



<b>Job title</b>	Research Fellow (Title will be 'Research Associate' where an appointment is made before PhD is completed)	<b>Job family and level</b>	Research and Teaching Level 4 (Appointment will be Level 4 career training grade where an appointment is made before PhD has been completed)
<b>School/ Department</b>	School of Medicine, Lifespan and Population Sciences, Centre of Evidence Based Dermatology	<b>Location</b>	University Park Campus

## Purpose of role

This main purpose of this role is to support delivery of the [RAPID eczema trials](#) programme grant; a National Institute for Health and Care Research (NIHR) funded research programme on citizen science in eczema clinical trials. You will work as part of the RAPID study team, led in partnership with citizen scientists and working within the [Centre of Evidence Based Dermatology](#), which is led by Professors Hywel Williams and Kim Thomas and has a main research interest in large, pragmatic clinical trials.

You will plan and conduct research using qualitative methodologies to support both the development of clinical trial interventions and process evaluation of the RAPID eczema trials research programme and you will be responsible for writing up your work for publication. You will also be involved in the co-production of knowledge mobilisation activities relevant to RAPID and other eczema studies, helping to generate real-world impact that improves patients' lives.

You will have the opportunity to use your initiative and creativity to identify areas for research, develop research methods and extend your research portfolio.

The School of Medicine recognises the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Research Responsibilities:</b></p> <ul style="list-style-type: none"> <li>▪ To manage, plan and conduct own research activity using recognised approaches, methodologies and techniques within the research area.</li> <li>▪ To resolve problems, in meeting research objectives and deadlines in collaboration with others.</li> <li>▪ To identify opportunities and assist in writing bids for research grant applications. Prepare proposals and applications to both external and/or internal bodies for funding, contractual or accreditation purposes.</li> </ul>	50%

2	<p><b>Engagement, Communication and Continuation Responsibilities:</b></p> <ul style="list-style-type: none"> <li>▪ To develop novel knowledge mobilisation activities and resources that promote awareness and understanding of eczema and outputs from the RAPID eczema trials research programme and other eczema studies.</li> <li>▪ To manage and deliver relevant community engagement projects, with a focus on diversity and inclusion, drawing in additional stakeholders and expertise as required.</li> <li>▪ To have shared responsibility for the development of social media activity for the RAPID eczema trials research programme including co-production of blogs, podcasts and videos with citizen science research partners.</li> <li>▪ To write up research work for publication and/or contribute to the dissemination at national/international conferences, resulting in successful research outputs.</li> <li>▪ To collaborate with academic colleagues on areas of shared interest for example, course development, collaborative or joint research projects.</li> <li>▪ To contribute to unit and department meetings and activities.</li> </ul>	40%
3	<p><b>Teach, supervise, examine and personal tutoring:</b></p> <ul style="list-style-type: none"> <li>▪ To supervise and examine undergraduate, postgraduate taught and research students within area of expertise.</li> <li>▪ To participate in the assessment of student knowledge and co-supervise projects at Masters level, as appropriate.</li> <li>▪ You are expected to make a contribution to teaching that is in balance with wider contributions to research and other activities.</li> <li>▪ When required, act as a personal tutor.</li> </ul>	10%
4	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>▪ Any other duties appropriate to the grade and level of the role.</li> <li>▪ The School of Medicine recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.</li> </ul>	N/A

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex information.</li> <li>▪ Ability to creatively apply relevant research approaches, models, techniques and methods.</li> <li>▪ Ability to build relationships and collaborate with others, both internally and externally</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to organise and facilitate events with external stakeholders.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ High analytical ability to analyse and illuminate data, interpret reports, evaluate and criticise texts and bring new insights.</li> <li>▪ Ability to assess and organise resource requirements and deploy effectively.</li> </ul>	
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Some practical experience of applying the specialist skills and approaches and techniques required for the role</li> <li>▪ Experience in use of research methodologies and techniques to work within the area (e.g. qualitative research methods, knowledge mobilisation, intervention development)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of developing new approaches, models, techniques or methods in research area.</li> <li>▪ Experience of delivering co-production projects and working with a range of stakeholders</li> <li>▪ Experience of developing interventions for clinical trials and/or process evaluation of studies</li> <li>▪ Previous experience of working in a dermatology nursing or health psychology environment</li> <li>▪ Previous success in gaining support for externally funded research projects</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD or equivalent in applied health research/health psychology or other relevant subject area or the equivalent in professional qualifications and experience in research area OR near to completion of a PhD</li> </ul>	<ul style="list-style-type: none"> <li>▪ Masters level/professional qualifications involving training in qualitative research methods or in the topic area e.g., dermatology, health psychology, health services research.</li> </ul>
<b>Statutory, legal or special requirements</b>	<ul style="list-style-type: none"> <li>▪ Willingness to work flexibly with some evening and weekend work as needed</li> <li>▪ Willingness to adopt the vision and values of the School of Medicine</li> </ul>	



## Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

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|---------------------------|--|
| <b>Valuing people</b>     | Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.   |
| <b>Taking ownership</b>   | Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.  |
| <b>Forward thinking</b>   | Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.  |
| <b>Professional pride</b> | Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.   |
| <b>Always inclusive</b>   | Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections. |

## Key relationships with others

