17. Legal and Regulatory frameworks

17.1 It is a fundamental underpinning of good research practice that researchers operate within the law and regulation. *The Concordat to Support Research Integrity* makes clear that researchers are responsible for ensuring that they have up to date knowledge in this respect, whilst recognising that this landscape will change over time:

'The frameworks that regulate research practice will change over time. Ethical concerns evolve and new legal obligations and professional standards are designated. There will, in many cases, be an international dimension. Therefore, it is not helpful to provide a single, definitive outline of the frameworks, standards and obligations to which research must conform. However, all parties have a responsibility to ensure they have up-to-date knowledge of those that apply to their work'.

- 17.2 The University requires all staff and students to make themselves aware of, and comply with, the law and regulation, and will support researchers in doing so. A failure to operate within the law and regulation may be considered as misconduct, and/or research misconduct, and/or be subject to criminal proceedings. Advice can be obtained via the Research Governance Manager.
- 17.3 As the Concordat suggests, it is not possible, nor even sensible, to be prescriptive in relation to the many legal and regulatory frameworks, codes and standards that researchers are expected to comply with across different areas of research. However, some key legislation and regulation for research is as follows:
 - Legislation relating to children
 - Clinical trials legislation
 - Data Protection Act 1998
 - Dual use research
 - Equality Act 2010
 - Freedom of Information Act 2000
 - Genetic modification legislation
 - Health and Safety at Work Act 1974
 - Human Tissue Act 2004
 - Intellectual Property legislation
 - The Mental Capacity Act 2005

- Radiation legislation
- Safeguarding/DBS requirements

Further detail in relation to this legislation is outlined at **Annex 7**.