aid the compliance with the Concordat though further work is planned as noted above under ‘Future Plans’.
Examples of commitment include:

1) REF governance structures: see above

2) Peer review: we have in place very effective peer review processes at departmental, school and faculty level depending on the specifics of particular initiatives. We have established an internal peer review support structure for grant bids (different approaches depending on strategic importance of the award) with particular processes set up for Early Career Fellowship applications to the British Academy and the Leverhulme Trust. We are adopting a similar internal peer review process for Arts and Humanities Research Council Early Career Fellowship applications, UKRI Future Leader Fellowships (though in conjunction with Research Partnerships and Innovation - coordinated processes for Future Leadership Fellows) and other calls. Colleagues in the R and I team are also working with Research Partnerships and Innovation on new Peer Review College and peer review process to support bids to the Economic and Social Research Council. At Faculty level we encourage different peer reviewers to get involved in review and mock interview processes to ensure a diversity of views is maintained.

3) Faculty Ethics and Integrity group: The Faculty has School Ethics Leads and Deputy Ethics Leads as well as an overall Faculty Ethics Lead, but in addition we have established a Faculty level Ethics and Research Integrity Group that meets quarterly. The Committee represents an opportunity to talk through Ethics and Integrity issues arising in the different Schools and Departments of the Faculty and to share best practice. Committee membership comprises the APVC for Research and Impact (chair), Faculty Ethics leads and the School Ethics lead (including deputies) together with Professional Services support on rota from each School.

4) Induction: All incoming colleagues to the Humanities and Social Sciences faculty attend a research and impact induction event which is coordinated by the Humanities and Social Sciences Faculty research and Impact team. As part
of this induction, colleagues are appraised of Faculty structures, the research support available for research and impact activities, research ethics procedures and research integrity policies, IP and due diligence. These inductions are recorded and available on our Humanities and Social Sciences intranet for all colleagues, including existing (as well as new) staff members who often represent the hardest to reach. [https://www.liverpool.ac.uk/humanities-and-social-sciences/research/training-and-support/](https://www.liverpool.ac.uk/humanities-and-social-sciences/research/training-and-support/). Alongside Faculty Induction, each School manages their own induction processes for new staff. These induction processes were moved online in the past year during the COVID crisis.

**Have you any evidence of best practice that you can share?**

There are many examples of best practice across the Faculty, a small selection of which are included below which relate to cross Faculty initiatives or research processes and projects.

1. In addition to ongoing work focused on decolonising the curriculum, the Faculty has been supporting a series of seminars for staff and postgraduate students on issues around decolonising research. The series is organised by Mariya Ivancheva, Lecturer in Higher Education Studies in HLC. Sessions have included presentations on safeguarding in research and the politics and radical potentials of working on collaborative global challenge research alongside Majority World co-investigators and co-authors in postcolonial contexts.

2. In the School of Law and Social Justice there are many examples of best practice. The School’s research and impact ethos is defined by a collective commitment to social justice. This is not simply about supporting research that seeks to advance the values and outcomes typically associated with social justice (such as equality, inclusion, access to justice and opportunity), but about supporting research that critically interrogates those priorities. Colleagues in Law, for example, engage with this theme in diverse ways through a range of
methods, from doctrinal and theoretical, to qualitative empirical and participatory action research. A key priority in this REF period has been to ensure that how colleagues operate as a School – their processes, structures, and policies - reflect this same social justice commitment. This includes: fair and transparent allocation of research resources to ensure equality of opportunity for researchers whatever their career stage; a collegiate approach to recruitment and progression; and the development of internationalisation, income and impact strategies that confront the integrity of funding sources and agendas, support the decolonisation of scholarship, and advance new, creative ways of approaching research questions.

As noted in last year’s report, Professor Helen Stalford based in the Law School, who leads on the Faculty’s Children and Childhood research theme, has established a Children and Young People’s Advisory Group, involving children and young people from a range of backgrounds across the city. This group provides feedback on researchers’ upcoming projects. [https://www.liverpool.ac.uk/humanities-and-social-sciences/research/research-themes/children-childhood/ypag/](https://www.liverpool.ac.uk/humanities-and-social-sciences/research/research-themes/children-childhood/ypag/) Also as reported last year, Helen has led on the production of a series of briefing papers to aid colleagues whose research involves working with children. She and colleagues across the School, however, have also recently spearheaded, with members of the European Children’s Rights Unit, a series of briefings outlining the impact of Covid-19 on different aspects of children’s lives and rights. They highlight the profound and distinct effects and potential legacy of this pandemic for children and explore how legal protections and processes available to children can be strengthened. These can be found here: [COVID-19 Briefing Papers - Liverpool Law School - University of Liverpool](https://www.liverpool.ac.uk/humanities-and-social-sciences/research/research-themes/children-childhood/ypag/)

3. In SoTA, there are active ongoing research projects that engage with questions of research ethics and integrity. Key interdisciplinary research initiatives that focus specifically on integrity as an idea include participation in [The Integrity Project: Investigating the value of integrity, and the price of doing without it](https://www.liverpool.ac.uk/humanities-and-social-sciences/research/research-themes/children-childhood/ypag/). This network based research project reflects on a web of questions related to
integrity: what does it do to a person to have integrity, or to lack it? What effect does it have on others? What qualities of character and circumstance enable one to maintain integrity, and which undermine it? Do institutions have integrity and, if so, does that integrity somehow cut against personal integrity? Does the integrity of something created bear any interesting relation to the integrity of its creator? What would we do without integrity – what do we do without integrity – and should we do without integrity?

Other best practice examples of research into integrity in Philosophy include the Donation Research Network. This network focused on donation as a social phenomenon with legal, ethical, economic, political and sociological aspects. Driven collaboratively, the Donation Network was founded in 2018 by three researchers from different disciplines: John Picton (Law, University of Liverpool), Rachael Wiseman (Philosophy, University of Liverpool) and Eddy Hogg (Social Policy, Kent University). Finally, Stephen McLeod’s work focuses on the ethics of entrapment, and has included participants from the legal profession, media (TV production) and the police, as well as cross-disciplinary colleagues at Liverpool and other UK universities.