

RESEARCH FELLOW



Job Title:	Research Fellow or Clinical Research Fellow
Department:	Infectious Disease Epidemiology
Faculty:	Epidemiology and Population Health
Location:	Harar, Ethiopia
FTE:	1.0 (full-time)
Grade:	Grade 6 for a Research Fellow or for a Clinical Research Fellow appointment, salary will be on the clinical academic salary scale below consultant level
Accountable to:	Professor Anthony Scott/Lola Madrid
Job Summary:	<p>The post holder will support the on-site lead of Hararghe Health Research Partnership (HHR), a collaboration between LSHTM and Haramaya University in Ethiopia since 2016, and will work and reside principally in Harar, Ethiopia. The post holder will be responsible for the implementation of the Spine bifida and Anencephaly in Ethiopia, foLate for prevenTion (SALT) study, working closely with other project staff (clinical, project administration, investigators, PhD students, and social science staff). She/he will supervise other ongoing research projects in HHR including clinical surveillance of childhood illness and the investigation of life-threatening illnesses and child deaths. The post holder will also support the site's preparation for new studies. The role involves collaboration with local, national, and international partners, generating new research ideas and funding, supervising students and contributing to the career development of young Ethiopian scientists. The ideal post-holder will have considerable personal motivation and ambition as well as experience working in clinical research and/or epidemiology focused on childhood severe illnesses and causes of death in resource-poor settings. The role is ideally suited to either a clinically- or non-clinically qualified individual who will receive mentorship from senior colleagues.</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

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

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

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

Hararghe Health Research Partnership

Haramaya University (HU) and London School of Hygiene & Tropical Medicine (LSHTM) developed an MOU in 2016 to establish a collaborative research partnership to deliver the Bill & Melinda Gates Foundation-funded Child Health and Mortality Prevention Surveillance (CHAMPS) programme (champshealth.org) in Ethiopia. The partnership built on the strengths of HU's demographic surveillance sites in Harar, Haramaya and Kersa, and its relationship with Hiwot Fana Hospital. LSHTM provided world class expertise in public and international health across a range of disciplines. The partnership has expanded to include other collaborative research projects, with other funders (such as Wellcome Trust). To reflect its geographical base, focus on health research, and the relationship between Haramaya University and the London School of Hygiene & Tropical Medicine, the collaborative research programme is known as the Hararghe Health Research partnership (HHR). A broad programme of research has been developed between the two universities, based on the initial investment of the Bill & Melinda Gates Foundation-funded Child Health and Mortality Prevention Surveillance (CHAMPS) project. This includes streams of work in clinical research, microbiology, pathology, vaccinology, nutrition, demographic surveillance and social science. An international-standard molecular, microbiology and pathology laboratory has been developed to support this work. CHAMPS has a 15-20-year funding horizon, during which time HHR is envisioned to develop into a successful and sustainable research site investigating locally-relevant health issues in a high disease burden, high mortality setting.

CHAMPS

The CHAMPS Network (www.champshealth.org) has a global vision to provide accurate, timely and reliable data on the causes of death and sickness for children under five from locations with high mortality and morbidity. CHAMPS currently operates in seven sites – six in sub-Saharan Africa and one each in Bangladesh and two new more are under contract approvals (Nigeria and Pakistan). Emory University in Atlanta, USA, coordinates the CHAMPS Network, with funding from the Bill & Melinda Gates Foundation.

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 & 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 supervise and perform research activities required for SALT project and other ongoing studies under the umbrella of HHR required by the site directors of HHR.
6. To contribute on the site preparation for new studies, including protocol and study document submission to regulatory bodies, development of standard operating procedures and staff recruitment among other main task to prepare the site for the implementation of new studies.
7. To promote good research practice and ensure compliance of self and others with relevant LSHTM, Haramaya University, Ethiopian and international policies, including conduct of clinical and laboratory research, ethics and data management and sharing;
8. To support site directors and senior investigators of HHR to build an enduring relationship with the programme in Harar, generating more research ideas and identifying opportunities for funding
9. To contribute to the training agenda of HHR
10. **For non-clinical applicants:** to support PhD students supervision
11. **For clinical applicants:** Assist in the supervision of clinical staff at HHR and Haramaya University

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.
3. To foster collaboration between Haramaya University and the School by supporting

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 support the development of early-career scientists in Harar (for non-clinical applicants) and of clinical staff (for clinical applicants);
5. To identify research and managerial difficulties of the research projects under her/his supervision and work with tenacity, creativity, pragmatism and determination to overcome them;
6. To support the site directors of HHR with the development and implementation of guidelines and policies related to research and site management in HHR;
7. To assist the HHR scientific team in identifying and developing research opportunities and drive the academic life of the research group.
8. To establish good and efficient communications within the team under his/her supervision and with the line managers.

External Contribution

1. To demonstrate good external citizenship by contributing to learned society/conference events, journal and grant reviews etc;
2. To collaborate with the site directors, to motivate and encourage the Ethiopian staff (~150) working within HHR to ensure efficient research activities, whilst promoting professional development for the staff;
3. To provide reports and other updates to inform funders and other stakeholders about the progress of the SALT project and other projects under his/her supervision

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.
4. **For clinical applicants:** To undertake clinical tasks as required within the portfolio of research studies, for example writing clinical guidelines; making clinical assessments of patients recruited to studies and making recommendations on their clinical management, and training research staff in relevant clinical activities such as specimen collection;
5. **For clinical applicants:** To keep up-to-date with clinical practice as relevant to the clinical duties;
6. **For clinical applicants:** Clinical duties may be adapted, according to the clinical

specialization of the successful candidate (e.g. neonatology, paediatrics, infectious diseases, public health, general practice).

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 epidemiological or clinical research in maternal and child health
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. **For clinical applicants:** applicants must be practicing fully qualified medical doctors with current full GMC registration with license to practice and eligible to be registered or eligible to apply for medical registration to practice in Ethiopia.
8. **For clinical applicants:** Must have a post-graduate medical qualification (e.g. MRCP, MRCPCH or equivalent) and at least 3 years clinical experience post-licensure.
9. **For clinical applicants:** relevant clinical experience in paediatrics and/or maternal health

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. Previous work experience in low-income countries.
5. MSc in relevant subject (e.g. public health, epidemiology, infectious diseases)

Salary and Conditions of Appointment

The post is funded until 31 January 2024. For a Research Fellow appointment, the salary will be on LSHTM Grade 6, in the range £41,829 - £47,503 per annum (inclusive of London Weighting). For an appropriately qualified Clinical Research Fellow appointment the starting salary will be on the salary scale for clinical academic staff below consultant level in the range £35,254 - £ 61,042 (plus an additional £2,162 of London allowance per annum). 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.

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

This post is based overseas and 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 send a notarised copy of their passport prior to their start date.

Applicants will be required to have the right to work in the country in which the post is based (or be eligible to apply for a suitable work visa).

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)

<p>Education: Basic competence in teaching and assessment</p>
<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
<p>Internal contribution: Contributions to School functioning and development</p>
<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
<p>External contribution: Contribution beyond the School</p>
<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