## Research Assistant

<table>
<thead>
<tr>
<th>POSITION NO</th>
<th>0056888</th>
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<tbody>
<tr>
<td>CLASSIFICATION</td>
<td>Research Assistant Grade 2</td>
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<tr>
<td>SALARY</td>
<td>Hourly rate: $49.16 (applicants with PhD qualification conferred, hourly rate would be $52.15)</td>
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<tr>
<td>SUPERANNUATION</td>
<td>Employer contribution of 11%</td>
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<tr>
<td>WORKING HOURS</td>
<td>Up to 22 hours per week</td>
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<td>BASIS OF EMPLOYMENT</td>
<td>Casual until end of December 2023, total hours 273 flexibility with distribution of hours possible</td>
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<td>OTHER BENEFITS</td>
<td><a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a></td>
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<tr>
<td>HOW TO APPLY</td>
<td>Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a>, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’), then find the position by title or number. Indigenous applicants are encouraged to apply.</td>
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| CONTACT FOR ENQUIRIES ONLY | Dr Ruth Aston  
Tel +61 3 9035 8350  
Email ruth.aston@unimelb.edu.au |

*Please do not send your application to this contact*

For information about working for the University of Melbourne, visit our website: [about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)
Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Bumley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

Position Summary

The Research Assistant will provide support including qualitative and quantitative data collection and analysis on education and health evaluation projects conducted through the Assessment and Evaluation Research Centre. The evaluations adopt a range of contemporary and innovative designs, including using online platforms to gather evidence and generate feedback on implementation for continuous improvement. The role includes conducting focus groups with teachers and educators, analysing interview and focus group data, and supporting with online survey administration and management.

Evaluations span education and public health, focusing on school-based programs designed to support teachers, and improve student learning, health, and wellbeing in Victoria, across Australia and in Malaysia. The successful candidate will work as part of a team and be supported to develop their research and evaluation skills. Opportunities to extend the position into 2024 are likely to be available.

The Research Assistant is crucial for the successful implementation of evaluation projects awarded to AERC given the large number of stakeholders and work tracks undertaken at any one time.

Reporting line: Dr Ruth Aston
No. of direct reports: 0
No. of indirect reports: 0

1. Key Responsibilities

- Work with researchers and other research assistants based in Melbourne
- Ensure study’s adherence to ethics requirements as determined by UoM Research Ethics & Governance Office
- Implement project deliverables according to contract guidelines including the management of day-to-day tasks in accordance with project plans
- Support the development of monitoring and evaluation framework, including indicator development
Support the design of data collection tools, including but not limited to survey, interview and focus group questions
Assist with the drafting of evaluation reports and other project publications
Submit ethics modifications to UoM and other Human Research Ethics Committees
Support with liaising with local and international research partners, such as key stakeholders, participating school staff and families and communities
Attend and contribute to regular team meetings
Additional tasks directly relevant to listed project’s progression at the direction of the lead investigator

1.1 RESEARCH AND PUBLICATIONS
Contribute to producing publications for AERC, as directed

1.2 OTHER ACTIVITIES
Provide updates to senior research staff on project progress.

2. Selection Criteria

2.1 ESSENTIAL
A degree with relevant experience; or extensive experience and broad knowledge of the field; or an equivalent combination of relevant professional experience and/or education and training.
Demonstrated quantitative and/or qualitative research skills, including data appraisal, analysis, triangulation and interpretation.
Highly developed written and verbal communication skills
Competence in the use of computer and software products (MS Office), particularly word processing, survey development (e.g. Qualtrics) and databases (e.g. MS Excel, RedCAP)
High level of professionalism, integrity and sensitivity to confidentiality and privacy
Subject matter expertise in any of the following: evaluation, education, school-based programs, implementation science, public health, health promotion or youth engagement

2.2 DESIRABLE
Experience conducting educational research or evaluations with diverse stakeholders (i.e. schools, higher education institutions, government organisations)
Experience working with international organisations (e.g., UNICEF, UNESCO, WHO)
Experience with multivariate statistics (e.g., multiple regression, MANOVA, SEM)
Experience designing and development evaluation frameworks (e.g. criteria, standard settings, rubrics and/or other forms of synthesis)
2.3 OTHER JOB RELATED INFORMATION

- Unrestricted right to work in Australia.
- This position requires the incumbent to hold a current and valid Working with Children Check.
- Occasional work out of ordinary hours (for data collection), and domestic travel may also be required.
- This position is based at the Parkville campus, however, we are open to consider and negotiate a suitable Working-from-Home (WFH) arrangement.

3. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion, and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the Advancing Melbourne strategy that addresses diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people’s age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Advancing Melbourne.

4. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:
https://safety.unimelb.edu.au/people/community/responsibilities-of-personnel

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.
5. Other Information

5.1 ORGANISATION UNIT

https://education.unimelb.edu.au/aerc

The Assessment and Evaluation Research Centre (AERC) led by Professor Therese N. Hopfenbeck, has resulted from the merger of two long-standing research centres with outstanding reputations: The Assessment Research Centre and the Centre for Program Evaluation – centres that have been delivering high-quality evaluation, research, teaching, and consultancy for more than 40 years. AERC is situated within the Melbourne Graduate School of Education (MGSE) at The University of Melbourne.

AERC contributes to the advancement of the disciplines of assessment, measurement and evaluation and practice in Australia and internationally, reflects best practice and current knowledge of the field, and adapts that to the context in which we are practicing.

AERC conducts evaluation, research and consultancy projects with a variety of stakeholders, nationally and internationally, to address the needs in the field of assessment, evaluation, and measurement across multiple sectors and disciplines. With the new leadership team, the AERC has a proven record of accomplishment of high-quality evaluation and research projects funded by research councils, organisations and donors, such as Departments of Education (VIC, Commonwealth, NSW), The Peter McCallum Cancer Centre, the Victorian Comprehensive Cancer Centre, the Murdoch Children’s Research Institute, the World Health Organisation, United Nations Educational, Scientific and Cultural Organization (UNESCO), the US National Science Foundation, Queensland Urban Utilities, Department of Foreign Affairs and Trade, VicHealth Promotion Foundation, ESRC-DFID, The Norwegian Research Council, Education Endowment Foundation, State Examinations Commissions Ireland, Jacob Foundation and the International Baccalaureate.

5.2 BUDGET DIVISION

https://education.unimelb.edu.au/

The Melbourne Graduate School of Education (MGSE) fosters staff productivity, growth and engagement in a collective effort to enrich the contribution that education makes to society. We conduct research and teaching that leads to the transformation of education practice both within and beyond the profession. MGSE stimulates learning that enriches the potential of students from around the world, enabling meaningful careers and profound contributions to communities. We provide research leadership, setting the direction for high-impact, innovative and responsive research that addresses the pressing issues of our time. We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

5.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia’s premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at http://about.unimelb.edu.au/careers
5.4 ADVANCING MELBOURNE

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

- We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
- We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.
- We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.
- We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes: place, community, education, discovery and global.

5.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at https://about.unimelb.edu.au/strategy/governance