

# RESEARCH ASSISTANT



<b>Job Title:</b>	<b>Research Assistant</b>
<b>Department:</b>	Disease Control Department
<b>Faculty:</b>	Faculty of Infectious & Tropical Diseases
<b>Location:</b>	London. The post-holder would be expected to be based in Maputo, Mozambique, for up to 12 weeks.
<b>FTE:</b>	1.0
<b>Grade:</b>	G5
<b>Accountable to:</b>	Ian Ross
<b>Job Summary:</b>	The post-holder will support ongoing public health research projects focused on the economics of water, sanitation and hygiene, in particular a sanitation discrete choice experiment in Mozambique. The successful applicant will have a track record of quantitative research in public health and/or economics, or a related field, and an ability to work both independently and in close collaboration with in-country partners. An interest in economics is essential but formal economics training is desirable only.

## GENERAL INFORMATION

### The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine (LSHTM) is renowned for its research, postgraduate studies and continuing 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.

We embrace and value the diversity of our staff and student population and seek to promote equity, diversity and inclusion as essential elements in contribution to improving health worldwide. We believe that when people feel respected and included, they can be more creative, successful, and happier at work. While we have more work to do, we are committed to building an inclusive workplace, a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential.

### History

Founded in 1899 at the London Docks, LSHTM is now based in Bloomsbury, where it has two main sites at Keppel Street and Tavistock Place, and additional sites in The Gambia and Uganda. Today, our staff, students and alumni work in government, academia, international agencies and health services across the world. Learn more about the history of LSHTM.

### Research

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.

### **Staff community**

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.

### **Partnerships**

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.

### **Education**

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 270,000 participants globally.

### **Excellence in research and education**

We perform strongly in various global university league tables. In the ShanghaiRanking's Global Ranking of Academic Subjects 2020 we placed 3rd in public health (1st in the UK). In the 2020 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, and third in Europe for publishing open access research.

In the US News Best Global Universities Ranking 2021, we ranked 3rd in the world for public, environmental & occupational health, 4th in the world for infectious diseases, 11th in the world for social sciences & public health, and 12th best University in the UK overall. We ranked 27th for medicine 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 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 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 Jayne Webster)**

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.

### **Teaching**

The School offers 19 one year full-time taught courses leading to the Master of Science (MSc) degree of the University of London and the Diploma of the London School of Hygiene and Tropical Medicine (DLSHTM). The Faculty of Infectious and Tropical Diseases runs or contributes substantially to ten of these courses and the “Immunology of Infectious Diseases” course is run from within the Department of Immunology and Infection. In addition, the Faculty is responsible for the three-month Diploma in Tropical Medicine and Hygiene (DTM&H), the Diploma in Tropical Nursing and offers a range of specialist short courses lasting usually one or two weeks. Five MSc courses are also offered by Distance-based Learning, including one on Infectious Diseases.

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).

The post-holder would be expected to be based in Maputo, Mozambique, for up to 12 weeks. LSHTM will cover the cost of accommodation, subsistence and travel.

## **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, and evaluating teaching practice;
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. Manage field data collection, remotely and in-person, and liaise effectively with other field-based members of the team, under the direction of the Principal Investigator (PI). This includes remote daily monitoring of incoming data collected by field teams, as well as holding regular debriefing sessions with field teams.
4. Undertake extended (up to 12 weeks at a time) visits to study sites to train research staff, oversee data collection and ensure compliance with study protocols and standard operating procedures
5. Contribute to regular communication with study partners and funding organizations and develop and manage an excellent, respectful and equitable working relationship with partner organizations
6. Analyse and interpret data under the supervision of the PI, including effective liaison with other members of research team, and contribute to peer-reviewed publications.
7. Lead the development of study protocols, manuals for field staff, research tools, ethics applications for study activities under the supervision of the PI.
8. Undertake other duties assigned by the PI as per the needs of the project

#### **EDUCATION**

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

1. To undertake activities that support the Department, Faculty, MRC Unit or the School;
2. To reflect LSHTM's EDI goals in your work and behaviour;

3. To participate in the School's PDR process;
4. To participate in and support the activities of the Environmental Health Group, including meetings, planning and strategy activities, and other activities as agreed with line manager

#### EXTERNAL CONTRIBUTION

1. To demonstrate good external citizenship by supporting the external academic and practice communities;
2. To participate in in-country capacity building and training activities.
3. To represent relevant studies in international fora (scientific and policy) when required by PI

#### 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);
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 public health, economics, or a closely related field (either awarded or imminent)
2. Relevant experience in managing and analysing quantitative datasets.
3. Evidence of good organisational skills, including effective time management.
4. Proven ability to work independently, as well as collaboratively as part of a research team.
5. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing
6. Experience of using statistical programmes to write well-organized code

### DESIRABLE CRITERIA

1. Some experience of teaching
2. Some MSc-level training in health economics
3. Experience using Stata
4. An interest in economic questions related to choice and costing
5. Professional proficiency in Portuguese

## **SALARY AND CONDITIONS OF APPOINTMENT**

The post is funded until 30 June 2022, with opportunity to extend subject to funding. The salary will be on the Academic scale, Grade G5 scale in the range £35,377 - £40,611 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 "Wellbeing 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 appointed. 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 REF ITD-DCD-2021-19

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 Sponsorship and eligibility to work in the UK, can be found at: <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-skilled-worker>

Date amended: JUL 2021



## 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. Research Assistants employed on research projects will be expected to focus on Knowledge Generation, in accordance with their job description, but some activity in other areas is required and will support career progression. Research Assistants predominantly employed to support Education will be expected to have more limited contribution to Knowledge Generation, again as reflected in their job description.

**Knowledge generation: High quality support for, and contribution to, knowledge generation**

### *Research and scholarship*

- Undertaking research, as directed by line manager
- Contributions to funding applications including supporting more senior staff in completing applications
- Contributing to peer-reviewed and other research 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

### *Reflective practice and critical enquiry (RPaCE)*

- Participating in RPaCE
- Disseminating learning and experiences through presentations to colleagues

### *Doctoral degree supervision*

- None expected though involvement in advisory activities/roles or provision of practical skills training is encouraged where relevant

### *Research management, leadership and support*

- Effective management of own time and activities
- Supporting the administration of projects he/she is employed on, eg taking meeting minutes

### *Professional development*

- 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).

<b>Education: Participation in educational activities<sup>1</sup></b>
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> <li>• 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>• 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; working towards Associate Fellow HEA</li> </ul>
<b>Internal contribution: Support to the academic environment in the Department or beyond</b>
<p><i>Internal citizenship including contributing to supportive academic environment</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 EDI activities including Athena Swan; support to external partnerships</li> </ul> <p><i>General leadership and management roles</i></p> <ul style="list-style-type: none"> <li>• None expected</li> </ul>
<b>External contribution: Support to the external academic community</b>
<p><i>External citizenship</i></p> <ul style="list-style-type: none"> <li>• Involvement in journal or book reviews, if opportunities arise</li> <li>• Sharing examples of good practice (e.g. contributing to discipline-specific interest group or professional bodies)</li> </ul> <p><i>Knowledge translation and enterprise: not expected but options include</i></p> <ul style="list-style-type: none"> <li>• Collection of evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights)</li> <li>• Engagement with policy/practice/industry/NGO communities and with the general public</li> </ul>

<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