



University of HUDDERSFIELD

University of Huddersfield Repository

Curran, Stephen, Dew, Niall, Halstead, Jeremy, Leach, Chris, Lister, Timothy, Lucock, Mike, Minogue, Virginia and Shaw, Susan Angela

Editorial

Original Citation

Curran, Stephen, Dew, Niall, Halstead, Jeremy, Leach, Chris, Lister, Timothy, Lucock, Mike, Minogue, Virginia and Shaw, Susan Angela (2006) Editorial. *Mental Health and Learning Disabilities Research and Practice*, 3 (2). p. 105. ISSN 1743-6885

This version is available at <http://eprints.hud.ac.uk/12508/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Editorial

It is now two years since the first issue of the journal, a good time to reflect on its success and how it fits with the current mental health and learning disabilities research and service agendas. We set out to have an emphasis on practice based research and developments, with contributions from a range of practitioners, service users and carers. The content of the five issues published so far, and feedback from readers, suggests this has been successful and that the journal has found a niche in the market. To reinforce the service user involvement aspect of the journal we hope that we will soon have a service user member of the Editorial Board. We believe the journal gives opportunities for more novice researchers, service users, carers and professionals alike, to publish in a peer reviewed journal and to stimulate debates through our points of view section. We have been pleased to host very well-published authors as well as complete newcomers and feel that this mix of style and experience enhances the range of contributions and makes the journal accessible, and of interest, to a wide range of people.

NHS Research and Development (R & D) funding is currently undergoing significant restructuring and there is much speculation about how this will affect mental health and learning disabilities research in general and practice based research in particular. The new application process for R&D priorities and needs programmes is ongoing and it is apparent that the emphasis is to fund stronger, more coherent and national programmes with impact on NHS priorities and needs, based around strong Trust and University partnerships. There are also additional opportunities for funding of specific projects. A consequence will be fewer programmes and potentially there could be very few covering mental health and learning disabilities. At this stage it is difficult to predict the impact of this on the journal. Despite a greater centralisation of programmes, we hope there will still be an opportunity for smaller projects to fit within the ambit of the programmes. We would expect this to be particularly true of user-led and user-focused projects which will continue to be an important priority nationally and for this journal.