

## RESEARCH ASSISTANT OR RESEARCH FELLOW

LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



<b>Job Title:</b>	<b>Research Assistant or Research Fellow</b>
<b>Department:</b>	Disease Control Department
<b>Faculty:</b>	ITD
<b>Location:</b>	Keppel Street
<b>FTE:</b>	1.0
<b>Grade:</b>	Research Assistant: Grade 5 or Research Fellow: Grade 6
<b>Accountable to:</b>	Robert Dreibelbis
<b>Job Summary:</b>	<p>The postholder will support research on the contribution of the home environment and domestic behaviours to stunting outcomes as part of the GCRF Action against Stunting Hub (<a href="https://qtr.ukri.org/projects?ref=MR%2FS01313X%2F1">https://qtr.ukri.org/projects?ref=MR%2FS01313X%2F1</a>). The GCRF Action Against Stunting Hub, funded by UK Research and Innovation (UKRI), is a multi-country, interdisciplinary research consortium led by the London School of Hygiene and Tropical Medicine and includes partners from London International Development Centre; Royal Veterinary College; University of London / Institute of Education; International Livestock Research Centre, University of Aberdeen, SEMEO RECFON, India's National Institute of Nutrition; Indian Institute of Public Health, Gandhinagar; and the Faculty of Medicine at the University of Cheikh Anta DIOP, Senegal.</p> <p>Specifically, the post will support hygiene and WASH-related research components of prospective birth cohorts in India, Indonesia, and Senegal; support the design and analysis of a large scale case-control study in India on child stunting, support work on complementary food hygiene and child development in India, and participate in the formative research and intervention development for targeted behaviour change interventions at Hub research sites. In addition, the post-holder will provide support to other relevant Hub workstreams, including nutrition and the food environment.</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 3,300 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 1,200 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 70,000 participants globally.

LSHTM performs strongly in various global university league tables. In the 2019 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, first in Europe for publishing open access research, and first in Europe and eighth in the world for research impact in sciences (for the proportion of its total publications ranking in the top 10% of most cited research).

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. We ranked 27th for medicine in the 2019 QS World University Rankings.

In the 2019 Shanghai World Ranking we placed 201-300 overall, and ranked 4th in public health (1st in the UK), 17th in clinical medicine, and 76-100 in human biological sciences. 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 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 of Infectious and Tropical Diseases

The Faculty of Infectious and Tropical Diseases encompasses all of the laboratory-based research in the School as well as that on the clinical and epidemiological aspects of infectious and tropical diseases. It is headed by Alison Grant, who is **Professor of International Health**. The range of disciplines represented in the faculty is very broad and inter-disciplinary research is a feature of much of our activity. The spectrum of diseases studied is wide and there are major research groups with a focus on malaria, tuberculosis, HIV/AIDS and other sexually transmitted diseases, vaccine development and evaluation, and vector biology and disease control. The Faculty is organised into three large research departments comprising: Clinical Research, Disease Control, and Infection Biology. There is close interaction between scientists in different research teams. The Faculty has strong overseas links, which provide a basis for field studies and international collaborations in developed and developing countries. The teaching programme includes MSc courses, taught in-house and by distance learning, which are modular in structure, a variety of short-courses and an active doctoral programme (PhD and DrPH). For further information on the Faculty see: <http://www.lshtm.ac.uk/itd/index.html>.

### Department of Disease Control (Head: Professor James Logan)

The Department of Disease Control is a multidisciplinary, cross-cutting department, operating in a global context and committed to excellence in research, innovation, learning and engagement. We have an outstanding reputation for internationally competitive research and teaching excellence, with demonstrable impact in the control of diseases, worldwide. Our diverse scientific staff comprises entomologists, epidemiologists, mathematical modellers, geographers, public health engineers, hygiene specialists, social scientists, engineers, statisticians and clinical scientists. We also have a strong team of project administrators, coordinators, managers, and communication specialists, who provide expert support to our research programmes in the UK and overseas. We are a highly collaborative Department, with extensive partnerships and collaborations with researchers from many countries and organisations around the world, as well as internally, with multiple School Departments. Our work cuts across several School Centres such as the Vaccine Centre, the Malaria Centre, Centre for Evaluation and the MARCH Centre.

Our staff play influential roles as consultants and key advisors to organisations including the WHO, CDC, Malaria Consortium, Public Health England, Department of Health, DFID, Bill and Melinda Gates Foundation, the Royal Society, Research Councils, Academy of Medical Sciences, the World Bank, Governments and private sector manufacturers and innovators, amongst many others. Our range of expertise provides us with an impressive set of tools for addressing the control of diseases that are insect-borne, water-borne or associated with poor hygiene – mostly in low- and middle-income countries. Much of our research is directed at current health policy issues and addressing gaps between policy and practice.

### The Environmental Health Group (led by Prof Val Curtis)

The Department's Environmental Health Group plays a leadership role in research and operational support for hygiene behaviour change, household water supply and sanitation programs low- and middle-income countries. It is one of the world's oldest and most prestigious research groups with a focus on water, sanitation, and hygiene (WASH) with expertise in WASH behaviour change, epidemiology, and implementation research.

### **Project Background**

The postholder will support research on the contribution of the home environment and domestic behaviours to stunting outcomes as part of the GCRF Action against Stunting Hub (<https://gtr.ukri.org/projects?ref=MR%2FS01313X%2F1>). The GCRF Action Against Stunting Hub, funded by UK Research and Innovation (UKRI), is a multi-country, interdisciplinary research consortium led by the London School of Hygiene and Tropical Medicine and includes partners

from London International Development Centre; Royal Veterinary College; University of London / Institute of Education; International Livestock Research Centre, University of Aberdeen, SEMEO RECFON, India's National Institute of Nutrition; Indian Institute of Public Health, Gandhinagar; and the Faculty of Medicine at the University of Cheikh Anta DIOP, Senegal.

Specifically, the post will support hygiene and WASH-related research components of prospective birth cohorts in India, Indonesia, and Senegal; support the design and analysis of a large scale case-control study in India on child stunting, support work on complementary food hygiene and child development in India, and participate in the formative research and intervention development for targeted behaviour change interventions at Hub research sites. In addition, the post-holder will provide support to other relevant GCRF Action Against Stunting Hub workstreams, including nutrition and the food environment.

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 Assistant

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;
3. To design and support data collection and data analysis for WASH / home environment related research included in multiple GCRF Actional Against Stunting projects, including training and supporting appropriate in-country field teams. Activities include, but are not limited to, prospective birth cohorts in India, Senegal, and Indonesia; a case-control study in India; and formative research for behaviour change intervention development at all Hub sites.
4. To contribute to other relevant workstreams within the broader GCRF Action Against Stunting Hub.
5. To contribute to and participate in the wider research undertaken by the Environmental Health Group in relation to skills and

##### 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 design and support data collection and data analysis for WASH / home environment related research included in multiple GCRF Actional Against Stunting projects, including training and supporting appropriate in-country field teams. Activities include, but are not limited to, prospective birth cohorts in India, Senegal, and Indonesia; a case-control study in India; and formative research for behaviour change intervention development at all Hub sites.
6. To contribute to other relevant workstreams within the broader GCRF Action Against Stunting Hub.
7. To contribute to and participate in the wider research undertaken by the Environmental Health Group in relation to skills and

experience and in discussion with line manager.

experience and in discussion with line manager.

## EDUCATION

### Research Assistant

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

### 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;

## INTERNAL CONTRIBUTION

### Research Assistant

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

### Research Fellow

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

## EXTERNAL CONTRIBUTION

### Research Assistant

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

### Research Fellow

1. To demonstrate good external citizenship by contributing to learned society/conference events, journal and grant reviews etc...

## PROFESSIONAL DEVELOPMENT & TRAINING

### Research Assistant

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

### 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;

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 2018]

## 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 Assistant

1. MSc degree in a relevant field either awarded or imminent.
2. Relevant experience in water, sanitation, and hygiene (WASH); environmental health; nutrition; and/or behavior change research and/or nutrition research in low- and middle-income countries with demonstrated contributions to peer-reviewed outputs.
2. Evidence of good organisational skills, including effective time management.
3. Proven ability to work independently, as well as collaboratively as part of a research team.
4. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing.
6. Prior training in epidemiological methods / statistical analysis and appropriate statistical analysis / data making software (Stata or R)
7. Training in formative research methods, behavioural theory, and/or intervention development
8. Relevant experience living and working in low-income country settings
9. Ability and willingness to travel up to 18 weeks per year with frequent travel to medium and/or high-risk environments
10. Excellent communication skills

#### Research Fellow

1. A postgraduate degree, ideally a doctoral degree, in a relevant field.
3. Relevant experience in water, sanitation, and hygiene (WASH); environmental health; nutrition; and/or behavior change research and/or nutrition research in low- and middle-income countries with demonstrated contributions to peer-reviewed outputs.
3. Contributions to written output, preferably peer-reviewed, as expected by the subject area/discipline in terms of types and volume of outputs.
4. Proven ability to work independently, as well as collaboratively as part of a research team, and proven ability to meet research deadlines.
5. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing
6. Evidence of good organizational skills, including effective time management
7. Demonstrated training or experience in epidemiological methods / statistical analysis and appropriate statistical analysis / data management software (Stata or R).
8. Training and/or experience in formative research methods (both qualitative and quantitative), behavioral theory, and/or intervention development
9. Prior experience coordinating and managing field data collection in low- and middle-income countries, including, but not limited to household surveys, structured observations, and environmental sample collection.
10. Ability and willingness to travel up 18 weeks / year with frequent travel to medium and/or high-risk environments
11. Excellent communication skills evidenced by prior publications and presentations at national international conferences.

## DESIRABLE CRITERIA

### Research Assistant

1. Some experience of teaching
2. Demonstrated contributions to peer-reviewed publications
3. Prior experience coordinating and managing field data collection in low- and middle-income countries, including, but not limited to household surveys, structured observations, and environmental sample collection.
4. Training and/or experience in environmental microbiology
5. Ability to speak and read French or languages other than English

### Research Fellow

1. Some experience of contributing to research grant applications.
2. Some experience of teaching and assessment.
3. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff
4. Prior experience training, supporting, and building the capacity of researchers.
5. Training and/or experience in environmental microbiology
6. Ability to speak and read French or languages other than English

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 post is available immediately and is fully funded for a period of 18 months with the potential for extension. The salary will be on the Academic Grade 5 scale for Research Assistants in the range £34,854-£40,011 or Academic Grade 6 scale for Research Fellows in the range £40,011-£45,437, 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 online 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). Please quote reference ITD-DCD-2020-09

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](http://www.ukba.homeoffice.gov.uk/employers/points)

Date compiled: January 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.

<b><i>Knowledge generation: High quality support for, and contribution to, research</i></b>
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> <li>• Undertaking research, as directed by line manager</li> <li>• Contributions to funding applications including supporting more senior staff in completing applications</li> <li>• Contributing to peer-reviewed outputs as expected by the subject area/discipline in terms of types of output</li> <li>• Poster/oral presentations at conferences</li> <li>• Social media contributions such as twitter, blogs, web-based media or webinars</li> </ul> <p><i>Doctoral degree supervision</i></p> <ul style="list-style-type: none"> <li>• None expected though involvement in advisory activities/roles or provision of practical skills training is encouraged where relevant</li> </ul> <p><i>Research management, leadership and support</i></p> <ul style="list-style-type: none"> <li>• Effective management of own time and activities</li> <li>• Supporting the administration of projects he/she is employed on, eg taking meeting minutes</li> </ul> <p><i>Professional development</i></p> <ul style="list-style-type: none"> <li>• Appropriate courses and other development activities, referenced to RDF</li> <li>• 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).</li> </ul>
<b><i>Education: Participation in educational activities<sup>1</sup></i></b>
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> <li>• Limited contributions to educational innovations or developments, e.g. helping to update the content or delivery of a course or module</li> </ul> <p><i>Educational leadership and management</i></p> <ul style="list-style-type: none"> <li>• None expected</li> </ul> <p><i>Professional development</i></p> <ul style="list-style-type: none"> <li>• Formal study/training and/or other activities that develop educational knowledge and expertise, referenced to UKPSF</li> </ul>
<b><i>Internal contribution: Support to the academic environment in the Department or beyond</i></b>
<p><i>Internal citizenship</i></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><i>General leadership and management roles</i></p> <ul style="list-style-type: none"> <li>• None expected but credit can be given if undertaken</li> </ul>
<b><i>External contribution: Support to the external academic community</i></b>

<sup>1</sup> 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 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

## 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.

<b><i>.Knowledge generation: Independent contributions and a clear trajectory towards excellence as an academic researcher</i></b>
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> <li>• Undertaking research</li> <li>• 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</li> <li>• Contributing to peer-reviewed outputs, including as first author, as expected by the subject area/discipline in terms of types of output</li> <li>• Poster/oral presentations at relevant conferences, translation of research findings into educational materials</li> <li>• Social media contributions such as twitter, blogs, web-based media or webinars</li> </ul> <p><i>Doctoral degree supervision</i></p> <ul style="list-style-type: none"> <li>• 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>2</sup></li> </ul> <p><i>Research management, leadership and support</i></p> <ul style="list-style-type: none"> <li>• Effective management of own time and activities</li> <li>• Management of small research grants or elements of larger grants, including management of data collection and relationships with research collaborators, support to grants management</li> </ul> <p><i>Professional development</i></p> <ul style="list-style-type: none"> <li>• Courses and other professional development activities, referenced to RDF</li> <li>• 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)</li> </ul>
<b><i>Education: Basic competence in teaching and assessment</i></b>
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> <li>• Research-informed teaching and assessment contributions (e.g. contributions to modules, MSc project supervision)</li> </ul> <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> <li>• Contributing to the development of new educational materials, learning opportunities or assessments approaches</li> </ul> <p><i>Education leadership and management</i></p> <ul style="list-style-type: none"> <li>• None expected</li> </ul> <p><i>Professional development</i></p> <ul style="list-style-type: none"> <li>• Participation in professional development activities referenced to UKPSF (e.g. HEA, PGCILT, preparation for doctoral degree supervision, shadowing more experienced colleagues)</li> </ul>
<b><i>Internal contribution: Contributions to School functioning and development</i></b>
<p><i>Internal citizenship</i></p> <ul style="list-style-type: none"> <li>• Contributing to at least one Department, Faculty, School, or Centre event or special interest group in any one year;</li> <li>• Supporting external School collaborations/partnerships (beyond own research or education role) where relevant</li> </ul> <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> <li>• None expected but credit can be given if undertaken</li> </ul>

<sup>2</sup> Such RFs are expected to be registered for a doctorate

**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