
University of Sunderland

Role Profile

Part 1

Lifechanging



**University of
Sunderland**

Research Fellow	
Job Title:	Research Fellow
Reference No:	
Reports to:	Dr Yitka Graham
Responsible For:	Helen McArdle Nursing and Care Research Institute
Grade:	Grade F
Working Hours:	37 hours per week for nominal purposes
Faculty/Service:	Faculty of Health Sciences and Wellbeing, Helen McArdle Nursing and Care Research Institute, School of Nursing and Health Sciences
Location:	City Campus
Main Purpose of Role:	To support the delivery of the University's commitment to the North East and North Cumbria ARC.

Key Responsibilities and Accountabilities:	Generic to all Research Fellow Roles:
	<ul style="list-style-type: none">• Develop and implement a personal research plan and where appropriate related reach-out plan and develop, often in collaboration with others, proposals for research projects and initiatives.• Carry out independent research.• Conduct individual or collaborative research projects often as project leader.• Contribute to the development of research and related reach-out strategies.• Identify sources of funding, lead / contribute to the process of securing funds and subsequently plan and deliver projects that are funded, often as Principal Investigator and in collaboration with others.• Extend, transform and apply knowledge acquired from scholarship to research and appropriate external activities.• Act as an academic referee and contribute to peer assessment of research projects or publications.• Disseminate and exploit the outcomes of research and reach-out through peer-reviewed publication and through presentations at conferences or exhibit work in other appropriate events and initiate such events.• Maintain knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice.• Provide expert advice through subject area knowledge, understanding and know-how to students, researchers and other academic colleagues• Mentor colleagues with less experience and advise on personal development

	<ul style="list-style-type: none"> • Contribute as a member of the teaching team to the teaching and learning programmes in the School or subject. • Supervise postgraduate research students. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students
	<p>Faculty / Departmental Specific Responsibilities:</p> <ul style="list-style-type: none"> • Carry out high quality applied research within agreed timelines, meeting project milestones and to an appropriate standard in line with the Research Institute themes • Publish high quality papers (minimum 3* standard) which will contribute to REF submissions for the School of Nursing and Health Sciences and Faculty of Health Sciences and Wellbeing. • Ensure that research activity and any data collection is consistent with current research governance instructions and Data Protection legislation. • Contribute to study design and collect, organise and analyse data relating to Institute projects. • Work collaboratively with the Head of the Institute to identify sources of funding, lead / contribute to the process of securing funds and subsequently plan and deliver such projects, often as Principal Investigator and in collaboration with others. • Mentor colleagues with less experience and provide support with building Nursing Midwifery and Allied Health Professional (NMAHP) research capacity and capability in line with Research Institute and School/Faculty strategy • Supervise postgraduate research students in line with Research Institute and Faculty strategic plans. • Liaise with the ARC and contribute to ARC regional activity as agreed with the Head of the Helen McArdle Nursing and Care Research Institute
Special Circumstances:	



Part 2A: Essential and Desirable Criteria

These criteria are assessed at the short listing stage.

The essential criteria must be met in order to be eligible for interview.

Essential

Qualifications and Professional Memberships:

- Postgraduate qualification (normally doctorate) or equivalent.

Experience:

- Experience of undertaking independent research
- Significant and relevant post-doctoral experience that includes demonstrable research excellence
- Track record of developing peer-reviewed published work or peer-reviewed public exhibition.
- Experience of supporting the development of research projects and funding proposals

Key knowledge and Expertise:

- Required to be an externally recognised authority in the subject area.
- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies.
- Use a range of delivery techniques to enthuse and engage students and other relevant audiences .
- High level critical evaluative and analytical skills.

Key knowledge and Expertise (Faculty/ Department Specific):

- Comprehensive understanding of the National Health Service and healthcare environments in which care takes place
- Evidence of ability to engage with professional and public audiences
- Understanding and experience of HRA/IRAS ethical approval processes

Desirable

Qualifications and Professional Memberships:

- Membership of a relevant healthcare profession or professional body

Experience:

- Providing mentorship in research skills to others
- Ability to work independently and as part of the research project team
- Ability to take responsibility for personal development and training
- Ability to confidently present at conferences and to a variety of audiences

Key knowledge and Expertise:

- Experience of being a Chief/Principal Investigator on clinical research projects
- Significant and relevant post-doctoral experience that includes demonstrable research excellence
- Established track record of securing research income to competitive funding bodies

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

Analysis and Research

- Gathers data rigorously and conducts robust analysis, questioning assumptions and existing knowledge.
- Develops hypotheses and concepts to explain data, events and phenomena.
- Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis.

Communication

Oral

- Summarises and interprets complex, conceptual and special matters to aid others' understanding and aimed at their needs.
- Uses appropriate styles and arguments to influence and negotiate satisfactory outcomes.
- Monitors understanding of others, develops approach and takes corrective action if required.
- Delivers presentations, lectures, seminars (internal or external) based on and exhibits work at appropriate events

Written

- Conveys information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others.
- Presents complex information in formats appropriate to non-specialists without comprising meaning.
- Monitors the reactions of others and takes appropriate steps to remedy any miscommunications.
- Submits proposals for research grants
- Writes research papers, journal articles and materials for publication

Decision Making

Independent decisions

- Considers wider impact of decisions, assesses possible outcomes and their likelihood.
- Uses judgement to make decisions with limited or ambiguous data and takes account of multiple factors.
- Distinguishes between the need to make a decision, when to defer and when not to take a decision.

Collaborative decisions

- Helps others to explore options that initially appear to be inappropriate or unfeasible and recognise when a decision is or is not needed.
- Enables others to contribute to decisions.
- Ensures that options are weighed, outcomes identified and chances of success considered.

	<ul style="list-style-type: none"> Challenges decisions, appropriately to ensure consideration and processes are robust. <p>Contribute to the decision making of others</p> <ul style="list-style-type: none"> Anticipates and highlights issues that need to be taken into account. Outlines possible impacting factors, assessing their degree of influence on the choice of options. Ensures previous learning is included.
	<p>Initiative and Problem Solving</p> <ul style="list-style-type: none"> Initiates processes and procedures to resolve new problems. Anticipates possible implementation difficulties and identifies practical ways of overcoming or preventing them. Takes account of others and the broader context when generating options.
	<p>Pastoral Care and Welfare</p> <ul style="list-style-type: none"> Calms and reassures those in distress. Deals with difficult situations or confidential matters, according to policy and procedures. Involves others or refers elsewhere for assistance if the situation becomes more complex and if additional help or information is required.
	<p>Planning and Organising Resources</p> <ul style="list-style-type: none"> Actively seeks information to support planning and prioritisation of work. Ensures that time and resources are used effectively to their maximum efficiency. Checks and reports on progress and achievement against plans to key parties. Develops plans to take account of problems, delays and new priorities.
	<p>Team Development</p> <ul style="list-style-type: none"> Plans and generates training and development opportunities to meet team members current and future learning needs. Enables team members to apply their learning. Evaluates learning and development activities with those involved.
	<p>Teamwork and Motivation</p> <ul style="list-style-type: none"> Ensures appropriate resources and support are available so that the team and individual members are able achieve their objectives Monitors progress and takes appropriate action to deal with difficulties or slippage Deals with conflict within the team Finds ways for individuals to achieve their objectives and development plans without compromising the teams priorities
Date Completed:	January 2020