

RESEARCH ASSISTANT



Job Title:	Research Assistant in Cross-cultural Gender Norms
Department:	Global Health and Development (GHD)
Faculty:	Public Health and Policy (PHP)
Location:	London
FTE:	1.0 (Full time)
Grade:	G5
Accountable to:	Dr. Ben Cislighi
Job Summary:	Contribute to advancing the understanding of how global health donors can design demand generation grants for increasing contraception use that address existing gender norms while not coercing women into compliance

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.

FACULTY INFORMATION

Faculty of Public Health and Policy

The School is divided into three academic faculties, of which the Faculty of Public Health & Policy is responsible for research and teaching in the policy, planning and evaluation of health programmes and services. Its interests are both national and international, encompassing industrialized and low and middle-income countries. The Faculty has three research departments:

- Health Services Research and Policy (HSRP)
- Global Health and Development (GHD)
- Public Health, Environments and Society (PHES)

In the Faculty there are about 250 academic staff drawn from a variety of disciplines including medicine, statistics, epidemiology, sociology, economics, anthropology, operational research, psychology, nursing and history. Each department is responsible for its own research. The School has adopted a rotating system of management for its academic departments and faculties. The management of a department is under the control of the Department Head, appointed by the Director for a period of three years in the first instance. The Faculty Head is appointed in a similar manner but for an initial period of up to five years.

The Faculty of Public Health and Policy is responsible for organizing a one-year Master's course in Public Health, which allows students to take either a general MSc in Public Health, or to follow one of several more specialised streams: Health Services Management, Health Promotion, Environmental Health or Health Services Research. The Faculty also jointly teaches the MSc Public Health in Developing Countries and MSc Control of Infectious Disease (with the Faculties of Infectious and Tropical Diseases and Epidemiology and Population Health), and MSc Health Policy, Planning and Financing (jointly with the London School of Economics). Master's courses are organized in a modular format across the whole School. One of the growing areas of Faculty teaching is distance-based learning, with MScs in Public Health and Global Health Policy. In 2017/18, over 230 students were registered for our face-to-face Masters programmes and nearly 1600 students were registered for distance learning MScs.

The Faculty has also reorganized and expanded its research degree (MPhil/PhD; DrPH) training. Currently there are about 108 students and 23 staff members registered for a research degree.

Department of Global Health & Development (GHD)

The Department (headed by Professor Catherine Goodman) aims to conduct novel and policy- relevant research and training that concerns health issues with a global reach, predominantly from the perspective of the development of low and middle-income countries. The Department comprises approximately 100 staff and 80 research degree students, with total grants funding of over £30m spread over a range of funders including research councils, UK and overseas charities, the European Union, Department for International Development and others. Staff come from a wide range of disciplines including economics, epidemiology, mathematics, policy analysis, medicine and social anthropology and are organized into two research units. Members of the Department also edit the journal Health Policy and Planning.

The Centre for Gender Violence and Health

The post holder will join the Gender, Violence and Health Centre (GVHC) at the London School of Hygiene and Tropical Medicine (LSHTM) as a key member of Centre's work on preventing violence against women and children. The GVHC is a vibrant multidisciplinary group with an international research portfolio of action oriented, intervention based research on the extent, causes and consequences of gender based violence. In addition to collaborating on Centre projects more generally, the post holder will support the design of a research study on gender norms, demand generation of modern family planning methods, and coercion in Senegal.

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

1. To undertake high quality research as directed by your line manager, including contributing to drafting grant proposals and peer-reviewed and other outputs;
2. To support the administration of projects linked to your employment, helping ensure compliance with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;

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3. Contribute to a study on gender norms, family planning and coercion in Senegal
4. Conduct a systematic review of existing evidence around effective interventions to generate demand on family planning in low and middle-income countries
5. Identify best co-creators and partners to design a qualitative research in Senegal on gender norms, family planning and ethics of intervention
6. Co-manage a qualitative research on gender norms, family planning and ethics of intervention, the plan for which will emerge from a workshop with partners in Senegal
7. Organise three workshops: two in Senegal and a third TBD

EDUCATION

1. To participate in some aspects of the School's Education Programme or educational outreach activities;

INTERNAL CONTRIBUTION

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

EXTERNAL CONTRIBUTION

1. To demonstrate good external citizenship by supporting the external academic and practice communities;

PROFESSIONAL DEVELOPMENT & TRAINING

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. For lab-based disciplines: 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 as 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;
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.

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:

1. MSc degree in a relevant field either awarded or imminent.
2. Experience working in Senegal or West Africa on Sexual and Reproductive Health of Women
3. Experience conducting qualitative research.
4. Understanding of gender theory and social norms theory
5. Evidence of good organisational skills, including effective time management.
6. Proven ability to work independently, as well as collaboratively as part of a research team.
7. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing
8. Experience analysing qualitative data with nVivo.

DESIRABLE CRITERIA

1. Some experience of teaching
2. Knowledge of Wolof or another language spoken in Senegal is an asset
3. Experience leading qualitative studies in a low or middle-income country

SALARY AND CONDITIONS OF APPOINTMENT

The post is full time commencing immediately until 30 June 2021. The salary will be on the Academic scale, Grade 5 scale in the range £34,854 - £40,011 per annum (inclusive of London Weighting). 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.

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. Please quote reference.

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 current UKVI legislation, 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

Date compiled: Jan 2019

Academic Expectations: Research Assistant

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 Assistant, it is expected that most activity will focus on knowledge generation, but some activity in other areas is desirable and will be required for career progression.

<i>Knowledge generation: High quality support for, and contribution to, research</i>
<i>Research and scholarship</i> <ul style="list-style-type: none">• Undertaking research, as directed by line manager• Contributions to funding applications including supporting more senior staff in completing applications• Contributing to peer-reviewed outputs as expected by the subject area/discipline in terms of types of output• Poster/oral presentations at conferences• Social media contributions such as twitter, blogs, web-based media or webinars <i>Doctoral degree supervision</i> <ul style="list-style-type: none">• None expected though involvement in advisory activities/roles or provision of practical skills training is encouraged where relevant <i>Research management, leadership and support</i> <ul style="list-style-type: none">• Effective management of own time and activities• Supporting the administration of projects he/she is employed on, eg taking meeting minutes <i>Professional development</i> <ul style="list-style-type: none">• Appropriate courses and other development activities, referenced to RDF• Especially for lab-based disciplines: 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).
<i>Education: Participation in educational activities¹</i>
<i>Teaching and assessment</i> <ul style="list-style-type: none">• Limited participation in some aspects of the School's Education Programme or education outreach activities e.g. contributions to taught courses, research methods training, mentoring school pupils on outreach programmes
<i>Educational development and innovation</i> <ul style="list-style-type: none">• Limited contributions to educational innovations or developments, e.g. helping to update the content or delivery of a course or module <i>Educational leadership and management</i> <ul style="list-style-type: none">• None expected <i>Professional development</i> <ul style="list-style-type: none">• Formal study/training and/or other activities that develop educational knowledge and expertise, referenced to UKPSF
<i>Internal contribution: Support to the academic environment in the Department or beyond</i>
<i>Internal citizenship</i> <ul style="list-style-type: none">• Supporting Department/Faculty/Centre/School events or special interest groups; organising seminars/lab meetings/journal clubs; group or departmental social organising; support to Athena Swan activities; support to external partnerships <i>General leadership and management roles</i> <ul style="list-style-type: none">• None expected but credit can be given if undertaken

¹ it is accepted that some RA roles and/or funding make it difficult to give time to Educational activities, but some degree of engagement is encouraged

External contribution: Support to the external academic community

External citizenship

- Involvement in journal or book reviews, if opportunities arise
- Sharing examples of good practice (e.g. contributing to discipline-specific interest group or professional bodies)

Knowledge translation and enterprise: not expected but options include

- Collection of evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights)
- Engagement with policy/practice/industry/NGO communities and with the general public