



POSITION DESCRIPTION

Department of Medical Education
Melbourne Medical School

Assessment Project Officer

POSITION NO	0055939
CLASSIFICATION	UOM5 or UOM6 (Dependent upon experience)
SALARY	\$75,011.00 – \$86,158.00 p.a. (pro-rata) UOM5 \$87,007.00 - \$94,181.00 p.a. (pro-rata) UOM6
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part-time (0.8 FTE)
BASIS OF EMPLOYMENT	Fixed term for 14 months.
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Anna Ryan Tel +61 3 8344 6098 Email annatr@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The Doctor of Medicine (MD) course began in 2011 as the first Australian professional entry masters level program. The Melbourne Medical School has just embarked on an ambitious review program to introduce innovative and evidence-based changes to the MD which have commenced with the year 1 cohort during 2022.

The Assessment Project Officer role is central the ongoing success of a program of assessment reform commenced in 2019 – and fundamental to the new MD. The role involves co-ordination and delivery of our Bring Your Own Device (BYOD) examinations program, across all 4 years of the MD program – currently in its 3rd year. This current fixed term position is 14 months in duration in order to provide a 1 month overlap at the commencement and conclusion of the incumbent's planned 12 months parental leave.

The Assessment Project Officer reports to the Director of Assessment and works closely and collaboratively with other academic and professional staff within the Department of Medical Education.

We foster a values-based culture of innovation and creativity to enhance the research performance of the University and to achieve excellence in teaching and research outcomes.

We invest in developing the careers and wellbeing of our students and staff and expect all our staff to live our values of:

- ▶ Collaboration and teamwork
- ▶ Compassion
- ▶ Respect
- ▶ Integrity
- ▶ Accountability

1. Key Responsibilities

1.1 STRATEGIC PLANNING AND PARTNERSHIPS

- ▶ With support and guidance from more senior academic staff, assist the Director of Assessment with assessment reforms throughout the MD program

1.2 COLLABORATION AND LEADERSHIP

- ▶ Assist in building collaborative scholarly links between the various DME sites
- ▶ Collaborate effectively with local, national and international medical education researchers.
- ▶ Liaise with subject co-ordinators, evaluation and assessment leads, and relevant professional staff on matters relating assessment within the MD program

1.3 OPERATIONAL ACTIVITIES AND SERVICE QUALITY

- ▶ Provide general research assistance (administration, logistics, data collection, analysis)
- ▶ Collate, review and summarise relevant literature
- ▶ Support the delivery of computer-based examinations within the Melbourne MD program.

- ▶ Contribute to the development, implementation and updating of policies and procedures relating to this adoption
- ▶ Monitor and evaluate the success of this adoption
- ▶ Support the development, implementation and evaluation of learning materials related to BYOD exams, assessment and feedback literacy more generally
- ▶ Contribute to other key assessment initiatives as directed
- ▶ Undertake other administrative duties as appropriate to the level of appointment and as requested by the Director of Assessment and the Head of Department.
- ▶ Effective demonstration of University values including diversity and inclusion and high standards of ethics and integrity

1.4 INNOVATION AND IMPROVEMENT

- ▶ Contribute to the development and implementation of innovative assessment strategies for the MD program

1.5 KNOWLEDGE MANAGEMENT AND BUSINESS INTELLIGENCE

- ▶ Produce written reports and presentations, including contribution to the documentation required for School, Faculty and University accreditation of the course and its component subjects as directed.

1.6 RESPONSIBILITY AND COMPLIANCE

- ▶ Maintain a sound knowledge of current University Policy and Procedures, and reliably follow these or provide compliant advice to others;
- ▶ Ensure a thorough understanding of all contractual commitments and deliverables and the legal and regulatory frameworks referenced.
- ▶ Reliably follow communications protocols and/or policies as appropriate.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 5.
- ▶ Behavioural Expectations - All staff are expected to maintain the following behaviours:
 - ▶ Treat everyone equitably; act fairly with staff and demonstrate respect for diversity
 - ▶ Be an effective team player who is cooperative and gains the trust and support of staff, peers and clients through collaboration.

2. Selection Criteria

In order to be considered for interview by the Selection Panel, applicants must address the following Criteria in their application. Please visit the University website how to address [Essential Selection Criteria](#)

2.1 ESSENTIAL

- ▶ A health professional, educational or technological qualification at a bachelor's level
- ▶ Teaching and/or assessment experience in a tertiary education setting.

- ▶ Excellent written and verbal communication skills – including the ability to document and communicate processes and procedures, and engage with stakeholders (staff & students) in supporting adaptation of new technologies
- ▶ Understanding and proficiency in educational technology systems
- ▶ Well-developed organisational, time-management and problem-solving skills
- ▶ Demonstrated capacity to analyse and report on data and literature
- ▶ Ability to work outside of usual office hours occasionally (eg. for delivery/invigilation of examinations)
- ▶ Ability to undertake occasional travel to rural and metropolitan clinical school sites

2.2 DESIRABLE

- ▶ A higher degree in medical education, psychology or education (or other relevant field)
- ▶ Familiarity with health professional assessment methods
- ▶ Victorian Driver's licence

2.3 SPECIAL REQUIREMENTS OF THIS POSITION

- ▶ This position requires the incumbent to hold a current and valid Working with Children Check

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 University's People Strategy 2015-2020 and policies that address 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 Growing Esteem.

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:

<http://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 DEPARTMENT OF MEDICAL EDUCATION

<https://medicine.unimelb.edu.au/school-structure/medical-education>

The Department of Medical Education was established as a department within the Melbourne Medical School in 2015. It has responsibility for the delivery of the Doctor of Medicine (MD) course, research in medical education and a range of professional development postgraduate and non-award programs.

As the first Australian professional entry masters level program, the Melbourne MD creates a new benchmark in 21st century medical education. It delivers advanced clinical and academic training to ensure students are prepared for the challenges of a high-quality medical internship. The MD is a 4-year program with an intake of approximately 350 students per year. The degree is delivered through our Parkville campus, metropolitan and rural Clinical Schools, partner organisations.

The Department delivers high quality research-informed postgraduate and professional development programs, facilitated by leaders in the field of health professional education. Created for clinicians from any discipline these programs are designed as professional development for health professionals in the areas of clinical teaching, clinical leadership and clinical research.

The research groups within the department focus scholarly engagement within a number of key research interests in medical education:

- Work Integrated Learning
- Curriculum, Assessment and Evaluation
- Healthcare Communication
- Student Engagement and Experience

The department employs approximately 350 staff to deliver the education, research and engagement activities of the department. This is complemented by a large, actively engaged honorary staff network.

5.2 MELBOURNE MEDICAL SCHOOL

www.medicine.unimelb.edu.au

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy and practice. The MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.

The MMS is composed of eight clinical departments (General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health-related graduate programs including the Doctor of Medicine (MD), the first professional entry Masters level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21st century medical education.

The MMS is committed to improving the wellbeing of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research and involves over 800 graduate researchers and 1000 academic staff.

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service.

5.3 FACULTY OF MEDICINE, DENTISTRY & HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne's largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty's annual revenue is \$630m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development

5.4 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>.

5.5 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

5.6 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 <http://www.unimelb.edu.au/governance>