

<b>Job Title:</b>	<b>Research Fellow or Assistant Professor</b>
<b>Department:</b>	Infectious Disease Epidemiology
<b>Faculty:</b>	Epidemiology and Population Health
<b>Location:</b>	London
<b>FTE:</b>	2 * 100% posts for 2-3 years
<b>Grade:</b>	Assistant Professor Grade 7 or Research Fellow Grade 6
<b>Accountable to:</b>	Richard White
<b>Job Summary:</b>	<p>We are looking for two enthusiastic and highly motivated infectious disease modellers to join the world-leading <a href="#">TB Modelling group</a>, <a href="#">TB Centre</a>, and <a href="#">Centre for the Mathematical Modelling of Infectious Diseases</a>, at the <a href="#">London School of Hygiene &amp; Tropical Medicine</a> (LSHTM).</p> <p>Tuberculosis (TB) is the biggest cause of death from a single infectious agent globally. For the first time in the history of TB vaccine development, two phase IIB trials have reported significant positive efficacy results. The first, a BCG study, has reopened the question of whether policy change to reintroduce adolescent BCG revaccination should be considered; and the second, the new M72/AS01E candidate, was the first efficacy signal seen with a robust new vaccine candidate since BCG.</p> <p>The coming years will be crucial in terms of strategy and trial design for these two candidates to move forward in an efficient and effective manner to registration and policy change. Mathematical modelling has informed several important decisions in TB vaccine development in recent years.</p> <p>The successful applicants will work on, and depending on level lead, a range of exciting modelling and economic projects to create modelling evidence on the likely impact, cost and cost effectiveness of BCG revaccination and the M72/AS01E vaccine for decision making by global stakeholders eg WHO and BMGF.</p> <p>The successful applicants will be supervised by Prof Richard White and Prof Nick Menzies (Harvard), and will join a highly successful and supportive TB modelling group in London. There is considerable scope to take initiative for research within the field, in collaboration with colleagues at LSHTM and international partners. The project will involve a range of complex and original scientific research that requires a high degree of personal motivation.</p> <p>Depending on level, the successful applicant will have a postgraduate or doctoral degree in Epidemiology, Public Health, Modelling, Statistics or another relevant discipline with a strong quantitative component, experience of infectious disease modelling and of programming languages (e.g. R, Python, C++).</p> <p>Applicants are welcome to contact Prof Richard White (<a href="mailto:richard.white@lshtm.ac.uk">richard.white@lshtm.ac.uk</a>) and/or Prof Nick Menzies (<a href="mailto:nmenzies@hsph.harvard.edu">nmenzies@hsph.harvard.edu</a>) for an informal discussion prior to submitting a formal application.</p>

## **GENERAL INFORMATION**

### **The London School of Hygiene & Tropical Medicine**

The London School of Hygiene & Tropical Medicine is a world-leading centre for research and postgraduate education in public and global health. Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

Founded in 1899, the School has expanded in recent years at its two main sites on Keppel Street and Tavistock Place. Our staff, students and alumni work in more than 150 countries in government, academia, international agencies and health services.

Research income has grown to more than £180 million per year from national and international funding sources including UK government and research councils, the European Union, the Wellcome Trust, Gates Foundation and other philanthropic sources. Our diverse research talents, skills and experience, underpin our position as a leader in public and global health. These range from the molecular to the global, the theoretical to the applied, the analytical to the political. Our staff are conducting research in more than 100 countries.

We have 3,000 staff based all around the world with core hubs in London and at the MRC Units in The Gambia and Uganda, which joined LSHTM in February 2018. Our outstanding, diverse and committed staff make an impact where it is most needed - deploying research in real time in response to crises, developing innovative programmes for major health threats, or training the next generations of public and global health leaders and researchers.

Working in partnership is central to achieving our mission. Our strategic collaborations in the UK and across high-, middle- and low-income countries deliver health and socioeconomic benefits across the world, especially in the most disadvantaged communities.

LSHTM is also a member of the M8 Alliance of Academic Health Centers, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.

We deliver research-led educational programmes to future health leaders, managers and researchers across the world. We have more than 1,000 face-to-face Master's and Doctoral students, 3,000 studying by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses are studied by more than 55,000 participants globally.

LSHTM performs strongly in various global university league tables. In the 2018 Shanghai World Ranking we placed 151-200 overall, and ranked 3rd in public health, 40th in clinical medicine, and 76th in human biology. In the US News Best Global Universities Ranking 2019, we ranked ninth in the UK overall and 13th in the world in the fields of social sciences and public health in the 2019 QS World University Rankings.

In 2017, the inaugural Center for World University Rankings by Subject placed LSHTM first in the world for tropical medicine research, second for parasitology and seventh for infectious diseases, public, environment and occupational health and social sciences and biomedical. LSHTM ranked first in Europe for research impact in sciences, based on its proportion of publications that belong to the top 1% most frequently cited publications, in the 2018 CWT Leiden Ranking.

LSHTM was named University of the Year 2016 by Times Higher Education and awarded a Queen's Anniversary Prize for Higher and Further Education in 2017 in recognition of our response to the 2014 Ebola epidemic in West Africa. (LSHTM does not appear in the Times Higher Education World University Rankings as universities are excluded if they do not teach

undergraduates).

We seek to foster and sustain a creative and supportive working environment based upon an ethos of respect and rigorous scientific enquiry. We embrace and value the diversity of our staff and student population and seek to promote equality as an essential element in contribution to improving health worldwide.

LSHTM is one of around 20 specialist institutions that receive institution specific funding from the Office for Students (OfS). This funding recognises the additional costs that LSHTM incurs because of its unique range of teaching, specialist facilities, and the scale of its contributions to national and international agencies.

## **THE FACULTY**

The Faculty of Epidemiology & Population Health (EPH) houses a large group of epidemiologists, demographers, statisticians and nutritionists working on issues of major public health importance in the UK and globally. EPH has approximately 400 staff members organised into four research departments.

- Department of Infectious Disease Epidemiology
- Department of Medical Statistics
- Department of Non-communicable Disease Epidemiology
- Department of Population Health

The Faculty has a teaching programme consisting of ten MSc courses: Epidemiology, Demography and Health, Medical Statistics, Public Health for Development (run jointly with the Faculties of Infectious & Tropical Diseases and Public Health & Policy), Nutrition for Global Health, Reproductive & Sexual Health Research, Veterinary Epidemiology (run jointly with the Royal Veterinary College), Global Mental Health (run jointly with Kings College London-Institute of Psychiatry) and the Distance Learning courses in Epidemiology, Clinical Trials and Demography in Health. The Faculty also has approximately 120 research students studying for an MPhil, PhD or DrPH degree. The Dean of Faculty is Professor Liam Smeeth.

## **THE DEPARTMENT**

The Department of Infectious Disease Epidemiology conducts research on the epidemiology and control of infectious diseases of public health importance. It also conducts research on maternal and neonatal health. Work is carried out in low-, middle- and high-income countries, including the United Kingdom. Research ranges from ecological studies of variations in disease frequency in different populations, through observational case-control and cohort studies to define risk factors for disease, to randomized controlled trials to test the impact of specific preventive and curative interventions. The Department Heads are Prof Richard White and Prof Katherine Fielding.

The portfolio of duties outlined below will vary in accordance with the detailed expectations of the role (attached), which may be varied from time to time, and agreed at your annual Performance and Development Review (PDR).

## JOB DESCRIPTION

### Main Activities and Responsibilities

#### KNOWLEDGE GENERATION

##### Research Fellow

1. To undertake high quality research & scholarship, including contributing to drafting major grant proposals and/or leading on drafting small grant proposals;
2. To contribute to peer-reviewed publications, including as lead author;
3. To make a contribution to research degree student supervision, as appropriate to qualifications and experience;
4. To manage small grants or elements of larger grants, ensuring compliance with good practice in relation to the conduct of research, the ethics policy and other relevant School policies;
5. To contribute to projects on modelling of TB vaccines, including building, testing, parameterizing (including collating and secondary analysis of data), analyzing and publishing TB vaccine modelling studies
6. To contribute to projects within the wider TB modelling group

##### Assistant Professor

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by applying for external grants/fellowships from good<sup>1</sup> research funders, and publishing peer-reviewed outputs as lead and co-author;
2. To contribute to research degree student supervision;
3. To manage research grants and promote and ensure compliance with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
4. To support the development of early-career researchers;
5. To conduct and lead projects on modelling of TB vaccines, including building, testing, parameterizing, analyzing and publishing up TB vaccine modelling studies
6. To contribute to projects within the wider TB modelling group

#### EDUCATION

##### Research Fellow

1. To contribute to the delivery of high quality, research-informed teaching and assessment in relation to your specific subject and within the broader area covered by your department and disciplinary field;
2. To contribute to the improvement of the quality of the School's education, by participating in the development of new and updated learning and teaching materials or approaches;

##### Assistant Professor

1. To deliver high quality, research-informed teaching and assessment in relation to your specific subject and within the broader area covered by your department/disciplinary field;
2. To contribute to the improvement of the quality of the School's education, by participating in the development of new and updated learning and, teaching materials or approaches, and/or improving assessment practices, and/or improving aspects of the student experience;
3. To support educational leadership and management by active participation in selected aspects of the curriculum, as appropriate, and by

<sup>1</sup> Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

collaborating with professional services staff, centrally and in the Faculty, in carrying out relevant administrative processes;

## INTERNAL CONTRIBUTION

### Research Fellow

1. To undertake activities that support the Department, Faculty or the School;
2. To participate in the School's PDR process;

### Assistant Professor

1. To undertake activities that support the Department, Faculty or School, including Committee membership;
2. To participate in own PDR and undertake those of others;

## EXTERNAL CONTRIBUTION

### Research Fellow

1. To demonstrate good external citizenship by contributing to learned society/conference events, journal and grant reviews etc;
2. To contribute to interactions with global decision makers on TB vaccines

### Assistant Professor

1. To demonstrate good external citizenship by contributing to the external academic community;
2. To promote knowledge translation and enterprise by participating in networks and activities that disseminate research-based knowledge beyond academia;
3. To lead interactions with global decision makers on TB vaccines
4. To collaborate with academic partners for the delivery of cross-institutional and cross-discipline research projects

## PROFESSIONAL DEVELOPMENT & TRAINING

### Research Fellow

1. To keep up to date with the latest research/thinking in your academic field and with changes to pedagogic practice within the School and more generally;
2. Where the length and nature of the position permits, to apply for and, if accepted, undertake a doctoral degree (if not already acquired);
3. To undertake and successfully complete the mandatory training required by the School appropriate to the role;

### Assistant Professor

1. To keep up-to-date with the latest research/thinking in your academic field and with changes to pedagogic practice within the School and more generally;
2. To undertake and successfully complete the mandatory training required by the School appropriate to the role;

## GENERAL

All academic staff are free within the law to question and test received wisdom, and put forward new ideas and controversial or unpopular opinions, to enable the School to engage in research and promote learning to the highest possible standards.

All staff at LSHTM are also expected to:

1. Act at all times in the School's best interests;
2. Treat School staff, students and visitors with courtesy and respect at all times;
3. Comply fully with School policies, procedures and administrative processes relevant to the role, including when acting as Principal Investigator, accepting academic, managerial, financing and ethical responsibility for a project
4. Uphold and support the School's values (as set out in the School Strategy document);
5. Act as ambassadors for the School when hosting visitors or attending external events;

*The above list of duties is not exclusive or exhaustive and the role holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the role.*

*Role descriptions should be regularly reviewed to ensure they are an accurate representation of the role.*

[JAN 2019]

## PERSON SPECIFICATION

This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

Applicants will be shortlisted solely on the extent to which they meet these requirements.

### ESSENTIAL CRITERIA:

#### Research Fellow

1. At least a postgraduate degree in Epidemiology, Public Health, Modelling, Statistics, or another relevant discipline with a strong quantitative component
2. Experience in infectious disease modelling
3. Experience in identifying/analysing appropriate epidemiological and/or natural history data to inform mathematical models
4. Experience with programming in R, Python, C++ or an equivalent language
5. Contributions to written output, preferably peer-reviewed, as expected by the subject area/discipline in terms of types and volume of outputs.
6. Proven ability to work independently, as well as collaboratively as part of a research team, and proven ability to meet research deadlines.
7. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing
8. Evidence of good organizational skills, including effective time management

#### Assistant Professor

1. A doctoral degree in Epidemiology, Public Health, Modelling, Statistics or another relevant discipline with a strong quantitative component
2. Expertise in infectious disease modelling
3. Experience of working collaboratively with cross-institutional and cross-discipline stakeholders, including academic partners and/or decision makers
4. Expertise with programming in R, Python, C++ or an equivalent language
5. Contributions as lead and co-author in peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 5 years which are at least internationally excellent<sup>2</sup>
6. Proven ability to work independently, as well as collaboratively as part of a research team, and to meet research deadlines
7. Evidence of excellent interpersonal skills, including ability to communicate effectively both orally and in writing
8. Evidence of good organizational skills, including effective time management

### DESIRABLE CRITERIA

#### Research Fellow

1. Some experience of contributing to research grant applications.
2. Some experience of teaching and assessment.

#### Assistant Professor

1. Experience of generating research income such as fellowships, and/or small project grants, and/or supporting grant applications of others.
2. Some experience of supervising and supporting junior researchers and/or

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<sup>2</sup> i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

3. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff
4. Some experience in TB
5. Some experience in vaccines
6. Some experience modelling TB
7. Some experience modelling vaccines
8. Some experience of working collaboratively with cross-institutional stakeholders
9. Some knowledge of the vaccine/product development process and/or clinical trials
10. Some knowledge of health economics
11. Some experience working in or with collaborators in LMICs.

- research degree students, and non-academic staff.
3. Some experience of undertaking teaching and assessment
  4. A teaching qualification
  5. Experience in TB
  6. Experience in vaccines
  7. Experience modelling TB
  8. Experience modelling vaccines
  9. Experience in evidence generation or translation of evidence to inform vaccine or public health decision making
  10. Knowledge of the vaccine development process and/or clinical trials
  11. Knowledge of health economics
  12. Experience working in or with collaborators in LMICs.

E-Essential: Requirement without which the job could not be done

D-Desirable: Requirements that would enable the candidate to perform the job well

## **SALARY AND CONDITIONS OF APPOINTMENT**

The Assistant Professor post is funded until end of October 2022, and the Research Fellow post is funded until at least end of June 2021. The salary for the Assistant Professor will be on the Academic scale, Grade 7 at £46,704 per annum (inclusive of London Weighting), and the salary for the Research Fellow will be on the Academic scale, Grade 6 at £40,011. The post will be subject to the LSHTM terms and conditions of service. Annual leave entitlement is 30 working days per year, pro rata for part time staff. In addition to this there are discretionary "Director's Days". Membership of the Pension Scheme is available.

Applicants are welcome to contact Prof Richard White ([richard.white@lshtm.ac.uk](mailto:richard.white@lshtm.ac.uk)) and/or Prof Nick Menzies ([nmenzies@hsph.harvard.edu](mailto:nmenzies@hsph.harvard.edu)) for an informal discussion prior to submitting a formal application.

Applications should be made on-line via our website at <http://jobs.lshtm.ac.uk>. Applications should also include the names and email contacts of 2 referees who can be contacted immediately if shortlisted. Online applications will be accepted by the automated system until 10pm of the closing date. Any queries regarding the application process may be addressed to [jobs@lshtm.ac.uk](mailto:jobs@lshtm.ac.uk).

The supporting statement section should set out how your qualifications, experience and training meet each of the selection criteria. Please provide one or more paragraphs addressing each criterion. The supporting statement is an essential part of the selection process and thus a failure to provide this information will mean that the application will not be considered. An answer to any of the criteria such as "Please see attached CV" will not be considered acceptable. Please note that if you are shortlisted and are unable to attend on the interview date it may not be possible to offer you an alternative date.

## **ASYLUM AND IMMIGRATION STATEMENT**

The School will comply with the Immigration, Asylum and Nationality Act 2006, which requires all employees to provide documentary evidence of their legal right to work in this country prior to commencing employment. Candidates will be required to email a copy of their passport (and visa if applicable) to HR prior to their interview and if appointed will be asked to bring the original documents in to be copied and verified before their start date.

Applications from candidates who require sponsorship to work in the UK will be considered alongside other applications. Applicants who do not currently have the right to work in the UK will have to satisfy UK Visas & Immigration regulations before they can be appointed.

Further information about Certificate of Sponsorship and eligibility to work in the UK, can be found at: [www.ukba.homeoffice.gov.uk/employers/points](http://www.ukba.homeoffice.gov.uk/employers/points)

Date compiled: JAN 2019

## Academic Expectations: Research Fellow

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category. Given the nature of employment as a Research Fellow, it is expected that most activity will focus on knowledge generation, but some activity in other areas is required and will support career progression.

### **Knowledge generation: Independent contributions and a clear trajectory towards excellence as an academic researcher**

#### *Research and scholarship*

- Undertaking research
- Working with PIs to draft grant proposals and/or leading writing of small grants, work packages or sections of larger proposals or personal fellowship applications
- Contributing to peer-reviewed outputs, including as first author, as expected by the subject area/discipline in terms of types of output
- Poster/oral presentations at relevant conferences, translation of research findings into educational materials
- Social media contributions such as twitter, blogs, web-based media or webinars

#### *Doctoral degree supervision*

- For RFs with Doctorate, some contribution to doctoral degree supervision is encouraged (e.g. specialist skills training; ad hoc advice; advisory committees). RFs without a Doctorate may also advise in areas of specialist knowledge<sup>3</sup>

#### *Research management, leadership and support*

- Effective management of own time and activities
- Management of small research grants or elements of larger grants, including management of data collection and relationships with research collaborators, support to grants management

#### *Professional development*

- Courses and other professional development activities, referenced to RDF
- Where the length, nature and funding source of the position permit, to apply for and, if accepted, undertake a doctoral degree (if not already acquired)

### **Education: Basic competence in teaching and assessment**

#### *Teaching and assessment*

- Research-informed teaching and assessment contributions (e.g. contributions to modules, MSc project supervision)

#### *Educational development and innovation*

- Contributing to the development of new educational materials, learning opportunities or assessments approaches

#### *Education leadership and management*

- None expected

#### *Professional development*

- Participation in professional development activities referenced to UKPSF (e.g. HEA, PGCILT, preparation for doctoral degree supervision, shadowing more experienced colleagues)

<sup>3</sup> Such RFs are expected to be registered for a doctorate

**Internal contribution: Contributions to School functioning and development**

*Internal citizenship*

- Contributing to at least one Department, Faculty, School, or Centre event or special interest group in any one year;
- Supporting external School collaborations/partnerships (beyond own research or education role) where relevant

*School leadership and management roles*

- None expected but credit can be given if undertaken

**External contribution: Contribution beyond the School**

*External citizenship*

- Contributing to learned society/conference events, journal and grant reviews etc *Knowledge translation and enterprise: not expected but options include:*
- Collecting evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights)
- Engaging with policy/practice/industry/NGO communities and the general public
- Supporting MOOCs/OERs or other (e.g. educational) outreach

## Academic Expectations: Assistant Professor

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

**Knowledge generation:** *Independent researcher with excellent contributions, supporting less experienced researchers and with growing leadership skills*

### *Research and scholarship*

- Undertaking research individually and as part of a team
- Applying for external grants and/or fellowships primarily from 'good'<sup>4</sup> research funders; contributing to work packages or elements within a large proposal
- For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders will usually recover 100% of their FTE<sup>5</sup>; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities
- Contributing to financial sustainability of research group including exploring opportunities for industry funding for laboratory research
- Contributing as lead and co-author in peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years which are at least internationally excellent<sup>6</sup>
- Engaging in other research dissemination including competitively selected oral and poster presentations at leading conferences, invited seminars and talks, and social media contributions such as twitter, blogs, webinars

### *Doctoral degree supervision*

- Contributing to doctoral degree supervision<sup>6</sup> of at least one student, working within supervision team(s), supporting timely completions and peer-reviewed outputs
- Contributing to summative assessment processes (e.g. upgrade assessments, pre- and post-viva support for students)

### *Research management, leadership and support*

- Management of entire research process or significant parts of it, including line and team management, grants management, management of research partner relationships
- Supporting career development of research team members (eg informal mentoring, reviewing draft papers, advising on specific issues e.g. statistical issues, methodology)

### *Professional development referenced to RDF*

- Courses and other development activities, including mid-level management and leadership development

<sup>4</sup> Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

<sup>5</sup> Exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome)

<sup>6</sup> i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

<sup>6</sup> Students registered external to the School can be included (subject to agreement of DDDC/FDDD) where these fulfil capacity-building aims, support important research collaborations, or are a result of a recent move to the School.

**Education: Undertaking teaching and assessment, and developing as a research-informed educator within higher education**

*Teaching and assessment*

- Research-informed teaching, supervision and assessment
- Contributions to personal tutoring and/or development of less experienced educators (e.g. as peer-observer for PGCILT; as mentor; through leading staff development activities)
- Participation in programme committees and/or exam boards

*Educational development and innovation*

- Contributions to research-informed educational developments and innovations
- Activities aimed at improving some aspect(s) of the student experience, or quality of education programme(s).

*Education leadership and management*

- Leadership and/or management of selected aspects of the curriculum (e.g. as module organiser/deputy, or responsibility for another aspect of the student experience)
- Supporting others to provide an excellent student experience and solve significant problems
- Contributions to Education Task & Finish Group, periodic reviews, or similar

*Professional development referenced to UKPSF*

- Activities which lead to PGCILT or equivalent and Fellow of HEA or equivalent; thereafter continuing professional development.
- Activities that support professional development as an educator (e.g. training/educational studies, work-shadowing, use of feedback from students/colleagues)

**Internal contribution: Contributions to School functioning and development**

*Internal citizenship*

- Engagement in any one year of at least one of: Senate or Senate subcommittee, Ethics Committees, MRC Unit, Faculty and Departmental committees; MRC Unit Department, Faculty, School, Centre events or special interest groups; support to external collaborations/partnerships (beyond own research or education role); involvement in mentoring scheme

*School leadership and management roles*

- Not expected

**External contribution: Contribution beyond the School**

*External citizenship*

- Membership of society/conference committees
- Journal, book and/or grant reviews
- Invited presentations

*Knowledge translation and enterprise: options include:*

- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participation in and development of external networks for the School's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work, or building relationships for future activities
- Collecting evidence of research impact for impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach