



<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 4a, where an appointment is made before PhD has been completed.)
<b>School/ Department</b>	School of Sociology and Social Policy	<b>Location</b>	Although based at the University Park Campus, the position will also require travel across England for recruitment and data collection when necessary.

## Purpose of role

The post holder will work with Dr Brenda Poku as part of a research project funded by the Economic and Social Research Council and the University of Nottingham. The project will explore the experiences of migrant young people with chronic illnesses by examining the experiences of migrant young people living with sickle cell disorders in England to identify how health and care services can be enhanced, improved and/or integrated to support young migrants with chronic illnesses. Colleagues on the project include Prof Alison Pilnick (Manchester Metropolitan University) and Prof Karl Atkin (University of York).

The post is available part-time (0.6FTE, 22 hours/week) for 18 months, from 1 November 2024 to 30<sup>th</sup> April 2026. The postholder will be required to work on Campus at least once a month to ensure the role supports their skill training and career development.

The person appointed will be expected to contribute to qualitative data collection (qualitative interviews and photovoice), analysis, and dissemination of outcomes. The person appointed will have the opportunity to use their initiative and creativity to identify areas for research, develop research methods, and extend the research portfolio.

Migrant children and young people (CYP) face multiple contextual, structural and individual factors that create and reproduce (dis)advantages and discrimination in care access, engagement and health and social outcomes. In addition, migrant CYP with chronic illnesses face multiple complex transitions – health, developmental, social, educational, and geographical – involving reconstructing multiple, often marginalised social identities within the context of biographical uncertainty. Transitions like migration rupture existing habits, systems of knowledge and meanings and self-definitions, requiring young migrants with chronic illnesses to redefine their identities and understanding so that new ways of acting can emerge, which can significantly impact health, educational and social adjustments, well-being and outcomes. To design and provide accessible and appropriate services to support their transition and integration, we need to know the following:

1. How migrant CYP experience and manage their chronic illnesses in a new homeland.
2. How they experience, perceive, and navigate new health systems (looking at barriers, facilitators, care/support needs and priorities).
3. Care providers' experiences caring for and supporting migrant CYP with chronic illnesses and their challenges.
4. The current health and care support provided to migrant CYP with chronic illnesses.

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5. Migrant CYP with chronic illnesses, families, and care providers' perspectives on how best to support migrant CYP with chronic illnesses.

We will recruit and conduct in-depth interviews with 30 young migrants living with sickle cell disorders (SCD) in England, ten parents of migrant CYP with SCD in England, 15 health professionals and ten charity workers involved in the care and support of migrant CYP with SCD in England. The interviewed migrant young people will also be engaged in photovoice focus group discussions. The qualitative study will highlight conceptual post-migration healthcare experiences of migrant CYP with pre-existing chronic illnesses to form the basis for future research, policy and practice.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<b>Qualitative data production and analyses</b> <ul style="list-style-type: none"> <li>Lead qualitative data collection (interviews and photovoice focus groups) and analysis in collaboration with the PI and wider team.</li> <li>To also be proactive in liaising with the project's voluntary sector, NHS stakeholders, and Patient Public Involvement and Engagement (PPIE) group.</li> </ul>	50%
3	<b>Research knowledge exchange</b> Lead the writing of research and policy outputs individually and in collaboration with the PI and wider team, including publishing in peer-reviewed journals Support community-focused dissemination activities (e.g., conference presentations, co-design workshop, an artwork exhibition, a staged drama)	40%
4	<b>Research sustainability</b> To contribute ideas regarding future research developments, identify opportunities and assist in writing bids for research grant applications.	5%
5	Coordinate the operational aspect of research networks, for example, arranging meetings and updating the project's social media account and website.  Any other project-related duties appropriate to the grade and role and as required.  Undertake training relevant to the study and your career development.	5%

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Knowledge and training in qualitative research</li> <li>▪ Excellent oral and written communication skills, including communicating with clarity on complex information.</li> <li>▪ High analytical ability to analyse and illuminate data, interpret reports, evaluate and criticise texts and bring new insights.</li> <li>▪ Excellent writing skills.</li> <li>▪ Ability to liaise closely with internal and external research members and stakeholders.</li> <li>▪ Ability to set own objectives, prioritise and plan own workload within a planned timescale</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to interpret information and communicate new ideas to others from diverse communities and professional groups.</li> <li>▪ Knowledge and experience in art-based qualitative approaches (e.g., photovoice, photo-elicitation)</li> <li>▪ Production of manuscripts and presentations.</li> <li>▪ Ability to foster a research culture and commitment to learning.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Experience using qualitative methodologies such as semi-structured interviews and/or focus groups.</li> <li>▪ Experience in analysing qualitative data and writing up for dissemination (e.g., peer-review publications, presentations, policy briefs).</li> <li>▪ Experience of healthcare-related research.</li> <li>▪ Interest in sociological theories/concepts that can be used to study and interpret illness and health experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Publication of qualitative study.</li> <li>▪ Previous research experience on qualitative research projects.</li> <li>▪ An understanding/experience of debates and research related to migrant health.</li> <li>▪ Experience of researching and/or working with children and young people</li> <li>▪ Experience of researching and/or working within chronic illnesses or disabilities.</li> </ul>
<b>Qualifications, certification, and training (relevant to the role)</b>	<ul style="list-style-type: none"> <li>▪ PhD or near completion of PhD in social science applied to a healthcare field or health discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Masters degree (with merit or above) in research methods in a health-related social science or a health discipline.</li> <li>• Related professional qualifications</li> </ul>
<b>Other</b>	<p>Career goals which demonstrate motivation for researching children and young people from marginalised and vulnerable backgrounds</p> <p>Able to work on Campus once a month</p>	

<b>Statutory, legal or special requirements</b>	It is a condition of this post that satisfactory enhanced disclosure is obtained from the "Disclosure and Barring Service".	
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## 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:

- Valuing people** Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of their way to ensure people feel valued, developed and supported.
- Taking ownership** Is clear on what needs to be done, encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.
- Forward thinking** Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.
- Professional pride** Is professional in approach and style, setting an example to others; strives to demonstrate excellence through the development of self, others and effective working practices.
- Always inclusive** Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

## Key relationships with others

