



Research Associate/Senior Research Associate (Ref no: ACAD102520)

FURTHER PARTICULARS

JOB DESCRIPTION

Line Manager:	<i>Dr Debbie Watson</i>		
School/ Address:	<i>School for Policy Studies, 8 Priory Road, Bristol BS8 1TZ</i>		
Academic Faculty:	Social Sciences and Law		
Grade:	<i>I or J</i>		
Academic Career Pathway:	Two	*Progressable role:	No
Profile Level:	<i>a or b</i>	Contract Type:	<i>Open ended with fixed term funding until 22 July 2018</i>
Salary:	£32004 - £36001 per annum pro rata (Grade I – Research Associate)	Work pattern:	<i>Part time - 0.45 FTE</i>
	Or		
	£36001 - £40523 per annum pro rata (Grade J – Senior Research Associate)		
			<i>*Applies to Profile Levels b & c only</i>

Main Job Purpose:

To contribute to an innovative AHRC follow-on funded project led by Dr Debbie Watson in the School for Policy Studies in collaboration with the University of Bristol’s Interaction research Group (<http://big.cs.bris.ac.uk/>). This is an exciting opportunity to join a strong interdisciplinary team to re-design and develop, user test, and explore routes to market for *trove*, a product for children in care/ adopted children to self-curate and record stories of their precious belongings in a keepsake box as part of their ongoing life story work.

The role will involve working directly with reference groups of children in care and care providers as well as intensive research with a therapeutic residential school for children where it is expected the post holder will spend significant time observing how *trove* is used and collecting data with children, teachers and therapists to enable ongoing development of the prototype and to understand how *trove* can be used therapeutically. You will work in close collaboration with academic researchers in policy studies and computer science as well as project partners and a creative designer.

Statements of Responsibilities:

Research

- Literature review exploring the role of object importance for children in care and how birth and other meaningful objects can be used to support narrative identity for children and contribute to recovery from trauma.
- Contribution to prototype testing workshops with a reference group of children in care, social workers and foster carers.
- Mapping of life story solutions currently in use.
- Real life testing of trove with therapeutic residential school. This will comprise field observations/ video, data collection with teachers and therapists and co-facilitation of workshops with children aged 5-12 years.
- Development and co-writing of a training manual/ toolkit to support carers/ social workers/ therapists in using trove with children in care/ adopted children/those in therapeutic services.
- Co-author research reports and peer-reviewed publications.
- Attend conferences/ dissemination events and present the research findings.

Administration

- Organising advisory board meetings
- Drafting agendas and minutes for advisory board meetings
- Maintaining clear data management processes
- Liaising with sector partners

The trove Project

Project overview

trove was originally funded under the AHRC REACT 'Play Sandbox' funding stream to bring together academics and the creative industries to design and make new technologically innovative products for children. Given recent experience researching children and adopters' experiences of life storybooks with Coram, a leading adoption agency, and the emphasis placed by children and parents on the tangible precious objects that children in care carry with them into placements, we decided to focus our product development on supporting children in care, or those who have been adopted, in keeping the stories of their precious birth family objects alive in an interactive way.

trove is a physical container for children to curate and narrate their most precious objects and stories. Using technology, stories can be recorded onto objects, played back and edited. trove's interface is simple; it allows children from 5 years of age to start recording stories of their life and is suitable for children with learning difficulties. trove is unique in that there is nothing like this available that focuses on children's tangible objects and enables children to have control of their own life story through these objects. trove aims to help children, especially those that have been adopted or are in care, understand who they are and to support them through times of change and uncertainty.

<https://www.youtube.com/watch?v=kQJiE7ldJs>

The current trove prototype is a physical box, which curates a series of personally chosen objects that are each individually recognisable by the on-board computer (Raspberry Pi) via RFID. It has already gone through several iterations of development and re-design taking on-board feedback

from user groups and longer user trials. Through this project we will address the technical aspects which have been highlighted though the user trials which are currently limiting the potential impact of trove. We will carry out this re-design in an agile manner through co-production with our target audience and stakeholders in order to achieve our goal of a scalable, maintainable, secure and trial ready prototype by the end of the project.

The project is in collaboration with Dr. Debbie Watson from University of Bristol, who specialises in childhood identities, working particularly with children in care and adopted children and Chloe Meineck, a designer and creative technologist.

BACKGROUND INFORMATION

The University and the City of Bristol

The University of Bristol's roots date back to 1876. Since its formation it has become one of the leading institutions among the UK's Russell Group of universities and operates globally, where it is recognised for its research and academic excellence.

The University has a strong interdisciplinary approach and regularly features among the top ranking institutions in global league tables.

The University of Bristol's mission is '*to pursue and share knowledge and understanding, both for their own sake and to help individuals and society fulfil their potential*'. This is underpinned by a vision where the University of Bristol is an international powerhouse of learning, discovery and enterprise, whose excellence is acknowledged locally, nationally and globally, and that is:

- dedicated to academic achievement across a broad range of disciplines, and to continuous innovation and improvement
- research-intensive, supporting both individual scholarship and interdisciplinary or thematic research of the highest quality
- a centre for intellectually demanding, research-informed education that nurtures independence of mind and helps students achieve their personal goals and serve society's needs, both during and after their time here
- an inclusive and collaborative community of scholarship that attracts and retains people with outstanding talent and potential from all walks of life and all parts of the world
- a stimulating and supportive environment for all students and staff, distinguished by a commitment to high standards, respect for the individual and a strong sense of collegiality
- committed to operating in a sustainable manner
- engaged with society's interests, concerns, priorities and aspirations
- a major contributor culturally, environmentally and economically to Bristol and the South West
- well led and responsibly run, with an emphasis on consultative decision-making and open communication as well as personal responsibility and accountability

Key to Bristol's vision is a clear and consistent articulation of and dialogue with its many stakeholder

and public about the wide range of research carried out at the Institution and hence is often featured in many national and international media. It has a proud history of two way dialogue as part of its research activities and addresses the world's key challenges through an interdisciplinary approach.

The University also plays a lead role in the city of Bristol's cultural and economic well being and carries out an extensive programme of events and activities on behalf of the city, as well as being a keen supporter of partner organisations' activities.

For more information, please see <http://www.bris.ac.uk/university/>

The Faculty of Social Sciences and Law

The Faculty of Social Sciences and Law has an internationally-renowned research and teaching profile with strong links to institutions, organisations, international networks and research councils throughout the world. It is one of the UK's top Social Sciences Faculties, ranking the international top 100 in all the key global league tables.

The Faculty consists of five Schools: the Graduate School of Education (GSoE); the School of Economics, Finance and Management (EFiM); the University of Bristol Law School; the School for Policy Studies (SPS) and the School of Sociology, Politics and International Studies (SPAIS). It includes the Human Geographers from the School of Geographical Sciences, which spans the Faculty of Social Sciences and Law and the Faculty of Science. The Policy Press, a leading, specialist social science publisher, is also based in the Faculty.

The Faculty attracts significant numbers of high quality home and overseas students to its undergraduate and postgraduate programmes. In excess of 5,000 students are registered in the Faculty; over a quarter of all the University's students. We host 60% of all the University's taught postgraduates and 50% of the University's international students. The ESRC South West Doctoral Training Centre draws together the established research excellence of more than 770 academic and research staff at Bristol, Bath and Exeter to provide postgraduate research training in the social sciences, and supports approximately 630 post-graduate research students in the Faculty. The Faculty is also home to Bristol Q-Step, one of 15 UK centres funded by the Nuffield Foundation, ESRC and HEFCE, to develop the quantitative skills of social science students, as looked for by employers and in the field of postgraduate research.

The Faculty of Social Sciences and Law has an excellent record in research. Our researchers are recognised for both their theoretical and applied research, and many are acknowledged leaders in their discipline and /or policy area. The quality of Bristol's social science research was confirmed in the 2014 Research Excellence Framework where the work of over 90% of its social scientists was submitted. Two of Bristol's submissions to REF Main Panel C (Social Science) were ranked 1st on raw GPA by Times Higher Education (Geography, Sports Science) and five others (Economics, Law, Sociology, Social Policy, Education) were among the top 10 in their respective disciplines. When 'research intensity' and the proportion of staff submitted was taken into account, five of Bristol's nine social science submissions were ranked in the top 5 by Times Higher Education, with two ranked 1st and one 2nd.

Bristol offers excellent support for research and research-related activities, and an intellectually vibrant research environment. We are committed to supporting disciplinary-specific expertise and research ambition, but also to cultivating an active inter-school, inter-disciplinary ethos, as reflected in the growing number of cross-Faculty research groups. The Faculty hosts a number of important, high-impact research centres, including the Centre for Market and Public Organisation, the Townsend Centre for International Poverty Research, the Centre for the Study of Ethnicity and Citizenship, the Centre for Multi-level Modelling, the Human Rights Implementation Centre and the Global Insecurities Centre. The Cabot Institute – situated partly in the Faculty of Social Science and Law along with the Faculties of Engineering and Science (<http://www.bristol.ac.uk/cabot>) – brings together multidisciplinary research on global environmental change including research in natural hazards and risk, uncertainty and decision-making, global insecurities, governance, and systems engineering. The Elisabeth Blackwell Institute (<http://www.bristol.ac.uk/blackwell/>) is an inter-disciplinary institute researching a wide range of health-related issues.

The Faculty has a very strong record of gaining grants from UK and EU research councils, government organisations and charities, securing significant amounts of grant income. Our researchers have developed pioneering research work and policies that have had important national and international impacts. We have recently established PolicyBristol, which brings together diverse policy-relevant social science work from across the Faculty and University to make it more accessible to research users from outside the academic community. We also encourage active participation in a range of international research networks, including the Worldwide Universities Network.

The Faculty plays a key role in the University of Bristol's GW4 Alliance with the Universities of Bath, Cardiff and Exeter, which works at the leading edge of innovation by promoting interdisciplinary research across a wide pool of academics, reaching far beyond what any one university could do.

Further details of the Faculty's research and teaching activities are available on the web at: <http://www.bris.ac.uk/fssl/>.

The School for Policy Studies

The School for Policy Studies was established in 1995. The School links theory, policy and practice in a multidisciplinary, research intensive environment. The School brings together the academic excellence and policy expertise of around 75 academic staff who work in a research-intensive environment organized around seven specialist Research Centres. The School's research has consistently been judged to be of international standard. The seven Centres within the School are:

- **Centre for Exercise, Nutrition and Health Sciences**
- **Children and Families Research Centre** including The Hadley Centre for Adoption and Foster Care Studies
- **Centre for Gender and Violence Research**
- **Centre for Research in Health and Social Care**
- **Centre for the Study of Poverty and Social Justice** including Townsend Centre for

International Poverty Research

- **Centre for Urban and Public Policy Research**
- **Norah Fry Centre for Disability Studies**

The School's excellent result in the Research Excellence Framework (REF2014) represents the most recent confirmation of the quality and international stature of the School's research activities. At any one time the School has some 40 individual projects and consultancies in progress with a monetary value of around £1 - 1.5 million pounds per annum. We have an extensive programme of externally funded research and attract funding from local to international level.

Research is disseminated through undergraduate, postgraduate and professional study programmes, seminars, conferences and consultancies. There are currently over 600 home and overseas students studying at the School.

For further details of the School's research and teaching activities see:

<http://www.bristol.ac.uk/sps/>

The University's commitment to Equality and Diversity and a Positive Working Environment

As a leading global institution we are keen to attract the most highly talented individuals from a diverse range of backgrounds. Further information on our commitment to equality and diversity can be found at:

<http://www.bris.ac.uk/jobs/diversity.html>

We are committed to creating and sustaining a positive and mutually supportive working environment for our staff and an excellent teaching and learning experience for our students, where staff are equally valued and respected, and students are encouraged to thrive academically. We offer a broad range of services, activities and initiatives to enhance our staff experience of working at Bristol. For more information please see

<http://www.bristol.ac.uk/positive-working/>

JOB HAZARDS/SAFETY CRITICAL DUTIES (pre-employment health screening)

Not applicable

PERSON SPECIFICATION

The qualifications, skills, knowledge and experience outlined below provide a summary of what is required to carry out this job effectively. They also form the selection criteria on which the decision on who to appoint will be made. Please ensure that you show how you meet the criteria outlined below in your application.

Relevant Experience, Skills and Knowledge

Essential

- Experience of working with traumatized children who may be displaying aggressive or self-harming behaviours.
- Skills in reflective practice especially the capacity to manage and reflect on children's powerful emotions.
- Ability to work with social care and education professionals.
- Experience of writing training materials in the social care sector.
- Detailed knowledge of care and adoption sector for children in England.
- Competent IT user.
- Strong awareness of ethical research requirements and practices.

Desirable

- Knowledge of therapeutic approaches with traumatised children
- Experience of observational methods and recording field notes.
- Experience of conducting interviews/ focus groups.
- Competence in qualitative data analysis.
- Ability to conduct literature searches and to compile a review.
- Experience of co-produced research with children and young people
- Knowledge and/or experience of life story books/ work with children in care/ adopted.

Relevant Qualifications

Essential

- A relevant postgraduate research degree or equivalent professional experience in the research area required e.g. mental health/ therapeutic areas, social work, special education, nursing
- Professional qualification/ training or equivalent in direct work with children and young people.

Desirable

- Therapeutic qualification.

Communication and Interpersonal Skills

Essential

- Excellent organisational ability and time management skills.
- An aptitude for working within an interdisciplinary team.
- Ability to communicate with children age range 5-12yrs , parents and a range of professionals.
- Able to present research work to audiences from the specialist to the general public.
- Ability to accept responsibility, work independently and with a high level of self-motivation.
- Good communication skills (oral and written)

Desirable

- Previous academic/ professional publications.
- Evidence of ability to disseminate research to academic and sector specific audiences.
- Able to author papers and reports.

Additional Criteria

Essential

- Willingness to contribute to the design and development of trove and understand the role of technology in wellbeing of children.

Desirable

CAREER PATHWAY INFORMATION

As part of the process of modernising its pay and grading systems, the University has introduced career pathways for academic staff. What this means is that all members of academic staff have a clear career pathway involving a series of levels with distinct role profiles, each with its unique requirements. Each profile sets out what is expected of an academic at the particular level. The role profiles also set out a collection of competencies expected for each level. Progression or promotion to the next level will occur after these competencies have been attained and where a role at the higher level is available.

The four academic pathways are as follows:

Career Pathway One - academic roles that combine teaching, research and administrative duties.

Career Pathway Two - academic roles focusing on research and associated administrative duties.

Career Pathway Three - academic roles focusing on teaching and associated administrative duties.

Clinical Career Pathways - Sub-sets of the other pathways covering roles that also include clinical duties.

This post is located on **Pathway Two**. Role Summaries setting out what is expected of an academic at each particular profile level on pathway two can be found below. Please note that an appointment may be made at any level of the pathway.

A schematic diagram of the career pathways is also attached and further information on career pathways can be found at www.bris.ac.uk/personnel/reward/acadpath

For Pathway Two roles progression to the next level will occur where a role has been identified as being eligible for progression, having reached the relevant point on the salary scale and after the relevant competencies have been attained. A progressable role is a role at Level b or Level c that has been determined as being eligible for progression by the Head of Department, based on departmental needs, priorities and funds. Individuals in progressable roles at Level b or Level c are expected to develop their skills, knowledge and experience in order to ultimately progress to Level c or Level d, as applicable. A non-progressable role is one either at Level a (which are not subject to formal progression arrangements, although there may be opportunities to develop into a Level b role, based on departmental needs, priorities and funds), or at Level b or c for which the Head of Department has identified an ongoing need at that particular level. Movement to Level e will be by promotion only.

Role Summaries

Research Associate (Level a)

Role holders at this level are concerned with *assisting* an individual research leader or team to conduct a particular study (or group of studies). They will generally be involved in data generation and/or collection using standard and well-defined methods developed by others. They will be working under close supervision by, and direction from, a more senior researcher, who will be ultimately responsible for the project. This may be the entry level for some staff who are expected to train and/or develop to take on more senior researcher roles. Role holders will be provided with academic and pastoral support within the department (including counselling on realistic career opportunities) and training will be available designed to develop their competences and to prepare them to take on more responsibilities associated with a higher grade.

Senior Research Associate (Level b)

Role holders at this level will be experienced and professional researchers (or have considerable professional experience) and will be specialists in a particular area or methodology, drawing upon knowledge gained from postgraduate research and/or working within a Level a role. They will be *associated* with a particular project (or projects) and will contribute ideas, and/or enhancement of techniques or methodologies. They will be expected to do some writing for dissemination outside the Department. They will still be working under supervision, but will be expected to take significant initiatives in their work and consult with the Principal Investigator over the details of the project. They may, where practical, contribute to the department's teaching, through supervision of projects, overseeing practical classes, or taking small group classes. They will be provided with academic and pastoral support within the department and training will be available designed to develop their competences (including counselling on realistic career opportunities) and prepare them to take on more responsibilities associated with a higher grade.

Research Fellow (Level c)

Role holders at this level will have substantial experience of research (normally not less than six years). They will initiate and take responsibility for some research projects and may be Principal Investigators or, where a Research Council does not permit this, act as though they were Principal Investigators. They will be involved in administration relevant to their projects (e.g. helping to prepare bids for research funding), managing other researchers and monitoring research budgets. They will be expected to be undertaking research individually and/or collectively and to be advancing the state of knowledge and understanding within their particular area of expertise. They will be publishing regularly in high quality outlets. They are likely to provide some teaching support for the department (consonant with the terms of their funding). They will be expected to be establishing a growing reputation within their particular research field and academic discipline and to be developing and demonstrating intellectual independence.

Senior Research Fellow (Level d)

Role holders at this level will have extensive experience in research and research management. They will normally be Principal Investigators, leading collaborative research bids and research teams, or driving forward innovative research themselves. They will be involved in scholastic projects (e.g. editing journals and academic books), and be making a significant leadership and/or management contribution within their department or the wider university, to be participating in

national/international academic networks and conferences. They may be transferring their knowledge through some teaching and/or supervision to undergraduate or graduate students (consonant with the terms of their funding). Role holders at this level will be independent researchers and will have an established national and growing international reputation within their academic discipline generally and research field in particular.

Professorial Research Fellow (Level e)

Role holders at this level will have very extensive experience of research leadership and related management/administration. They will enjoy a wide recognition for their expertise within the academic community internationally (as evidenced by conference invitations, journal editorships, office holding in specialist groupings, associations with appropriate Research Councils etc.). They will have made recognised and significant contributions to the developing knowledge and understanding of their research area. They will already have responsibilities for the creation, initiation, development and overall management of significant research programmes. They will 'profess' their discipline within the Department, as appropriate and consonant with the terms of their funding. They may also carry significant leadership roles within the Faculty or University.

ORGANISATION CHART

See below.

APPLICATION PROCESS

Please visit our web site at www.bris.ac.uk/jobs, enter the vacancy number **ACAD102520** into the job search and follow the link to the on line application process.

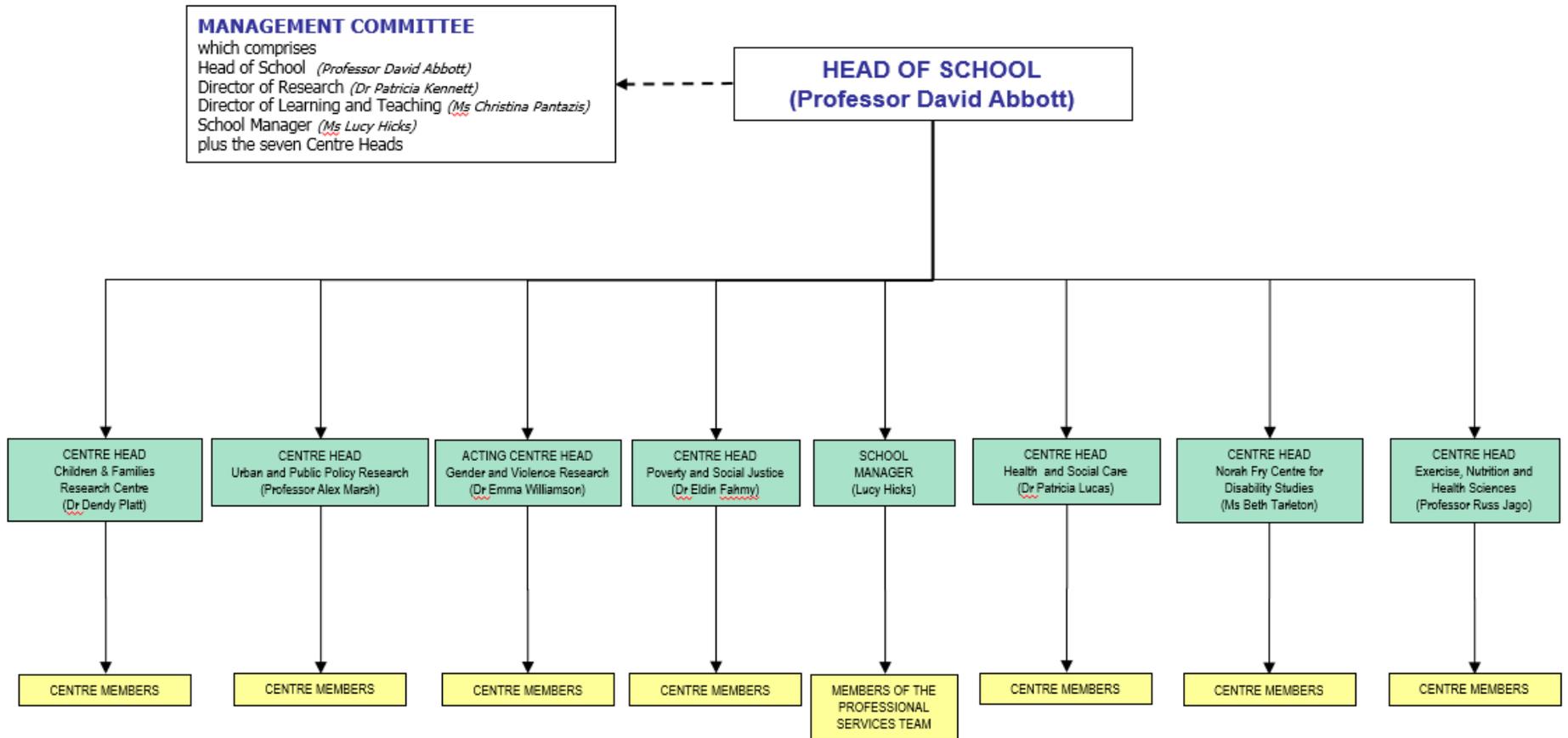
The closing date for applications is 23:59 on 9 April 2017.

Further information on the University's application process can be found at: <http://www.bristol.ac.uk/jobs/application-process.html>

SELECTION PROCESS

It is expected that interviews will be held week commencing 24 April 2017.

Organisation Chart – School for Policy Studies



Academic Staff Career Pathways

