

RESEARCH FELLOW



Job Title:	Research Fellow
Department:	Department of Disease Control
Faculty:	Infectious and Tropical Diseases
Location:	London
FTE:	0.25 FTE
Grade:	Grade 6
Accountable to:	Principal Investigator (PI) of the impact evaluation work package, Associate Professor Matthew Chico
Job Summary:	<p>The SP-IPTi+ Consortium is a newly formed programme of malaria intervention research led by Population Services International (PSI), in partnership with the London School of Hygiene & Tropical Medicine (LSHTM) and the University of Copenhagen. The Consortium will co-design, implement, evaluate, and bring to scale proof-of-concept models of intermittent preventive treatment of malaria in infants (SP-IPTi+) – an innovative modification of the current recommendation by the World Health Organization (WHO).</p> <p>SP-IPTi+ aims to reach infants under two years of age, an extension of the current WHO recommended delivery under the Expanded Programme on Immunization (EPI), through provision of intermittent malaria chemoprevention at all vaccination contacts during the first two years of life, as well as additional facility-based and community-based contacts. Over the 4-year project period, the new approach will be developed, implemented and evaluated in partnership with four “focus” countries to ensure the necessary evidence for further policy development is obtained; namely, Benin, Cameroon, Cote d’Ivoire and Mozambique.</p> <p>In each focus country, the Consortium will conduct pilot implementation of SP-IPTi+ alongside a multidisciplinary package of evaluation research to generate evidence aimed at accelerating the adoption and scale-up of the intervention in other malaria-endemic countries. The SP-IPTi+ evidence base will be built through a combination of process evaluation, impact evaluation, economic evaluation and modelling, SP resistance genotyping and mapping, and policy research in the four pilot implementation countries; supplemented by policy research and data from three additional countries in sub-Saharan Africa (Zambia, Ghana and DRC) to widen the evidence base to underpin policy development, adoption and scale-up of SP-IPTi+ across the region.</p> <p>The post-holder will be a member of the Impact Evaluation Work Package and develop tools for household cross-sectional surveys and facility-level malaria surveillance (Cameroon and Cote d’Ivoire), and contribute to parasite clearance and protection studies (Zambia and Cameroon). The post-holder will contribute to field training, and oversee data collection and cleaning. The post-holder will conduct data analyses and manuscript preparation for peer-review publication.</p>

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.

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 programmes 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 nine of these MSc programmes. In addition, the Faculty is responsible for the three-month Professional Diploma in Tropical Medicine and Hygiene, the Professional Diploma in Tropical Nursing and offers a range of specialist short courses lasting usually one or two weeks. The School offers a further six MSc programmes by Distance Learning, with the Faculty responsible for the MSc Infectious Diseases.

Research Training

The School offers two doctoral training programmes. The MPhil/PhD degrees are designed for those who wish to go on to a full-time research career. The DrPH is directed towards those who expect their careers to be more in the practice of public health.

The IPTi+ Project

IPTi+ is a Unitaids-funded project to implement, evaluate, and scale-up intermittent preventive treatment of malaria in children under 2 years of age with sulfadoxine-pyrimethamine (SP-IPTi+). This will involve the administration of a full therapeutic course of SP delivered through the Expanded Program on Immunization (EPI) and other contact points within the health system (either facility- or community-based) to children under 2 years at risk of malaria, regardless of their malaria infection status. IPTi+ presents an innovative modification of the current IPTi recommendation by the World Health Organization (WHO), increasing the number of doses and expanding the intervention to the second year of life.

Over the 4-year project period, the new approach will be developed, implemented and evaluated in partnership with four “focus” countries – Benin, Cameroon, Cote d’Ivoire and Mozambique. In each focus country, the IPTi+ Project will conduct a multidisciplinary package of evaluation research alongside pilot implementation of SP-IPTi+. The SP-IPTi+ evidence base will be built through a combination of process evaluation, impact evaluation, economic evaluation and modelling, SP resistance genotyping and mapping, and policy research. This will be supplemented by policy research, SP resistance mapping and economic evaluation in three additional countries (Zambia, Ghana and DRC) to widen the evidence base to inform policy development, adoption and scale-up of SP-IPTi+ across the region. This post is for work specifically on the process evaluation which will only take place in three focus countries (Benin, Cameroon, and Cote d’Ivoire) but there will be collaboration with the other work packages throughout the project.

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).

On occasion, the post holder may be required to travel overseas for field work and/or to participate in professional conferences.

Job Description

Main Activities and Responsibilities

Knowledge Generation

1. To undertake high quality research & scholarship, including contributing to drafting major grant proposals and/or leading on drafting small grant proposals, and evaluating teaching practice;

2. To contribute to peer-reviewed publications and other outputs, including as lead author;
3. To make a contribution to doctoral 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 developing tools for household cross-sectional surveys, facility-level surveillance.

Education

1. To contribute to the delivery of high quality, inclusive, 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

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 contribute to activities of relevant Centre of LSHTM including the Malaria Centre, MARCH, and the Centre for Evaluation.

External Contribution

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

Professional Development and 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. 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.

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);
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. A postgraduate degree, ideally a doctoral degree, in a relevant topic.
2. Relevant experience in programme monitoring and evaluation.
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.

Desirable Criteria

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. French speaking skills.
5. Prior work experience with funders of malaria research.

Salary and Conditions of Appointment

The post is part-time at 0.25 FTE and is funded until 31st July 2025. The salary will be on the Academic Grade 6 scale in the range £41,829 - £47,503 per annum pro rata (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>. 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 ITD-DCD-2022-20

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.

This role does not meet the minimum requirements set by UKVI to enable sponsorship under the skilled worker route. Therefore we cannot progress applications from candidates who require sponsorship to work in the UK.

Date amended: Sept 2022

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. Research Fellows 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 Fellows predominantly employed to support Education will be expected to focus on Education, again as reflected in their job description.

Knowledge generation: Independent contributions and a clear trajectory towards excellence in knowledge generation

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 and other research 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

Reflective practice and critical enquiry (RPaCE)

- Contributing to RPaCE activities
- Designing evaluation studies
- Disseminating learning and experiences through presentations, blogs etc
- Contributing to enhancing teaching practice of others: e.g. mentoring, teaching observation and feedback

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

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, supporting/mentoring colleagues, 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)

<i>Education: Basic competence in teaching and assessment</i>
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> Research-informed teaching and assessment contributions (e.g. contributions to modules, MSc project supervision) <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> Contributing to the development of new educational materials, learning opportunities or assessments approaches <p><i>Education leadership and management</i></p> <ul style="list-style-type: none"> None expected <p><i>Professional development</i></p> <ul style="list-style-type: none"> Participation in professional development activities referenced to UKPSF (e.g. HEA, PGCILT, preparation for doctoral degree supervision, shadowing more experienced colleagues); acquiring Associate Fellow HEA
<i>Internal contribution: Contributions to School functioning and development</i>
<p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> Contributing to at least one Department, Faculty, School, or Centre event or special interest group in any one year, including EDI activities; Taking on role as Digital Champion or Decolonising the Curriculum facilitator; Supporting external School collaborations/partnerships (beyond own research or education role) where relevant Support to others' success (eg careers advice to students) <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> None expected
<i>External contribution: Contribution beyond the School</i>
<p><i>External citizenship</i></p> <ul style="list-style-type: none"> Contributing to learned society/conference events, journal and grant reviews etc. <p><i>Knowledge translation and enterprise: not expected but options include:</i></p> <ul style="list-style-type: none"> 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