



EXECUTIVE SUMMARY



LIVERPOOL
JOHN MOORES
UNIVERSITY

FACULTY OF HEALTH RESEARCH AND KNOWLEDGE EXCHANGE ACTION PLAN

2023-2030

1. INTRODUCTION

The vision of the Faculty of Health is to undertake world-leading research and knowledge exchange activities that have a demonstrable impact on the health of society - locally, nationally, and internationally.

As of 2023, the Faculty is comprised of three schools, Psychology, Public and Allied Health (PAH) and Nursing and Advanced Practice (NAP), as well as the virtual, pan faculty Public Health Institute (PHI) with members in all schools. In addition, a faculty Research, Innovation and Surveillance Team (RIST) has been formed specifically to support the growth and development of pan-faculty research activities and collaborations.

Research within the Faculty is highly diverse, from fundamental laboratory science that explores the biological and psychological mechanisms underlying human functioning and behaviour, through to our applied work examining the multilevel factors which contribute to physical and mental, individual and population health.

A bottom-up approach has been applied to the production of this Faculty Research and Knowledge Exchange (RKE) plan. Through a series of consultative meetings and workshops, individual schools have drafted their own RKE action plans reflecting their specific research environments, developmental needs, and ambitions.

In order to identify research synergies within the Faculty of Health and to catalyse further cross faculty collaborations, staff across all schools have been asked to map their research activity against the United Nations (UN) Sustainable Development Goals (SDGs). By identifying staff working in connected areas, we anticipate we can build on existing strengths, as well as identify key areas for further development, supporting the design of interdisciplinary research projects that have clear and translational pathways to impact (See Table 1).

Table 1: Key UN Sustainable Development Goals addressed by Faculty Research.



SDG 3: Ensure healthy lives and promote well-being for all at all ages.



SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



SDG 5: Achieve gender equality and empower all women and girls.



SDG 10: Reduce inequality within and among countries.



SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Through their RKE activities, researchers from across the Faculty contribute to attainment of a wide range of the UN SDGs (12/17). In particular, our research is helping to ensure healthy lives and promote well-being for all at all ages (3) as well as inclusive and equitable quality education and to promote lifelong learning opportunities for all (4). We work to achieve gender equality and empower all women and girls (5) and reduce inequality within and among countries (10). Nationally and internationally, our researchers work to promote peaceful & inclusive societies for sustainable development, provide access to justice for all & build effective, accountable & inclusive institutions at all levels (16). See individual school research plans for full details of SDG mapping



2. OUR VISION OF THE FACULTY OF HEALTH 2030

Currently academic staff and doctoral students are spread across four LJMU sites providing a challenge to the development of faculty wide RKE activities. Furthermore, without extra capacity the Faculty has no room for physical growth. Over the next few years, we will review the research spaces we currently have and determine the extent to which the current estate offers the facilities required to deliver the research strategy. In the longer term, it is proposed that our schools are brought together under one roof in a welcoming and collaborative space for our clients, external partners, and stakeholders to visit.

The diverse nature of the research undertaken across the Faculty, which utilises a broad range of methods to address both fundamental and applied research topics, means that diverse resources are required to support it. Thus, it is important to acknowledge that, for example, the barriers, facilitators, expected outputs and impacts of laboratory-based research are very different to those relating to applied health research. Thus, the research support and development needs of the staff working in these disparate areas will also vary (see Figure 1). Critically, the process of translating basic scientific discoveries to clinical applications, and ultimately to public health improvements, is recognised as an important but difficult objective for health research. Our vision for the Faculty of Health 2030 is to optimise opportunities we have in the diverse expertise the Faculty hosts.

The recent restructuring of the Faculty offers a number of new opportunities for developing our research culture. The reallocation of staff from the Public Health Institute into the three schools, most especially NAP and PAH, has significantly increased the number of research active staff locally, supporting the development of school level networks for mentoring and collaboration. With the Faculty institute becoming virtual, we have an opportunity to expand its remit and membership to staff across the Faculty, serving to develop collaborative networks between schools. In doing so, we will further align the institute with major funding bodies; in particular the population and public health sciences area of UK Research and Innovation (UKRI). Such UKRI programmes incorporate the ‘study of biological, social and environmental influences on the physical and mental health and wellbeing of populations, and the development of interventions designed to improve population health or prevent diseases’. Bringing together our researchers with expertise in studying the biological, physiological, and psychological mechanisms underpinning behaviour with those who have expertise in psychological, public and population health offers enhanced prospect of interdisciplinary funding bids.

Collectively our research offers huge opportunities in the delivery of individual, public and population health, and health care. From our ability to understand

the size, nature and trajectories of existing and emerging health issues through our expertise in Public Health, combined with our mechanistic understanding of the biological, psychological and social factors that underpin our behaviour, through to our practitioners in Psychology, Counselling, Nursing, Midwifery, Social work and Paramedic practice, our work can have a significant impact on health research and innovation locally, nationally and internationally to the benefit of our staff, students and the people and places LJMU serves.

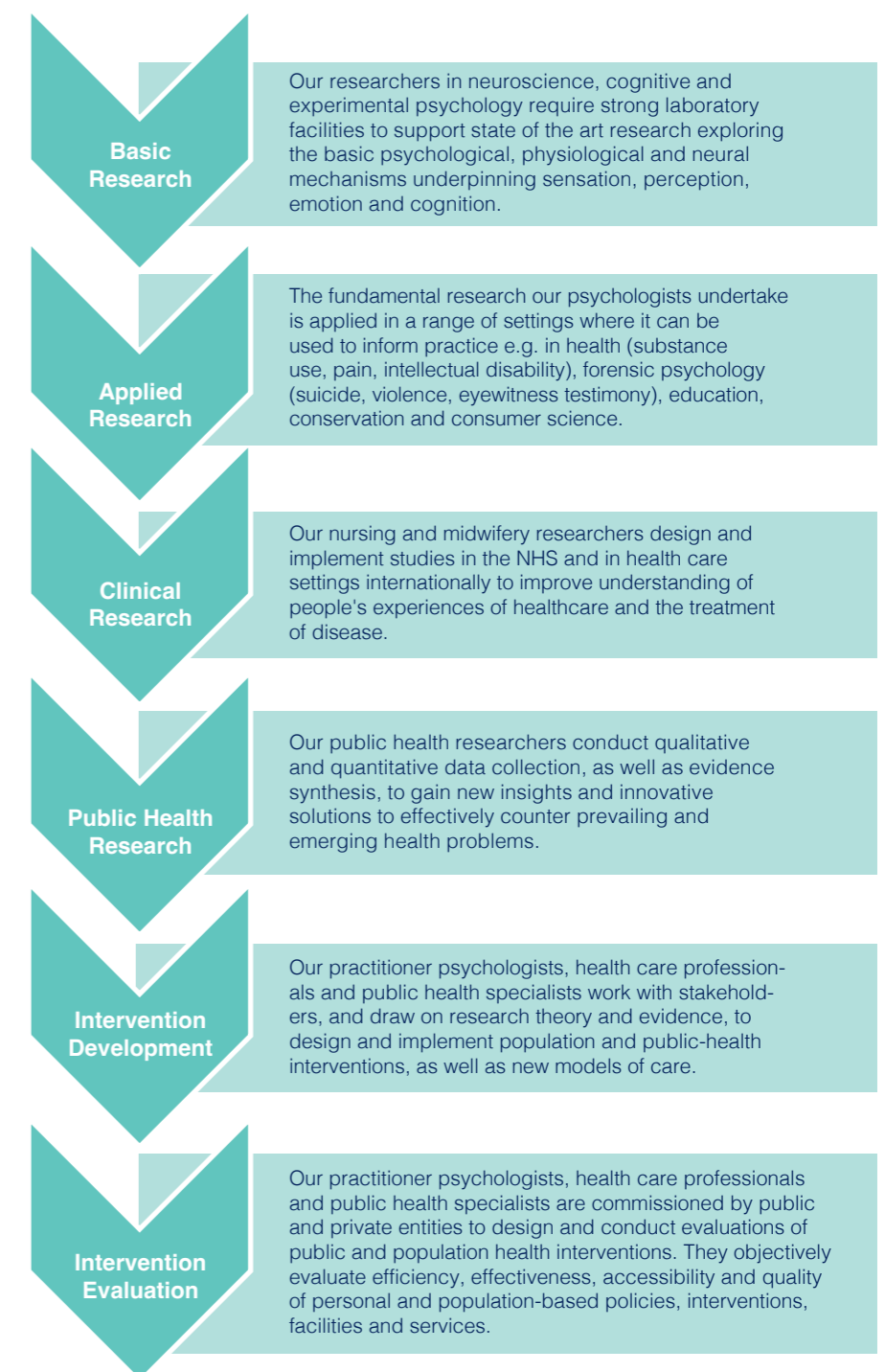


Figure 1: Infographic highlighting the diversity of research conducted within the Faculty from fundamental basic research to applied health research.

FACULTY OF HEALTH RKE STRATEGY SUMMARY INFOGRAPHIC

LJMU Priority	Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture.	Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work.	Development of a vibrant, diverse, and intellectually curious postgraduate research community.	Delivery of teaching inspired by our RKE work and the staff and research students who deliver it.	
LJMU KPIs	Research Active Staff	Grant Capture	Doctoral Community	Research Informed Teaching	
Research Themes	Faculty Research Institute				
Research Themes	Research Innovation and Surveillance Team <ul style="list-style-type: none"> Enhancing Research Culture Developing cross faculty collaborations Research Support Innovation Intelligence and Surveillance Evidence Synthesis 	School of Psychology Research Centre for Brain and Behaviour <ul style="list-style-type: none"> Cognitive & Developmental Psychology Health Psychology Forensic Psychology Neuroscience 	School of Nursing & Advanced Practice <ul style="list-style-type: none"> Liverpool Centre for Cardiovascular Care Palliative & Supportive Care Supporting Professional Practice Promoting physical, mental and social well being Evidence based learning and teaching 	School of Public and Allied Health <ul style="list-style-type: none"> WHO Collaborating Centre for Violence Prevention Healthy Families & Communities Healthy Places Substance Use: Drugs, Alcohol and Tobacco Developing a Sustainable Health & Social care workforce 	
Key Targets	Staff Development <ul style="list-style-type: none"> Research Active Staff Academics with Doctorates Mentoring PhD Supervision experience 	Income <ul style="list-style-type: none"> Increase Grant Income Increase number of staff applying for external research funding Increase number of funding bids submitted with international partners Increase number of cross faculty funding bids 	Impact <ul style="list-style-type: none"> Increase no. of 3 & 4* research papers Maintain and develop our relationships with key external partners locally, nationally and internationally Develop high quality impact case studies 	Doctoral Students <ul style="list-style-type: none"> Increase numbers of Doctoral Students Develop new Prof Doc(s) Develop Doctoral Community 	Research Informed Teaching <ul style="list-style-type: none"> Provide our students with excellent Professional Training Promote practice-based approach to teaching Promote Research-Led Teaching Link Learning to employability based on RKE work

RKE PRIORITIES AND MEASUREMENTS OF SUCCESS

LJMU priorities	Faculty priority	Key action (s)	Measurement of success
Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture.	Increased numbers of research active staff	Faculty Away Days Early Career Researcher Network Research Workshops	Proportion of staff given significant responsibility for independent research, monitored via the Faculty Research/KE Support Team
	Increased academics with doctorates	Develop new Professional Doctorate programme in Nursing/Midwifery and Public Health	Proportion of staff with doctorates. Figures from LJMU Strategy Support Office
	Increased number of PIs	Early Career Researcher Network Mentoring	Number of staff submitting funding bids as PI, monitored via the Faculty Research/KE Support Team
Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it.	Promote research led teaching	Public Lecture Series Faculty Away Days	Number of Research Informed Teaching Case Studies
Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work.	Increased grant income	Faculty Away Days Research/KE Support Team	Monitored via the Faculty Research/KE Support Team / GAP
	Increased numbers of cross-faculty bids	Faculty Away Days Research Workshops Formation of RIST	Monitored via the Faculty Research/KE Support Team / GAP
	Increased number of 3 & 4* publications	Investment in a faculty level RKE infrastructure, such as the formation of RAG, RIST and ECR network	Figures from SciVal
	Impact	Impact Champions Impact Workshops	Increased Number of Impact Case Studies for REF 2029
Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community.	Increased numbers of doctoral students	Develop new Professional Doctorate programme in Allied Health	Figures from the Doctoral Academy
	Enhanced Doctoral Community	Induction / Annual Appraisal ECR Network	Monitored by results of postgraduate student surveys