

Two abstract lines, one white and one dark blue, cross the page diagonally from the bottom left towards the top right. A small white horizontal bar is positioned above the university name.

LIVERPOOL
JOHN MOORES
UNIVERSITY

**FACULTY OF HEALTH
RESEARCH AND
KNOWLEDGE
EXCHANGE
ACTION PLAN**

2023-2030

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LIST OF ABBREVIATIONS

Abbreviation	Definition
AD-RKE	Associate Dean for Research and Knowledge Exchange
BPS	British Psychological Society
CPD	Continuing Professional Development
DORA	Digital Operational Resilience Act
ECR	Early Career Researcher
FHE	Faculty of Health
FMT	Faculty Management Team
FRDC	Faculty Research Degrees Committee
FRKEC	Faculty Research and Knowledge Exchange Committee
HCPC	Health and Care Professions Council
HIV	Human Immunodeficiency Virus
IHR	Institute for Health Research
KE	Knowledge Exchange
KPI	Key Performance Indicator
KTP	Knowledge Transfer Partnership
LJMU	Liverpool John Moores University
NAP	Nursing and Advanced Practice
NHS	National Health Service
PAF	Post Approval Form
PAH	Public and Allied Health
PGR	Postgraduate
PHI	Public Health Institute
PI	Principal Investigator
PVC	Pro-Vice-Chancellor
RCBB	Research Centre for Brain and Behaviour
REF	Research Excellence Framework
RIS	Research and Innovation Services Team
RIST	Research, Innovation and Surveillance Team
RKE	Research and Knowledge Exchange
SDG	Sustainable Development Goal
SIGRES	Significant Responsibility for Research
UKRI	United Kingdom Research and Innovation
URKEC	University Research and Knowledge Exchange Committee
UN	United Nations
WHO	World Health Organization

GLOSSARY

Glossary of key faculty research and knowledge exchange roles, groups and committees

Associate Dean for Research and Knowledge Exchange

(AD-RKE): The Faculty AD-RKE role exists in order to positively promote Research and Knowledge Exchange (RKE) within the Faculty through active leadership and management, planning and governance. The AD-RKE represents the Faculty at University Committee level to facilitate upward and downward communication and action between Faculty and University Research and Knowledge Exchange Committees (UREK).

Director of Research and Innovation

The Director of Research and Innovation for the Faculty of Health leads on its research and innovation strategy, working with the Faculty Pro-Vice Chancellor (PVC), School Directors, Associate Deans and others across the Faculty to develop, integrate and capitalise on research opportunities. As well as supporting work with all key stakeholders within the Faculty and across the University, they also support partnerships with the city's major health, research and other organisations as well as with national and international bodies such as the World Health Organization (WHO).

Early Career Researcher

Network: The Faculty Early Career Researcher (ECR) network is for anyone who views themselves as a newly independent researcher. For example, someone who has just become a Principal Investigator (PI), started their first research programme or has moved into an

academic research role from a non-research position. PhD students and contract researchers are also welcome to join. The network is run by ECR representatives who organise monthly events designed to support the research development of our ECR community and to build connections and collaboration between ECR members across different schools in the Faculty. They represent ECRs on the Faculty Research and Knowledge Exchange Committee (FRKEC), working to enhance RKE experiences of our ECR staff members.

Faculty Research Degrees

Committee (FRDC): The FRDC's remit is to support Faculty PGR development and progress. The committee consists of the Chair, School PGR staff leads and School PGR student representatives, and the Faculty Research Support Officer. The Committee reports to FRKEC and University Research Degrees Board (RDB).

Faculty Research and Knowledge Exchange Committee (FRKEC):

FRKEC is chaired by the Faculty AD-RKE and reports directly to URKEC. Membership includes representatives from constituent Schools, Commercial Enterprise leads, Heads of Research Centres, Research Excellence Framework (REF) units of assessment, the Faculty Research Degrees Committee (FRDC) and the University Director of Research or nominee as well as ECR representatives. FRKECS are accountable to Faculty PVCs and to the University's Research and Knowledge Exchange Committee (URKEC). Their remit specifically

supports the University's strategic aims of embedding research and scholarship into all the activities of the Faculty, especially in facilitating research informed teaching and learning.

Research Advisory Group (RAG):

RAG is chaired by the Faculty Director of Research and Innovation and comprises a senior research representative from each school, the Associate Dean for Research, the Faculty Research and Innovation Support Manager and the Faculty Principal Research Fellow. Through appointment to the group by School Directors, members help plan and coordinate research related business that spans the Faculty. It reports through its representatives to the Faculty Management Team (FMT). RAG meets every two months but can also be convened, as required by FMT, for extraordinary meetings.

Research, Innovation and

Surveillance Team (RIST): RIST includes the leads for each Faculty level function or team that report to the Faculty Director of Research and Innovation. The Team supports the Director in the undertaking of his roles. The team includes the lead for an externally funded surveillance team whose substantive role is delivering contracted research, surveillance systems and intelligence but who also provide the Faculty with advice and some support on data storage, use and related issues (see Figure 1).

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

The Faculty RKE plan describes the synergies between school plans, the opportunities to develop further excellence and the support, information, and other assets available for RKE across the Faculty

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. EMBRACING OUR UNIVERSITY RKE PRIORITIES.

LJMU's mission is:

- To serve our people and communities, at home and further afield.
- To enrich the lives of those we work with
- To act as an anchor institution in the City of Liverpool

LJMU's strategy 2030 sets out how it will achieve its aims and is supported by several thematic plans including an institution level RKE plan which cites 4 key priority areas and their relevant Key Performance Indicators (KPIs)

- Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture
- Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it
- Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work
- Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community

Here we set out the current status of the Faculty's schools against those priorities and our ambition for RKE development

2.1 LJMU PRIORITY 1: GROWTH OF OUR RESEARCH COMMUNITY, SUPPORT FOR RESEARCH EXCELLENCE AND EMBED KEY CONCEPTS WITHIN OUR INCLUSIVE RESEARCH CULTURE. LJMU KPI: RESEARCH ACTIVE STAFF.

The three schools within the Faculty of Health vary in terms of their RKE development and practice

Staff are classed as having significant responsibility for research (SIGRES) based on annual, faculty level review of research outputs generated, external income awarded, and grant applications submitted over the previous 4 years

Staff are differentiated as being:

- Not Research Active (SIGRES not confirmed).
- An Associate Member of a Research Institute / Centre / Group (SIGRES not confirmed).
 - New Starters who are not independent and / or have no track record of research activity and achievements Role Development New Starter
 - Existing staff who do not meet criteria for core membership but are working towards establishing a track-record Role Development to Progress
- A core member of a Research Institute / Centre / Group (SIGRES confirmed)¹
 - Psychology staff are aligned to the Research Centre for Brain and Behaviour
 - NAP staff are aligned to the Institute of Health Research.
 - PAH staff are aligned to the Public Health Institute.

¹ Staff across schools can be aligned to more than one research institute, group or centre. This summarises alignment for the purposes of confirming SIGRES only.

In 2022, 47 out of 64 staff in Psychology (73%) had SIGRES confirmed and 100% had a PhD. Thus, the priorities for growth of this research community are around increasing the number of staff applying for external research funding as well as facilitating career development opportunities for early career staff, such as supporting them to get experience of PhD supervision, develop grants and improve publication metrics

In 2022, 7 out of 81 staff (9%) in NAP had SIGRES confirmed. A further 47 were assessed as in Role Development. The academic landscape differs from other disciplines and whilst the school aims to recruit post-doctoral staff wherever possible, the low number of staff holding PhDs in these professions means it important to invest in the development of current staff, increasing the proportion with doctoral qualifications. Currently 14 members of staff in NAP hold a doctorate and 9 are working towards a doctorate. Furthermore, the School is actively recruiting senior researchers

In 2022, 7 out of 39 (18%) staff in PAH had SIGRES confirmed. As a newly formed school, the identification and development of research groupings that will help to establish a research environment that can support the development of staff who wish to become research active through mentorship and

collaboration is a priority. Also, support for staff without a doctorate to progress to PhDs via publication is another key focus

As part of the faculty re-structure, the Public Health Institute (PHI) has become virtual and the staff who formerly sat within it as a separate institutional structure, all of whom have significant responsibility for independent research, have joined one of the three Schools (1 Psychology, 4 NAP, 7 PAH). A key benefit of this is that all schools have gained further experienced senior researchers who will support the growth and development of research communities at a school level. As a virtual institute, membership will also be expanded to members of all schools whose research activities align with the developing institute's aims

Furthermore, at Faculty level, a small number of staff have been assigned to a research support team led by the Faculty's Director of Research and Innovation (see Figure 1). RIST will help provide an infrastructure that, in collaboration with the AD-RKE, will support:

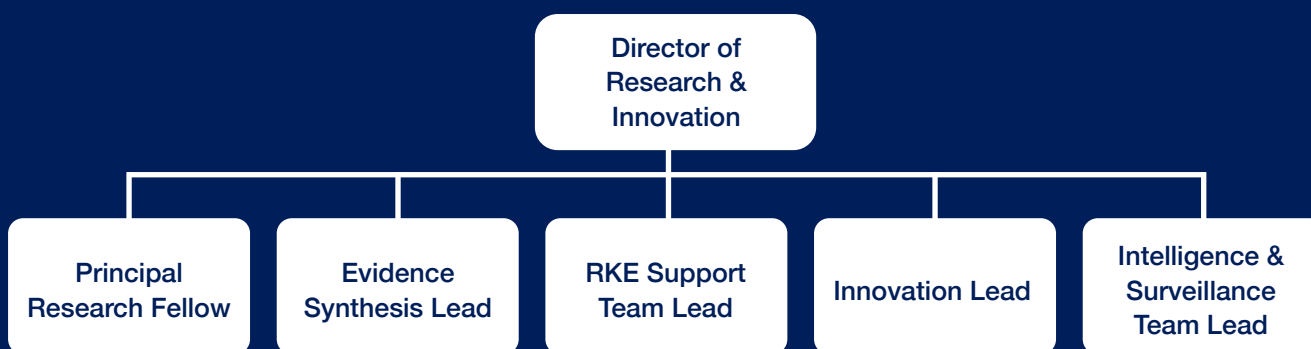
- Maximising the quality of submitted funding bids and tenders
- Increasing the value of submitted funding bids and tenders
- Increasing the number of staff applying for external income

- Increasing staff engagement in KE activities
 - Increasing public engagement and co-produced research
 - Building the ECR community
 - Liaising with the Concordat² and the Researcher Development Association
 - Providing RKE mentorship for ECRs
 - Developing Research Skills within the Faculty
 - Supporting staff with post award management
- Collectively these activities will support all schools in the development of high-quality submissions to each of the Faculty's key units of assessment (UoA 3 Allied Health Professions, Dentistry, Nursing and Pharmacy; UoA 4 Psychology, Psychiatry and Neuroscience) at REF 2029³

² *Universities UK's Concordat to Support Research Integrity sets out five fundamental commitments to support good research practice and a healthy research culture.*

³ *In REF 2021 40 FTEs from psychology were submitted to UOA 4 and 18 FTEs from NAP and PAH were submitted to UOA 3.*

Research, Innovation and Surveillance Team (RIST)



The Intelligence Surveillance Team has two key specialisms, injury prevention and drugs/alcohol, with a growing team supporting two extensive bodies of work. Data hubs have been developed to support Violence Reduction Units in various areas including West Yorkshire, Northumbria, Wales and Merseyside, and the drug and alcohol related deaths surveillance model has been commissioned, or is in the process of being commissioned, across Cheshire, Merseyside, Greater Manchester; Lancashire, Cumbria, and Birmingham. The team are externally funded and their research and outputs support public health teams and local police forces across the country to keep both vulnerable individuals and the communities that they live in safe and is recognised as a model which works. The team have been positioned within RIST as, through staff data and intelligence training, and by widening access across the Faculty to the extensive health and criminal justice datasets they hold, some of which go back for over three decades, it is anticipated will be able to support more research outputs which evidence the impact of this intelligence and its real-world use.

Figure 1: Organogram showing RIST membership. Through liaison with schools the multidisciplinary team will identify opportunities for cross-school RKE collaborations and training that they will support through, for example, workshops and mentoring. Functions of the externally funded Intelligence and Surveillance Team are summarised. Other team member's faculty functions are summarised under "4. Enhancing an inclusive, multi-disciplinary, translational and capacity building research culture in the Faculty of Health."

2.2 LJMU PRIORITY 2: DELIVERY OF TEACHING INSPIRED BY OUR RKE WORK AND THE STAFF AND RESEARCH STUDENTS WHO DELIVER IT. LJMU KPI: RESEARCH INFORMED TEACHING



Research informed practice and education is embedded in the teaching of all courses we deliver across the Faculty. This means our students are taught by experts in their field who expose them to current active areas of research and the methods used to study them. As well as giving our students a cutting-edge education, training in study design, data handling and critical evaluation, such teaching enhances transferable skills and employability prospects.

Some of our courses prepare students directly for health care professions. Often students on these courses are practically focused and it can be challenging to help them to see the value of research training to their professional ambitions. Furthermore, research skills such as data handling and analysis are highly valued by employers. Thus, in addition to the research methods and statistical training already provided across many of our programmes, we will continue to:

- offer opportunities for students to engage with faculty research programmes to aid employability, e.g. through research placements and internships at LJMU and with international partners across the globe
- develop our state-of-the-art psychology and neuroscience research laboratories which provide our students with hands-on training in cutting edge research techniques

- develop RKE informed teaching case studies that allow us to share successful practice across courses and schools (see Appendix D for examples from each School)
- support our staff by promoting and sharing research led and practice-based approaches to teaching

The Faculty is home to the UK's largest professional doctorate in Health Psychology. The course is British Psychological Society (BPS) accredited and HCPC approved. Given the shortage of doctorally trained staff in nursing and allied health professions, the development of new professional doctoral programmes would serve the dual functions of offering research engaged students further training, and our staff an additional pathway to gain research experience and obtaining a doctorate.

- To this end, we plan to support relevant schools with the development of at least one new Professional Doctorate programme in professional healthcare practice



**2.3 LJMU PRIORITY 3: ENGAGING IN IMPACTFUL, CONNECTED RKE WITH OUR PARTNERS WILL ENSURE TRANSFORMATIVE BENEFITS FROM OUR WORK.
LJMU KPI: GRANT CAPTURE**

Research activity within our schools is organised around research themes and groupings where we have significant depth and expertise. Currently the Faculty hosts several groups, two research centres, an institute and a global WHO collaborating centre (See Figure 2). Furthermore, staff from across the Faculty are members of the special interest groups led by the University's Institute of Health Research (IHR) as well as the Forensic Research Institute – facilitating cross-faculty collaboration

Whilst these research structures actively support RKE activity locally, currently there is limited co-ordination between the school level research groups and centres, despite overlapping areas of interest and expertise

By investing in a faculty level infrastructure specifically designed to support cross-faculty RKE activity, such as the formation of RAG and RIST in addition to FRKEC, we will support:

- Increasing grant income (see Appendix C)
- Increasing KE income related to research, bespoke training, and consultancy
- Increasing the number of PIs in the Faculty
- Increasing the number of cross-school bids
- Increasing the number of bids with international partners
- Increasing the geographic area of global RKE partnerships

Such activity will increase the number of high impact (4 & 5*) research papers published



FHE Hosted Research Groups and Centres



The Research Centre for Brain and Behaviour sits in the school of psychology. Research is organised into four themes, Neuroscience, Health, Cognitive / Developmental and Forensic Psychology.



The Trauma and Injury Intelligence Group (TIIG) was established in Merseyside in 2001 to develop an injury monitoring system for the routine collection of deliberate and unintentional injury data. TIIG enables systematic data collection, sharing and use across the North West of England.



The Liverpool Centre for Cardiovascular Science is a collaborative, multi-disciplinary partnership with NAP, University of Liverpool, and Liverpool Heart and Chest Hospital focussed on generating world leading research to reduce the global burden of cardiovascular disease.



The Faculty of Health hosts a global World Health Organization Collaborating Centre (WHO CC) for Violence Prevention. This supports WHO as well as local and international partners to adopt a public health approach to violence prevention to reduce all forms of interpersonal violence globally, supporting the attainment of the United Nations Sustainable Development Goals.

Figure 2: Highlights the research groups and centres that are hosted within the Faculty of Health. In addition, faculty staff also belong to the Faculty's PHI, as well as the pan-university IHR and the Forensic Research Institute.

As a faculty, we work with key stakeholders locally, nationally, and internationally to promote societal change. We will build on this priority by:

- Developing staff awareness of Patient and Public Involvement, Impact and Public Engagement
- Supporting co-creation of meaningful RKE innovation and other activities
- Encouraging and supporting staff to engage in public engagement and communication activities
- Mapping and monitoring of our research against selected WHO SDGs
- Developing staff training in research impact, DORA, and storytelling
- Maintaining and further developing our Faculty Research Groups and Centres by increasing cross-school and cross-university collaborations
- Developing and expanding our active RKE partnerships at local, national, and international level
- Supporting our staff to develop their open research practice (i.e. publishing open access, sharing data and data processing pipelines)

2.4 LJMU PRIORITY 4: DEVELOPMENT OF A VIBRANT, DIVERSE, AND INTELLECTUALLY CURIOUS POSTGRADUATE RESEARCH COMMUNITY. LJMU KPI: DOCTORAL COMMUNITY

Schools vary in the size of their PGR student communities: Psychology - 57 PhD students and 27 Prof Docs; PAH - 28 PhD students; NAP - 27 PhD students (figures 2022-23).

The Post Graduate Research Experience Survey has identified that students wish to receive greater support around the identification of their development needs and their future career plans. The Faculty will support the expansion and development of a vibrant doctoral research community through a range of faculty level practices and events:

- The learning needs of all doctoral students will be identified during an annual appraisal process undertaken by the student's lead supervisor
- During induction with our Postgraduate Tutors, PGRs are directed towards the suite of PGR training provided by the Doctoral Academy
- Doctoral students are actively encouraged to attend the faculty lecture series and school level research seminars, as well as specialist workshops and training
- Many are also members of the faculty ECR community and will benefit from those events and internal mentoring
- Across schools, doctoral students will be given regular opportunities to present their research at a school, faculty, and university level (e.g. 3 Minute Thesis competition)

The Faculty Research Support Officer, who sits within the Faculty RKE support team, provides support for PGR students from their initial application through to examination and acts as a conduit between the Faculty and the Doctoral Academy. The role involves acting as secretary to Faculty RKE Committee and the Faculty Research Degrees Committee and the monitoring of progression milestones.

In 2022-23 the Faculty utilised funds to support 5 new PhD studentships. We will continue to fund new studentships on an annual basis as funds permit.



3. OUR APPLICATION OF LJMU'S GUIDING PRINCIPLES: PRIORITY OF PEOPLE & SUSTAINABILITY.

Consistent with LJMU's commitment to the local city region through its Place and Partnership Plan, our researchers are strongly connected with the communities and civic structures of the region. We work in partnership with them to improve lives through, for example, improving health and education and reducing inequalities.

Going forward, and in line with LJMU's commitment to Sustainability, across the Faculty, our researchers will be supported to carry out world leading, local, national, and international research which will be mapped against the UN SDGs.

We have already identified pan-faculty strengths in a number of SDGs (see Table 2) and we will actively seek to identify potential for cross-school collaboration based on shared interest in individual goals.





Ensure healthy lives and promote well-being for all at all ages: Research from across the faculty contributes to the promotion of healthy lifestyles, preventative measures, and efficient healthcare for everyone. Our scientists study the proximal and distal factors which support the development and maintenance of good health and well-being. We use biological, psychological and social approaches to better understand underlying mechanisms and modifiable factors. Our practitioners work in healthcare settings and the community to deliver treatments, interventions and support recovery across the life span at home and internationally. Our public and population health specialists evaluate interventions and inform legislation, advocacy, policy and messaging.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: Our researchers have expertise in the cognitive mechanisms that underpin learning and development. Their work informs inclusive educational practice and policy that optimises learning opportunities for all children, including those with special educational needs. We develop and evaluate schools-based education programmes on physical and mental health as well as violence reduction. Through international partnerships in developing countries, we are working to enhance access to nursing and midwifery education. Many of the researchers are experienced educators and are developing new programmes of study to align our education with our research expertise.



Achieve gender equality and empower all women and girls: Our national and international work on violence reduction aims to protect women and their children in both domestic and institutional settings from threat and harm. Internationally, our researchers work to inform policy to ensure safe and reasonable standards of detention of women and their children in prisons, including the prevention of HIV transmission. In the UK, our researchers work with the police, prisons and other institutions to inform reporting and decision-making practice.



Reduce inequality within and among countries: Across the faculty we work to reduce gendered, digital, health and financial inequalities by undertaking inclusive research that assesses barriers and facilitators to access, and informs policy that addresses differences in intellectual, financial, and social circumstance. Our public health team are experts in the implementation of trauma informed practice and are also working to inform more inclusive responses to public health emergencies for migrant, prisoner and LGBTQ+ communities in the UK. We have particular expertise in public and patient involvement in research, from basic neuroscience to applied practice. Also, non-communicable diseases do not affect all groups equally. For example, being female and from lower socio-economic class increase risk of diabetes and heart disease, conditions which our practitioners' research is addressing.



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels: Our researchers advise on the opportunities offered by applying novel neurotechnology to Defence and Security Applications. They study the psychological, social and cultural biases that impact decision making in the criminal justice system and inform best practice to help ensure responsive, inclusive, participatory and representative decision-making in local and national institutions and equal access to justice for all. We are home to a global WHO Collaborating Centre for Violence Reduction.

In line with LJMU's guiding principles, the Faculty will:

- Develop and support its staff to deliver our RKE agenda
- Deliver RKE led teaching which prepares the next generation of health researchers for careers in a range of settings, particularly the NHS
- Attract and nurture an increasing number of PGR students and retain them for post-doctoral projects
- Support and develop contract researchers, through an inclusive research culture and in alignment with the Concordat
- Work with key stakeholders in our national and international networks, as well as our local communities, to deliver research and knowledge exchange activities that produce meaningful change in population health

Table 2: Current Faculty Research Mapped Against Key SDGs

4. ENHANCING AN INCLUSIVE, MULTI-DISCIPLINARY, TRANSLATIONAL AND CAPACITY BUILDING RESEARCH CULTURE IN THE FACULTY OF HEALTH.

To deliver our RKE strategy, a number of strategic appointments have been made and key activities identified by the faculty AD-RKE and Director of Research and Innovation. These are designed primarily to develop early career research staff and new strategic research areas as well as to support established staff, research centres and special interest groups.

A Principal Research Fellow has been appointed for three years to work with staff across the faculty to identify opportunities for and support the development of bids to major health research funders. By leading and supporting faculty research culture enhancement activities (see Table 3) they will help identify research synergies, encouraging inter-disciplinary research and supporting ECRs to become independent researchers. Reporting to the Director of Research and Innovation, the principal research fellow is a member of RIST (see Figure 1).

A Faculty Research/KE Support Team has been established to act as initial contact point for pre-award support for research grant and commercial contract administration. The team lead reports to the Director of Research and Innovation and is a member of RIST (see Figure 1). The RKE support team offers assistance with application processes, including costings, liaising with project partners, primarily GaP support but also other funder portals, support

with ensuring the grant application procedure is followed, tracking bids, liaising with Finance/RIS/School Directors, tracking of all pre-award activity through both pipeline and submitted proposals. The team also provides REF and Research Workload allocation support, and administration of the annual SIGRES process.

For successful awards, the team provides post-award contracting support to academics, RIS and Legal and acts as point of contact for the client/funder. The team also offers advice for post-award finances including PAFs, reconciliations, financial reporting, project invoicing, purchasing and other internal policies/procedures.

An Evidence Synthesis Lead brings support for the development of methodological skills across the Faculty in systematic review and other methods of evidence synthesis. They report to the Director of Research and Innovation and are a member of RIST (see Figure 1). Through RIST, opportunities, training and mentorship will be provided to build capacity and support staff across the schools to conduct high quality, rigorous health related evidence synthesis projects that can be used to inform policy, practice and future research activity.

The Head of Continuing Professional Development, Commercial Activity and Enterprise provides high level

support to the Faculty in the delivery of commercialisation and external engagement, thereby enhancing the growth of the Faculty’s CPD and enterprise income. The role involves identifying new CPD, Knowledge Transfer Partnership (KTP) and enterprise opportunities, co-ordinating and providing oversight of bid writing, considering financial and resource management in liaison with project managers and central professional services. The role enhances the generation of new business relationships, and the ongoing fostering and cultivation of existing business relationships between key external business clients and stakeholders and the University and Faculty.

Managed by the Faculty ADR, around £20,000 of Faculty money is allocated to support RKE activity per annum. The Faculty will aim to continue to do this for the lifetime of the plan.

We will monitor the impact of our RKE activities through KPIs (see Table 4) as well as a biennial staff survey to capture perceptions of:

- Availability of Research Training and Support for research development and career progression
- Shared Faculty Research Identity
- Faculty Research Culture
- Transparency of Faculty research priorities and decision making

Table 3: Summary of the other key faculty activities and appointments that have been initiated to enhance our faculty research culture.

Faculty Research Culture Enhancement Appointments and Activities	
Faculty Away Days	Quarterly meetings will bring staff from across schools together to share ideas and best practice, by supporting staff with knowledge exchange activity. Recent away days have led to (1) A Research Café series aligned to the Concordat designed to bring together researchers from across the faculty on a regular basis to share their research. (2) Our mapping of faculty research activity against the UN SDGs.
Public Lecture Series	Bringing in leading figures to discuss topics that will be of broad interest to our staff, partners, and external stakeholders.
Faculty Newsletter	Used to communicate achievements, highlight upcoming research calls, publications, school, and research centre updates and calls for collaboration.
Early Career Researcher Network	Established, with monthly events including talks and networking sessions designed to develop research skills and literacy as well as fostering cross-school collaboration.
Impact Champions	Appointed within each school to raise awareness of the importance of considering research impact and to support staff in the development of impact case studies and the communication of impact stories.
Innovation Champions	Appointed within each school of the faculty to support the delivery of the faculty’s mission to accelerate innovation that improves citizens’ health and wellbeing, challenging health inequalities and embedding health innovation within the curriculum. Working with a faculty innovation lead, the champions will help to increase staff literacy around innovation, and to disseminate innovation activity.
Research Workshops	Open to staff from across the faculty, workshops will be focused on research topics where there is broad faculty expertise and interest (e.g. Adverse Childhood Experiences, Drug and Alcohol Use) as well as training on methodologies (e.g. Data Synthesis) with the express aims of fostering interdisciplinary collaborations, developing research culture and skills.

5. 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 3). 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

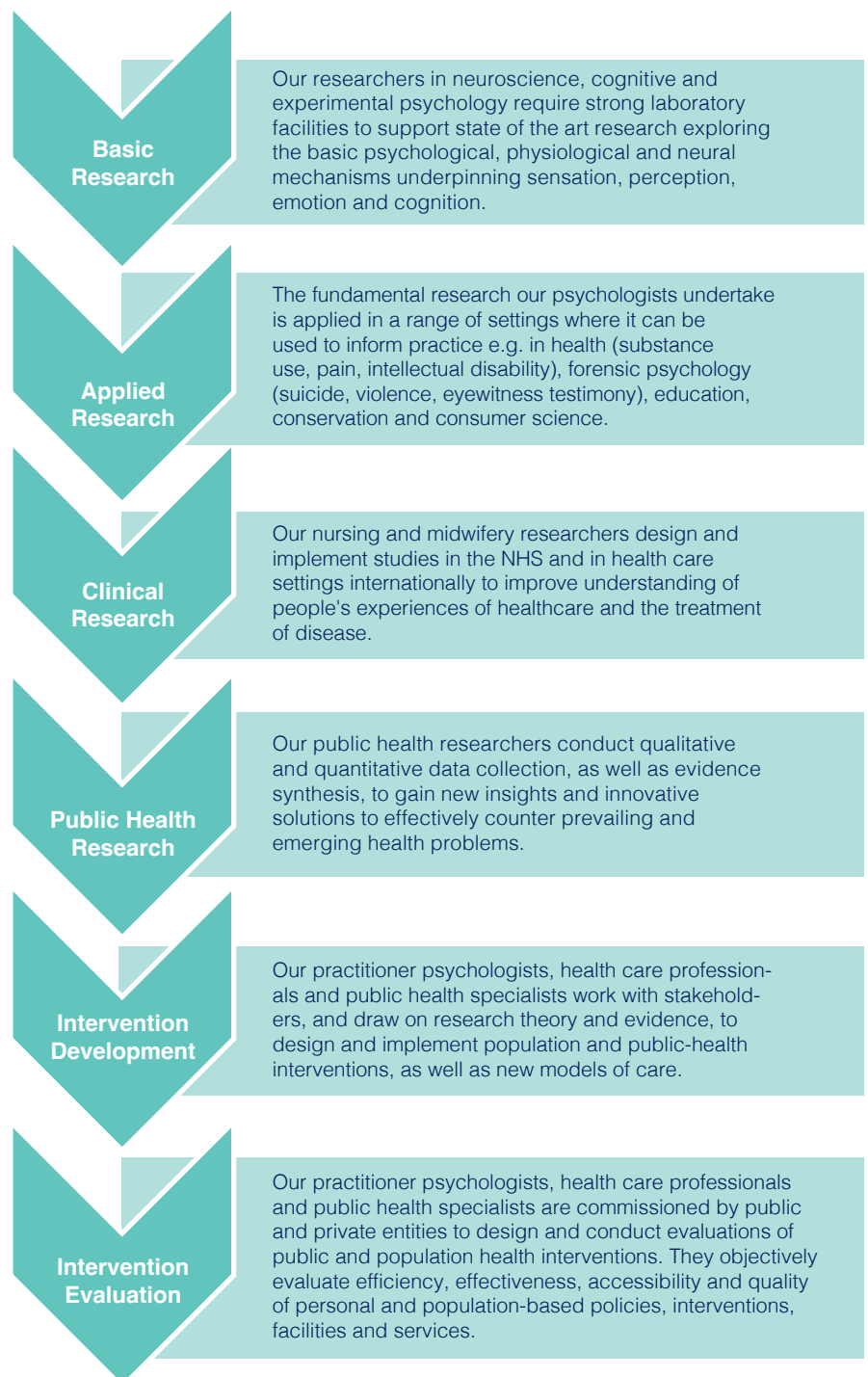
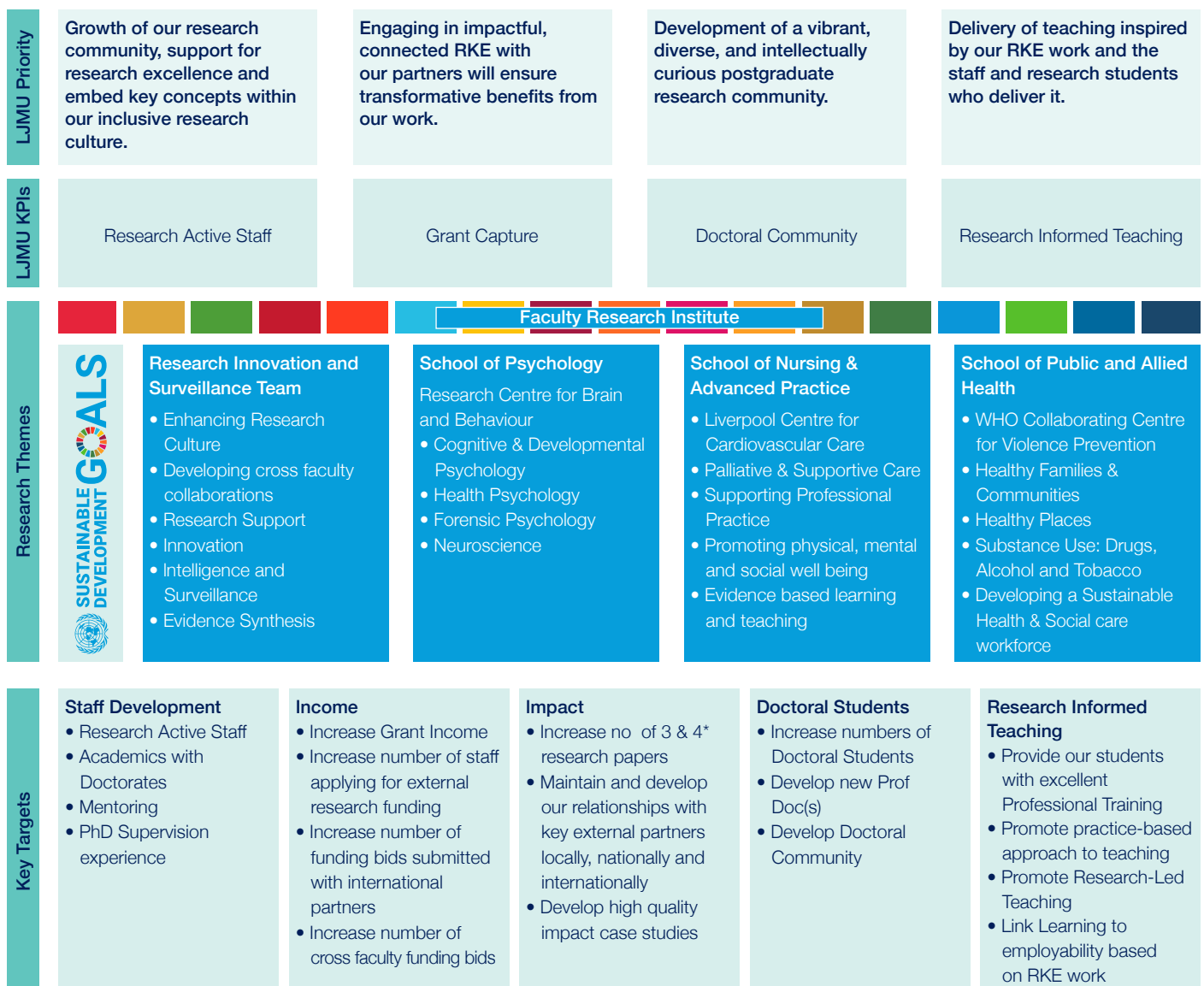


Figure 3: Infographic highlighting the diversity of research conducted within the Faculty from fundamental basic research to applied health research.

APPENDICES

- Appendix A: Faculty of Health RKE Strategy Summary Infographic
- Appendix B: RKE Priorities and Measurements of Success
- Appendix C: Research Bids and Income for 2021-22 & 2022-23
- Appendix D: Research Informed Teaching Exemplars from across the Faculty
- Appendix E: Nursing and Advanced Practice School RKE Plan
- Appendix F: Public and Allied Health School RKE Plan
- Appendix G: Psychology School RKE Plan

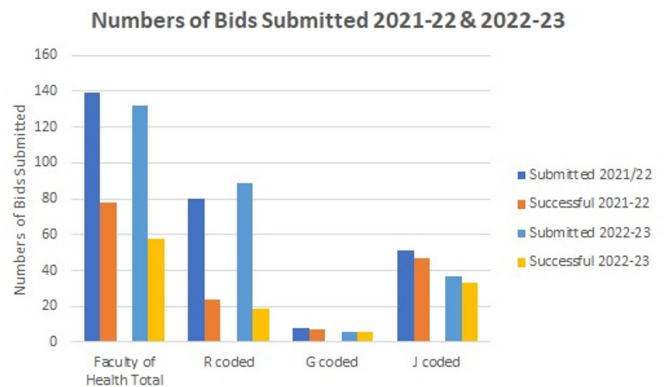
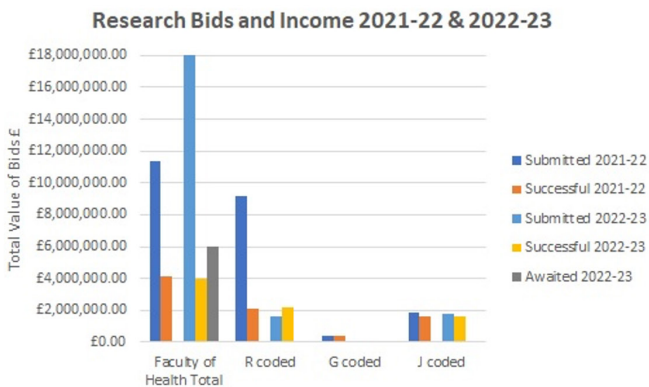
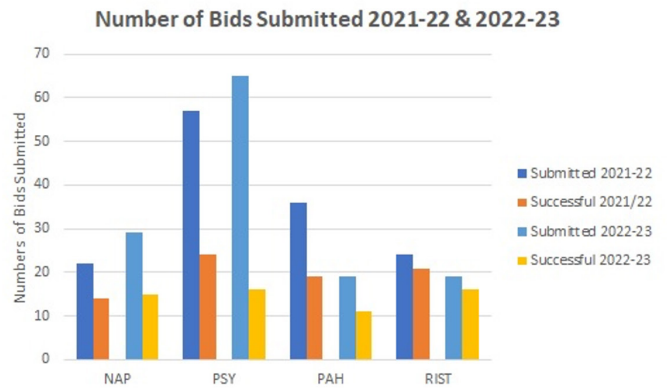
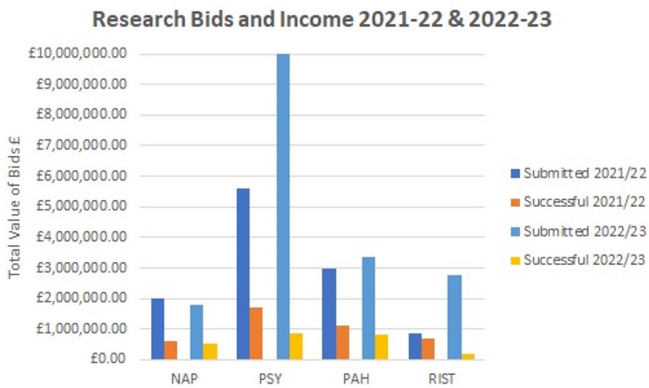
APPENDIX A: FACULTY OF HEALTH RKE STRATEGY SUMMARY INFOGRAPHIC



APPENDIX B: 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

APPENDIX C: RESEARCH BIDS AND INCOME FOR 2021-22 & 2022-23



FHE Grant bids (number and value) and income for 2021-22 & 2022-23 Top panels are split by school, bottom panels show faculty total and split by bid type R=Grant Funded, G= Training J= KE activity including contract research/ consultancy NB £6,000,000 of bids awaiting decision

APPENDIX D:**RESEARCH INFORMED TEACHING EXEMPLARS FROM ACROSS THE FACULTY****Nursing & Advanced Practice
Cardiovascular Care**

To develop a cadre of world leading researchers it is essential that we foster a dynamic research culture where students see real-world research and play a role in the delivery of innovative studies that provide solutions to the problems they witness in everyday practice

The SHOPS AF study investigated the uptake, feasibility, and effectiveness of introducing heart rhythm sensors into the handles of supermarket trolleys to detect a potentially life-threatening heart rhythm. Nineteen of our second- and third-year undergraduate nursing and paramedic students were placed with experienced researchers at one of four supermarkets where they invited >3000 shoppers to participate in the study, reviewed the resulting heart tracing with the PI, and witnessed health promotion advice being given. They were then able to review and support the data analysis.

**Public & Allied Health
Conscientious Objection to Abortion**

Conscientious Objection (CO) to abortion is an emotive and contentious issue which continues to present global challenges to those working within healthcare and those served by it. CO to abortion is a health professional's human and in many countries legal right, however, accommodating this right is anything but straightforward mainly owing to the complexity surrounding what health professionals perceive 'participation' in abortion to be and the subsequent issues around what parts of abortion they can then object to participating in.

Research conducted by Prof Fleming and Dr Maxwell on health professionals' views on abortion, which LJMU midwifery students participated in, has been used to inform teaching on both the Ethics and Law, and Research Methods modules on the Midwifery programme. This not only provides students with experience of midwifery led research from conception to impact on practice but also allows students to debate the issues from an ethical and legal standpoint.

**Psychology
MSc in Brain & Behaviour**

The MSc in Brain and Behaviour was designed to address a recognised need for practical training for future researchers in psychology and neuroscience. The programme focuses on providing students with up-to-date advanced knowledge of the nervous system and the research methods used to study it. The programme takes a hands-on experiential learning approach to equip students with practical skills as well as an appreciation of experimental research methods and practice.

The teaching and assessment strategy was designed to bridge the gap between knowledge based undergraduate psychology training and the practical skills required to become a researcher. Assessments involve, for example, testing scientific communication skills in a variety of settings using posters, PowerPoints and making a videocast. The students write several research proposals and research reports during the course, all of which mimic activities required of any research position, in academia or industry.

SCHOOL OF NURSING AND ADVANCED PRACTICE

INTRODUCTION

The School of Nursing and Advanced Practice was formed in August 2022 following a reconfiguration of the academic units within the Faculty of Health. A School of Nursing has existed within the city since 1829 and in April 1991, the Liverpool School of Nursing and Midwifery amalgamated with Liverpool Polytechnic, laying the foundations for today's School of Nursing and Advanced Practice at LJMU. Nursing and allied health professional roles have evolved significantly over subsequent years resulting in a new expert level of advanced practice producing practitioners that have the freedom and authority to act, making autonomous decisions in the assessment, diagnosis, and treatment of patients. The school is proud to be one of the largest educational providers of Registered Nurse and Advanced Clinical Practice programmes in the region. Our 111 academic staff support the learning of over 3500 students across multiple undergraduate and post graduate programmes.

To meet the educational needs of this workforce it is essential that our academic staff possess the relevant expert levels of knowledge and clinical skills. Accordingly, almost all academic staff are recruited from these professional and clinical backgrounds. Consequently, while they often possess extensive subject expertise their research exposure is often limited with few staff (18) possessing a Doctorate. However, we believe that this deep understanding of health and healthcare and the experience of working in these settings provides us with a largely untapped opportunity that could yield outstanding research and societal impact in the future if appropriately supported.

It is with this goal in mind that our action plan is centred on the need to support the research development of our staff.

OUR RESEARCH AND KNOWLEDGE EXCHANGE (RKE)

The school's research activity is coalesced around five main themes:

- Liverpool Centre for Cardiovascular Science
- Palliative and supportive care
- Supporting Professional Practice
- Promoting physical, mental, and social wellbeing
- Evidence based learning and teaching

The research activity within these themes is aligned to several United Nations SDGs, particularly:



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.

RESEARCH EXPERTISE

Staff within the school have extensive experience of an array of methodologies including qualitative, quantitative, and mixed methods design. Our range of real-world research is reflected in the diversity of the research themes, but all aim to positively impact our service users locally, nationally, and internationally.

Thanks to our excellent relationships across local authority, NHS, community and third sector organisations these community and service users help inform and shape our research priorities and delivery. Indeed, our participant and public involvement and community engagement activities were recently commended by the Nursing and Midwifery Council alongside our engagement of our students in the school's research programme.



OUR KEY PRIORITIES, ACTIONS, RESOURCES REQUIRED AND MEASURES OF SUCCESS.

LJMU's mission is:

- To serve our people and communities, at home and further afield.
- To enrich the lives of those we work with
- To act as an anchor institution in the City of Liverpool

LJMU's strategy 2023 sets out how it will achieve its aims and is supported by several thematic plans including an institution level RKE plan which

cites four key priority areas and their relevant Key Performance indicators (KPIs)

- Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture
- Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it

- Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work
- Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community

APPENDIX E: Nursing and Advanced Practice School RKE Plan

Aligning with the LJMU RKE priority areas, the table below sets out our school's priorities and actions to address these priorities, resources required and measures of success

Key priorities, actions, resources required and measures of success.

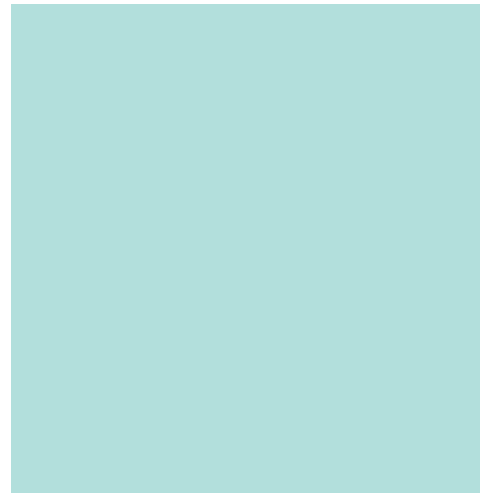
LJMU priorities	NAP priority	Key actions	Resources required	Measurement of success
Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture.	To deliver a coherent body of research where staff feel that they are valued, and their focus of research is supported.	We will grow the Professoriate to provide enhanced research leadership, mentorship and increase the volume of high-quality research.	2 WTE Professor funding	Two additional Professors in post Increase volume of grant income. Increase number of high-quality outputs. Increased number of PhD students
		The research theme leaders in consultation with their teams and informed by the school action plan will develop Key Performance Indicators that highlight their direction of travel and ambition.	Staff time	Research themes will have KPIs. Coherent research projection.
		An inclusive and robust reporting system will be developed that will provide a record of RKE activity. The most recent research outputs from each theme will be showcased in the wall cabinets around the Tithebarn building.	Staff time Authority to retrieve school wide data from IT systems.	RKE activity is routinely disseminated across SMT and team meetings.
		A RKE forum will be held within the school congress to facilitate collaboration and cross thematic partnerships.	Staff time Funding to hold a 0.5 day RKE event	A biannual school congress will include ½ day dedicated to RKE.
		We will reintroduce the RKE seminar series to showcase current RKE activity, support knowledge generation and celebrate success.	Staff time	The RKE fortnightly seminar series will be reintroduced.
		All line managers have been provided with the criteria for promotion to Reader and Professor across all fields. They will include career discussions and provide opportunities for staff via a mentoring system.	Staff time	Increased number of staff applying for Readership and Chair.
		We will amend the school webpage to ensure that the current activity is visible with evidence of success.	IT support Staff time.	School web pages will reflect RKE activity. School staff, LJMU and our partners have a clear understanding of our RKE activity and expertise.

LJMU priorities	NAP priority	Key actions	Resources required	Measurement of success	
<p>Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture.</p>	<p>A school that delivers high quality ethical research and knowledge exchange that promotes health, facilitates reductions in inequalities and promotes economic growth to reduce hunger and poverty.</p>	<p>Research leaders' group will be developed that brings theme leaders, Readers, and the Professoriate together to discuss their research plans and activities.</p>	<p>Staff time</p>	<p>The School Director and Director of Research will be provided a clear plan of future research ambitions that can be planned for</p>	
		<p>Our RKE seminar series will provide staff with an opportunity to explore research studies that reflect different levels of research excellence. Understanding the means in which excellence is achieved and providing appropriate support will facilitate higher quality research activity.</p>	<p>Staff time Admin support</p>	<p>Increased number of high-quality research outputs 100% number of staff meeting independent researcher status which is currently estimated to be 7 staff.</p>	
		<p>We will include the university RKE impact officers in our research leaders' meetings to ensure the mechanisms to measure impact is considered in study design and all teams collate a record of impact for each study.</p>	<p>Staff time</p>	<p>One impact case study will be developed from the school for REF 2029.</p>	
		<p>We will celebrate success at all levels from first paper to world leading research. A record of research outputs will be stored thematically in a Teams site to enable staff to ensure that our teaching and management decisions are informed by our own research. These data will be shared at SMT and through programme and team meetings.</p>	<p>Staff time Authority to generate Teams site.</p>	<p>Teams site will be generated and maintained with the current RKE outputs. Data will be shared as standard item in team and SMT meetings.</p>	
	<p>To contribute to the next Research Excellence Framework (REF) through staff submissions and case studies.</p>	<p>A school that is focused on recruiting, developing, retaining, and sharing the expertise of world-leading researchers to positively impact societies.</p>	<p>We will be less apologetic about celebrating individual success and will nominate team members and students for awards at institutionally and externally.</p>	<p>Staff time Insight into the awards processes from ADR</p>	<p>Increased number of RKS nominations from the school</p>
			<p>We will undertake a review of RKE activity and potential future growth. A school plan will be developed by the REF coordinator outlining key actions needed to maximise the potential for increasing the number of staff submitted to REF 2029.</p>	<p>Staff time.</p>	<p>Increase in proportion of staff engaged in research and knowledge exchange. Increase in number of staff reaching 'independent researcher status' and included in REF submission. A high quality impact case study.</p>
		<p>An RKE induction programme will be introduced as described above.</p>	<p>Staff time</p>	<p>RKS programme will be delivered</p>	
		<p>Post-Doctoral nurses will be actively recruited in line with our EDI values.</p>	<p>Desire to recognise the merits of Post Doctoral Staff as part of a wider team.</p>	<p>Increased number of staff with Doctorates</p>	
		<p>Staff are encouraged to engage in RKE so that it is embedded into the role of all academic staff rather than a small group of researchers.</p>	<p>Ongoing culture change</p>	<p>All staff will receive at least one Research or knowledge exchange objective in their annual PDPR exercise.</p>	
		<p>We will deliver a staff development and mentoring programme which is informed by annual PDPR.</p>	<p>Ongoing culture change Staff time to engage in research.</p>	<p>40% of staff will become research active by the end of the strategy cycle.</p>	
		<p>A clear plan of support for PhD and DProf with funded places will be available.</p>	<p>Funding for staff to undertake doctoral studies.</p>	<p>Formal process to be introduced that will guide staff in their pre doctoral plan and applications</p>	
		<p>Research placements will be employed to provide our students with the practical experience necessary to enhance their research understanding.</p>	<p>Staff time</p>	<p>A student placement of four weeks will be introduced that enables students to shadow active researchers.</p>	
		<p>We will establish agreements with other healthcare/academic institutions in LMICs to act as a catalyst for knowledge exchange and partnership programmes?</p>	<p>Staff time travel</p>	<p>At least one partnership agreement will be developed with cross collaboration in place to enable a future MRC Global health application</p>	

APPENDIX E: Nursing and Advanced Practice School RKE Plan

LJMU priorities	NAP priority	Key actions	Resources required	Measurement of success
Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it.	To embed research into all levels of our teaching delivery.	Generate regular research informed teaching case studies.	Staff time.	Increase in number of research informed teaching case studies.
		A record of research outputs will be stored thematically in a Teams site to enable staff to ensure that our teaching and management decisions are informed by our own research.	Administrative support.	Increase in number of research informed impact case studies.
		All staff currently contribute to our teaching portfolio but with improved visibility of RKE activity we will ensure programme and module leaders are aware of the expertise present within the school.	No resource needed.	Research active staff will provide expert input across educational portfolio.
		Research placements will be employed to provide our students with the practical experience necessary to enhance their research understanding.	Staff time.	A student placement of four weeks will be introduced that enables students to shadow active researchers. This may be delivered in partnership with NHS and ARC North West Coast partners.
		A new Professional Doctorate will be introduced that will be taught by active researchers.	Staff time. University approval.	Increased number of Doctoral students. Increased high quality research outputs. Enhanced doctoral environment.
Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work.	The voices of our partners guide the design, delivery and dissemination of our research and knowledge exchange activities to achieve our shared goals.	Our Patient and participant involvement will be extended to include a wider team of academics who will act as a resource for others.	Staff time.	A PPI group will be initiated. More staff will have a greater understanding of PPI and its role in RKE
		PPI training will be provided for all research active staff. A designated budget will support PPI activity.	Staff time.	A training event will be delivered. Higher quality PPI sections within grants leading to improved success.
		A PPI strategy will be developed to provide a blueprint from which we can deliver ethically sound and inclusive research.	Staff time. Refreshments funded for PPI advisors.	A PPI plan will be introduced. PPI resources to inform the PPI process available for staff. More engaged PPI participants.
A school that is committed to the cultivation of local, national, and international partnerships, facilitating the delivery of world-leading ethical research and knowledge exchange with global impact.		We will develop a network of local, national, and international collaborators that will be available for staff to support collaboration.	Staff time Travel expenses.	A repository of willing international collaborators with their expertise will be listed in the school.
		A conference will be delivered to network and introduce staff to potential collaborators.	Staff time. Admin staff Funding for refreshments.	Organisation of a conference with our international partners. We will increase the number of grant applications and research outputs that are co-authored by international collaborators.
		Working with the Associate Dean (Global) we will identify areas of the world whose research interests match our expertise and make approaches to key people in those regions to recruit funded Doctoral students.	AD (Global). Staff time. Market intelligence.	A list of potential global partners whose research needs are aligned with the school will be produced. Increase number of international PhD students
		The new MRes/PGDip will be validated to provide a route for research students from home and abroad to progress to a Doctoral pathway.	Staff time. University approval.	Newly validated MRes in place. Increased number of Doctoral students accessing studies post MRes.

LJMU priorities	NAP priority	Key actions	Resources required	Measurement of success
Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community.	A school that is committed to attracting & nurturing an increasing number of high calibre postgraduate local and international research students who will receive a high-quality education to enable them positively impact their society.	A new Professional Doctorate will be introduced that will be taught by active researchers.	Staff time University approval	Increased number of Doctoral students Increased high quality research outputs. Enhanced doctoral environment.
		The number of Doctoral students will increase annually through external and internal studentships both nationally and internationally.	Dedicated space for the PGR community.	Increased number of funded Doctoral students Increased high quality research outputs. Enhanced doctoral environment.
		The learning needs of all Doctoral students will be identified during an annual appraisal process.	No resources needed.	Increased employability Improved PRES results
		Currently PhD students are hosted in Exchange Station which limits interaction with supervisors and other academic staff.	Dedicated space for PGR students in Tithebarn building.	Enhanced doctoral environment. Reduced attrition. More timely completions Improved PRES results
		PGR students will be welcomed and will contribute to the RKE seminar series.	Staff time Rooms	Enhanced student experience



Led by researchers in the NAP, the SHOPS-AF study investigated the uptake, feasibility, and effectiveness of introducing heart rhythm sensors into the handles of supermarket trolleys to detect a potentially life-threatening heart rhythm.

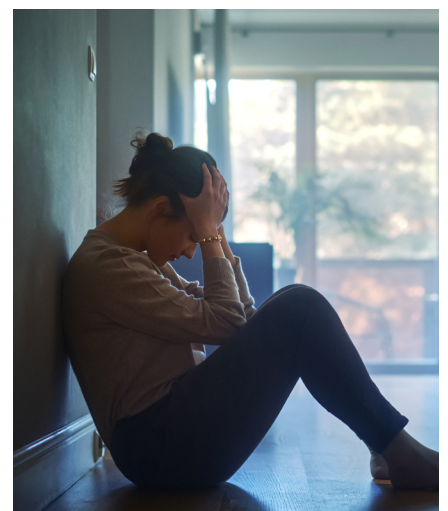


SCHOOL OF PUBLIC AND ALLIED HEALTH

INTRODUCTION

The School of Public and Allied Health was established in August 2022, and forms part of a suite of Schools in the Faculty of Health (School of Nursing and Advanced Practice, School of Psychology), as well as the virtual, pan faculty Public Health Institute with members in all schools. The School brings together public and allied health disciplines including specialist community and public health nursing, midwifery, paramedic science, health and social care, social work, environmental health and public health. We are passionate about delivering better outcomes for patients, service users and communities by providing education opportunities for aspiring and practicing public and allied health professionals and implementing impactful research and knowledge exchange activity to inform public health service design and delivery, as well as policy at local, national and international level.

The School of Public and Allied Health is committed to a multidisciplinary approach to public and allied health and aims to have a demonstrable impact on the health and well-being of communities, inequalities and global public and allied health challenges across the life course. In doing so, we work in partnership with health services, local and national government, judicial bodies, environmental services, education, community groups, and international organisations (e.g. World Health Organization [WHO]; United Nations) amongst others. The School hosts a WHO Collaborating Centre for Violence Prevention, which means we work with WHO to support a global work programme to implement a public health approach to violence prevention, supporting the achievement of the United Nations Sustainable Development Goals (SDGs), particularly those targeting health and well-being, gender equality, and peace and justice.



OUR RESEARCH AND KNOWLEDGE EXCHANGE (RKE) - OVERARCHING AND CROSS-CUTTING THEMES

Our RKE is focused on building healthy communities, healthy families and healthy places, and on developing the sustainable health and social care workforce needed to deliver these. Our RKE encompasses a range of activities to understand and improve health and well-being throughout the life course, from early years, through childhood and throughout adulthood. Activities look to strengthen communities and families and ensure people have safe environments in which to live, study, work and play. We do these by trying to better understand problems, how these arise, and the ways to address and prevent these, underpinned by the principles of a public health and trauma-informed approach. Our activities span a wide range of topics that impact

on health and well-being, including interlinked work with colleagues across the faculty and university to: promote peace and prevent trauma and violence; respond to substance use and addictive behaviours (e.g., drugs, alcohol, tobacco/vaping and gambling); examine gender and health; and ensure a healthy start to life. We work with marginalised, minoritised and vulnerable populations (e.g. children and young people; women and girls; LGBTQIA+; migrants, refugees and asylum seekers; people living in detention settings [prisons and immigration detention]; and students from minority communities) to address inequalities and improve health equity.

Our current and emerging research and knowledge exchange work programmes that support our overarching and cross-cutting themes align with, and contribute to several United Nations SDGs, particularly:



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.



OUR METHODOLOGICAL EXPERTISE

The School has recognised expertise in methodologies such as systematic reviews and meta-analyses, the development of public health surveillance systems, qualitative and quantitative (and mixed methods) research, whole system/realist evaluation, and developing visual and ethnographic methodologies using person centred approaches (e.g. draw and write, photovoice etc.) As part of the Faculty, the school uses simulation and immersive teaching approaches that can be used for research and knowledge exchange purposes. A research strength identified across our school is that we design and deliver research which responds to the needs of our local, national and international partners, assisting them in commissioning, delivering and sustaining programmes, services and policies that achieve positive health and social benefits for communities.

OUR KEY PRIORITIES, ACTIONS, RESOURCES REQUIRED AND MEASURES OF SUCCESS

LJMU's mission is:

- To serve our people and communities, at home and further afield.
- To enrich the lives of those we work with
- To act as an anchor institution in the City of Liverpool

LJMU's strategy 2023 sets out how it will achieve its aims and is supported by several thematic plans including an institution level RKE plan which cites four key priority areas and their relevant Key Performance indicators (KPIs)

- Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture
- Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it
- Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work.
- Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community

Aligning with the LJMU RKE priority areas, the table below sets out our school's priorities and actions to address these priorities, resources required and measures of success

LJMU priorities	PAH Priorities	Key actions	Resources required	Measurement of success
Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture.	To build relationships and coherence across the school.	<p>Develop and implement robust systems for sharing RKE activity (and education) across the school (and beyond) including:</p> <ul style="list-style-type: none"> • Collate full list of research interests, strengths and areas for development (linking to United Nations Sustainable Development Agenda and the various SDGs). • Collate and maintain list of research outputs and knowledge exchange activity, and disseminate internally and externally (ensuring relevant outputs are included on PHI report repository (or equivalent) and LJMU Symplectic). • Hold school wide events: share themes and outputs, and new areas, invite engagement from wider staff (e.g. bid writing, co-authoring, advising) and identify opportunities for supporting staff engagement and collaborations in RKE activity. • Establish a school-based RKE seminar series. • Support the development of the ECR community. • Identify public engagement requirements / opportunities with stakeholder groups. • Develop school webpage to promote education programmes, and RKE activities. 	<p>IT support to establish website.</p> <p>Administrative support.</p> <p>Funding to hold a 0.5 day school wide research and knowledge exchange event.</p> <p>Staff time.</p>	<p>RKE activity is routinely disseminated.</p> <p>School staff, LJMU and our partners have a clear understanding of our RKE activity and expertise.</p> <p>RKE partnerships and synergies are built across the school (linking into wider faculty/university/external partnerships).</p> <p>Increase in proportion of staff including ECRs and PGRs actively engaged in research, publications and knowledge exchange.</p> <p>Increase in number of staff reaching 'independent researcher status' and included in REF submission.</p>
		<p>Establish a RKE group that feeds into SMT, involving staff at all levels.</p> <p>Link in with faculty/LJMU resources to build research and knowledge exchange activity.</p>	Staff time.	Action plan reviewed and updated annually.
		<p>Identify priority areas for REF 2029 submission and key actions for increasing number of staff eligible for submission.</p> <p>Identify school leads for: REF; ECR; and Researcher Development Concordat.</p> <p>Set up REF sub-groups to commence development of case studies across (e.g.): violence prevention; health in prisons; and maternal health.</p> <p>Establish and implement plans for staff development in terms of: capacity building for contract and ECR staff as per the Researcher Development Concordat (e.g. contributions to grants, papers etc.); and, supporting mid and senior level staff in RKE activities (e.g. high level publications, policy-impact, funding).</p> <p>Engage staff who may be less research-active but have extensive policy and practice.</p>	Staff time.	<p>RKE partnerships are built across the school (linking into wider faculty/university/external partnerships).</p> <p>Increase in funding from research councils, government, industry and charities.</p> <p>Increase in proportion of staff actively engaged in research, publications, public engagement, innovation and knowledge exchange.</p> <p>Increase in number of staff reaching 'independent researcher status' and included in REF submission.</p> <p>Increase in number of high quality impact case studies.</p> <p>Evidence of clear tangible impacts on policy, practice and communities.</p>

APPENDIX F: Public and Allied Health School RKE Plan

LJMU priorities	PAH Priorities	Key actions	Resources required	Measurement of success
<p><i>(continued)</i> Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture.</p>	To build upon the existing research culture and create a research rich environment for staff and PGR's.	<p>Identify staff who wish to or are already actively engaging in research and offer them support to progress their development including:</p> <ul style="list-style-type: none"> • Identify and support staff who wish to become research active through mentorship, collaborations and supporting opportunities to work towards a PhD (e.g. via PhD by publication). • Develop a mentor scheme for staff who wish to progress to Readership/Professorship. • Develop a mentor scheme for staff who wish to work towards a PhD by Publication. • Share criteria for achieving independent researcher status and guidance on how to achieve, or enhance this. <p>Develop opportunities to retain and progress our PGR community of students post doc, including:</p> <ul style="list-style-type: none"> • Develop a PGR mentor scheme to increase potential of retaining PGRs and/or increasing their employability post PhD. • Explore an offer of a post doc provision for PGR students. 	<p>Staff time.</p> <p>Mentors (within and external to school).</p> <p>Funding (internal/ external) to support post-doc provision.</p>	<p>Staff and PGRs provided with mentorship as required and within resources (within and external to the school).</p> <p>Increase in number of PGR students obtaining employment post-doc, including retention at LJMU.</p> <p>Increase in proportion of staff actively engaged in research, publications and knowledge exchange.</p> <p>Increase in number of staff reaching 'independent researcher status' and included in REF submission.</p> <p>Increase in number of staff with PhDs.</p>
Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it.	To embed research informed practice and education.	<p>Generate regular research informed teaching case studies.</p> <p>Generate regular research informed impact case studies.</p> <p>Ensure regular knowledge sharing across disciplines in the school.</p> <p>Ensure research-active staff are able to contribute to teaching programmes.</p> <p>Implement public engagement activities (e.g. events / conferences).</p> <p>Ensure school works in collaboration with other Faculties and Institute's to support research informed teaching.</p>	<p>Staff time.</p> <p>Administrative support.</p> <p>Funds to hold events.</p>	<p>Increase in number of research informed teaching case studies.</p> <p>Increase in number of research informed impact case studies.</p> <p>Increase in number of external partners attending PAH RKE events.</p>
Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work.	To celebrate and share success internally and externally.	<p>Collating and recognising achievement will be supported by:</p> <ul style="list-style-type: none"> • Collating and sharing list of successful bids, papers, conference presentations, other RKE activities. • Nominating successful staff and PGR students for awards: school-based, university-wide, and beyond. • Ensuring communications team and PVC-Research is informed about RKE successes. • Creative use of updated displays in communal areas. 	Funds for awards.	<p>Increase in school RKE activity in internal (e.g. LJMU news story / PVC research newsletter) communications.</p> <p>Increased numbers of press releases and media engagement to communicate research impact (with quantitative measures of engagement).</p>

LJMU priorities	PAH Priorities	Key actions	Resources required	Measurement of success
	To ensure our research “makes a difference” and promotes inclusive “change for good” through public and community engagement.	<p>Work with the IHR PPIE lead to ensure NHS patients, service users and our communities are consulted and involved in the design and delivery of all research delivered across our school.</p> <p>Ensure our research findings are communicated in a way that is accessible, inclusive, and useful and demonstrates the positive impacts on our communities.</p>	<p>Staff time.</p> <p>Funds to support engagement activities.</p>	<p>PPIE engagement as standard on all large research funding applications and research outputs.</p> <p>REF impact case studies which include research dissemination activities beyond standard academic publication.</p> <p>Increased numbers of press releases and media engagement to communicate research impact (with quantitative measures of engagement).</p>
Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community.	To develop and grow post graduate provision in the school, one that is inclusive and engenders a sense of community and belonging, and fosters a positive and successful PGR experience.	<p>Apply for PhD studentships internally and externally, identifying students with high potential in our MSc programmes and actively recruiting new PGRs through the Find a PhD portal.</p> <p>Develop a school based induction process.</p> <p>Secure dedicated space for the PGR community.</p>	<p>Staff time</p> <p>Office space for PGR community.</p>	<p>Increase in the number of successful applications and new PGR students enrolled.</p> <p>Establishment of a new school-based induction programme.</p> <p>The acquisition of dedicated space for PGRs.</p> <p>Improvements in PGR perceptions of school, faculty and LJMU.</p>
	To promote a healthy, diverse post graduate research culture that cultivates researcher excellence and enhances employability.	<p>Provide PGRs with development opportunities in research, supervision, networking and teaching for their professional development and career progression.</p> <p>Establish a school-based RKE seminar series, or ensure high level PAH input into a Faculty series. Encourage engagement with and contribution to school, faculty, university activities and beyond (e.g. 3MT, PGR conference, Research Café).</p>	<p>Staff time</p> <p>Funds to support seminar series</p>	<p>Establishment of a school-based seminar series, or PAH input into Faculty wide series.</p> <p>% of students completing / on time.</p> <p>% students securing post-doc employment.</p> <p>Improvements in PGR perceptions of school, faculty and LJMU.</p> <p>Increase in number of peer reviewed outputs from PGRs.</p>
	To support colleagues to recruit, retain, supervise and examine post graduate students.	<p>Provide co-supervision opportunities to staff interested in supervising students.</p> <p>Establish a mentoring programme for staff who are interested in PGR supervision / examination.</p> <p>Provide PhD examination opportunities to staff interested in gaining experience.</p> <p>Direct interested staff to university wide training and support mechanisms for supervisor and examiner roles.</p>	Staff time	Increase in the number of staff new to supervision who join a supervisory/ examination team.

SCHOOL OF PSYCHOLOGY

INTRODUCTION

The School of Psychology forms part of a suite of Schools in the Faculty of Health (School of Nursing and Advanced Practice, School of Public and Allied Health, School of Psychology) Research activity within the School of Psychology encompasses a range of sub-disciplines, from neurosciences to forensic psychology

The Research Centre in Brain and Behaviour (RCBB), which was formally recognised by the institution in 2013, is the focus for research and knowledge exchange within the School The RCBB provides an organisational infrastructure to promote research excellence and was at the centre of the submission made by the School to the Research Excellence Framework (REF) in 2014 and 2021 Four research themes are encapsulated within the structure of the RCBB, these are: neuroscience, health and wellbeing, cognition, education and language, and forensic psychology. There is a significant critical mass of research-active staff within the School, during REF2021, 85% of all staff were entered into the unit of assessment, which was 43 FTE in absolute terms and the fifth largest unit submitted by the institution.

The infrastructure to support research in the School of Psychology is based in the Tom Reilly Building on the Byrom Street campus of the university The School is furnished with a suite of laboratory facilities dedicated to the study of: sensory processes, psychophysiology, neurophysiology, cognitive testing and neurostimulation

Research excellence is achieved in collaboration with a network of national and international academic partners. Staff from the school also work in partnership with health services, local and national government, education, community groups, and international organisations

OUR RESEARCH AND KNOWLEDGE EXCHANGE (RKE) - OVERARCHING AND CROSS-CUTTING THEMES

Current and emerging research and knowledge exchange work programmes that support our overarching and cross-cutting themes align with, and contribute to several United Nations SDGs, particularly:



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.

OUR METHODOLOGICAL EXPERTISE

The School has recognised expertise in quantitative, qualitative and mixed methodologies in psychological sciences. We have a strong track record of published research using neurophysiological techniques (EEG, fNIRS, fMRI), neurostimulation (TMS, tDCS), psychophysiological methods (e.g., impedance cardiography), somatosensory testing (e.g., microneurography), observational studies, survey-based approaches, experimental psychology, eye-tracking, user experience and co-production methods.

OUR KEY PRIORITIES, ACTIONS, RESOURCES REQUIRED AND MEASURES OF SUCCESS

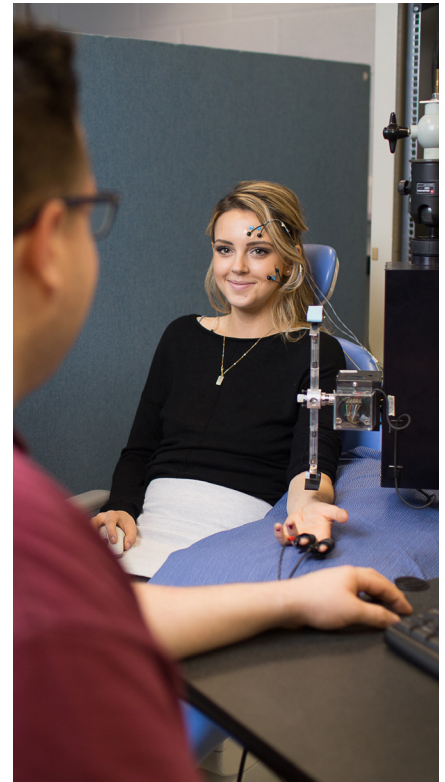
LJMU's mission is:

- To serve our people and communities, at home and further afield.
- To enrich the lives of those we work with
- To act as an anchor institution in the City of Liverpool

LJMU's strategy 2023 sets out how it will achieve its aims and is supported by several thematic plans including an institution level RKE plan which cites four key priority areas and their relevant Key Performance indicators (KPIs)

- Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture
- Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it
- Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work.
- Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community

Aligning with the LJMU RKE priority areas, the table below sets out our school's priorities and actions to address these priorities, resources required and measures of success

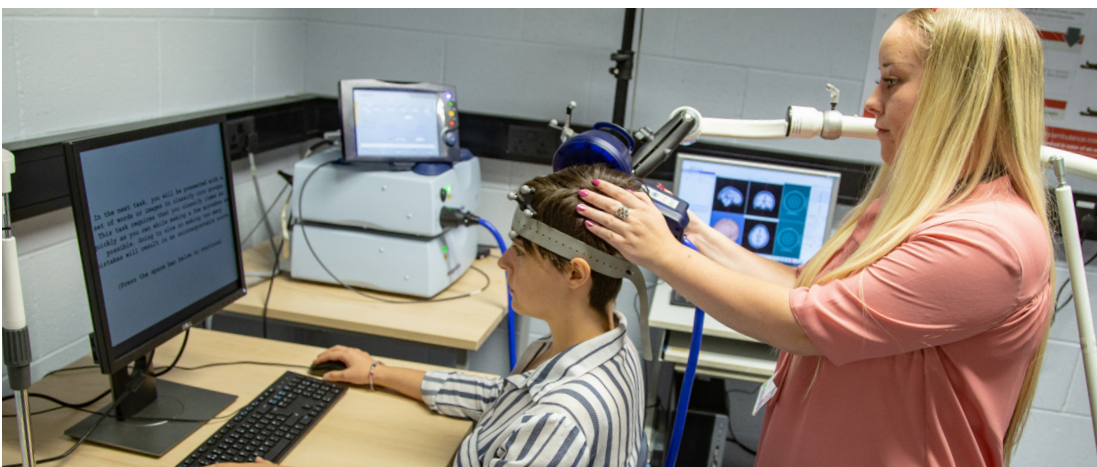


Research in the School of Psychology is organised within four main themes: Neuroscience; Health & Wellbeing; Forensic Psychology; Cognition: Education & Language.

SCHOOL OF PSYCHOLOGY

LJMU priorities	PSY Priorities	Key actions	Resources required	Measurement of success	
Priority 1: Growth of our research community, support for research excellence and embed key concepts within our inclusive research culture.	Increase number and diversity of externally funded projects.	Support staff to produce external funding applications via PDPR or RCBB-led initiatives.	n/a	Increased number of funding applications from the School (from beginning to end of period).	
		Set target number of external applications per REF cycle for staff with SRIR.	n/a		
		Develop mentorship scheme with a emphasis on writing external bids via RCBB.	n/a		
		Set up School fund for pilot research to support funding application to be administered via RCBB.	£50K p.a.		
	Increase the proportion of 3* and 4* rated outputs produced by the school.	Utilise RCBB events to promote networking for funding applications with other institutions / organisations.	Support staff to develop publication plans within each REF cycle that include at least one high-quality output via mentorship and PDPR.	n/a	Increased research income (from beginning to end of period).
			Raise awareness within the staff body of what constitutes 3*/4* outputs via RCBB/REF-related seminars.	n/a	
	Enhance academic prestige of the School at national and international level.	Support staff to organise or co-organise national and international academic conferences via PDPR/ workload management.	Support staff who serve as editors for journal special issues via PDPR / workload management.	n/a	Increased level of staff involvement on national and international conference committees (from beginning to end of period).
			Support staff who receive invitations to deliver keynote lectures at national and international conferences via PDPR / workload management.	n/a	
			Support staff who receive invitations to contribute to the development of funding programmes in the UK or abroad via PDPR / workload management.	n/a	
			Support staff who receive invitations to deliver keynote presentations at national and international conferences via PDPR / workload management.	n/a	
	Enhance/sustain expertise in psychological research methods and related apparatus.	Ensure that psychology staff have sufficient laboratory space to conduct research.	Ensure that laboratories are equipped with cutting-edge apparatus and existing apparatus is updated.	Building space.	All staff have the necessary apparatus / laboratory space/ software / testing materials to conduct their research and publish in highest quality journals.
			Enhance / sustain in-house expertise necessary to use specialised laboratory apparatus.	RCIF/external funding.	
			Enhance / sustain in-house expertise in cutting-edge statistical methods.	Staff training budget.	
			Enhance / sustain in-house expertise in cutting-edge qualitative methods.	Staff training budget.	
Ensure that staff have access to relevant psychometric tests.			Staff training budget.		
			School budget.		

LJMU priorities	PSY Priorities	Key actions	Resources required	Measurement of success	
Priority 2: Delivery of teaching inspired by our RKE work and the staff and research students who deliver it.	Promote Open Access practices as part of School research culture.	Ensure all peer-reviewed publications are deposited in the university repository via symplectic.	n/a	98% of all research outputs produced by the school should be open access for REF2029.	
		Increase the number of databases placed in the LJMU Research Data Repository by the School.	n/a		
		Make research methods, software and tools developed by the School available to other researchers.	n/a		
		Journal publications costs for high quality outputs only (when no other option is available).	n/a		
	Enhance collaboration with other parts of the university.	Hold meetings with other researchers within the university to develop a research topic or respond to a funding call.	Invite other researchers within the university to RCBB theme events.	n/a	Increased collaboration with LJMU staff from other schools on research outputs and/or external funding bids (from beginning to end of period).
			Encourage school staff to engage with cross-faculty research centres/institutes.	n/a	
			Ensure that the structure of RCBB represents the range of research performed by staff in the School.	n/a	
	Apply for research institute status for RCBB.	Develop a remit for evolving RCBB into a university-level research institute.		n/a	Ensure that structure of RCBB is fully representative of range of research performed in the school.
				n/a	Develop application for research institute status.
	Map research-led teaching across undergraduate and postgraduate programmes.	Creation of research-led teaching agenda for the school at UG and PG level.		Time from programme leaders.	Research-led teaching represented at all levels of undergraduate and postgraduate teaching in school.
					Increased visibility of research-led teaching agenda.
Research internships for undergraduate and postgraduate students.	Creation of scheme where students can apply for internships working with staff and PGRs on specific research.		£30Kp.a.	Increased employability rates for our students at undergraduate and postgraduate level.	
Promotion of research-led teaching.	Creation of publicity materials that document examples of research-led teaching in the School.		£5K	Enhance quantity/quality of student applicants to undergraduate and postgraduate programme.	



The psychology research laboratories are equipped with a range of state of the art equipment for the measurement of brain and behaviour, including Transcranial Magnetic Stimulation (TMS).

LJMU priorities	PSY Priorities	Key actions	Resources required	Measurement of success	
Priority 3: Engaging in impactful, connected RKE with our partners will ensure transformative benefits from our work.	Increase income from enterprise activity.	Increase awareness of funding opportunities for staff via enterprise route (Innovate UK) via RCBB. Engagement with faculty innovation lead.	n/a	Increased level of enterprise funding (from beginning to end of period).	
		Regular meetings on impact at a school- or RCBB-theme level as part of the development of our REF submission.	n/a		
	Increase the quality and repertoire of impact stories in the school.	Funding support from university or faculty to support development of non-academic impact.	£20K p.a	Five nationally leading impact case studies for submission in REF2029.	
		All staff to engage with evidence gathering of non-academic impact.	n/a		
		Support staff who are developing ICS for REF2029 via PDPR and workload management.	n/a		
	Enhance partnerships with non-academic partners at local, national, and international level.	Support staff in development of professional relationships with public and private sector entities.	£10K	Enhanced network of collaboration between School and non-academic partners at local, national and international level.	
		Support staff who are developing initiatives around PPI for RKE activities.	£5K		
		Enhance existing partnerships with non-academic partners via existing School/Faculty networks. Support for staff seeking secondment and placements with public or private sector entities.	n/a		
	Enhance public engagement with research conducted by the School.			backfill	Increased school profile in media.
		Raise awareness of public engagement opportunities and potential benefits via RCBB events.	n/a		
Have publicity officers visit the school to raise their awareness of research being conducted in the school.		n/a			
Ensure that staff engage with public lectures such as research café. Support staff in developing comms with the general public (The Conversation, Research Café).		n/a n/a			

LJMU priorities	PSY Priorities	Key actions	Resources required	Measurement of success
Priority 4: Development of a vibrant, diverse, and intellectually curious postgraduate research community.	Increase the number of externally or internally funded PGRs in the School.	Promote external and internal studentship applications.	n/a	Increase the number of externally or internally funded PGRs by at least 15.
	Increase involvement of PGR community in teaching.	All PGRs complete 3i training.	n/a	All PGRs have completed the 3i training when graduating.
		All PGRs who wish to obtain teaching experience are offered an opportunity to contribute to undergraduate or postgraduate teaching.	n/a	At least 20% of PGRs are involved in teaching.
			n/a	
	Provide PGRs with an opportunity to present their work at research forums within the university.	All PGRs get the opportunity to present their PhD research to undergraduate or postgraduate students.	n/a	At least 20% of PGRs attend and/or present at School/Faculty/University Research Days.
		PGRs will be invited to attend School, Faculty and University Research Days.	n/a	
		PGRs will be invited to present at RCBB Theme events.	n/a	At least two PGRs participate at the LJMU Three Minute Thesis competition.
		Promote the (LJMU) Three Minute Thesis competition to PGRs.	n/a	
	Ensure that PGRs are able to have a 'voice' within the School via the Postgraduate Tutor.	Offer opportunities for regular engagement between PGRs and Postgraduate tutor.	n/a	
		Make attendance at RCBB events mandatory for PGRs.	n/a	PGR tutor offers four PGR forum events per year.
Offer PGRs the opportunity to present at RCBB events.		n/a		
Promote a vibrant research environment that promotes intellectual curiosity.	Support the PGR Reps with their Research Café series where PGRs can discuss their research amongst themselves.	n/a	At least 50% of PGRs attend the RCBB events. PGRs contribute at least 10% of the research-related RCBB events. A regular PGR Research Café takes place.	