



POSITION DESCRIPTION

Medical Education
Melbourne Medical School
Faculty of Medicine, Dentistry and Health Sciences

Director of Assessment

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| POSITION NO | 0040351 |
| CLASSIFICATION | Senior Lecturer/Associate Professor, Level C/D |
| SALARY | \$140,433 - \$161,926 (pro rata for part-time) Level C \$169,094 - \$186,288 (pro rata for part-time) Level D |
| SUPERANNUATION | Employer contribution of 17% |
| WORKING HOURS | 0.6-1.0 EFT |
| BASIS OF EMPLOYMENT | Continuing |
| OTHER BENEFITS | https://about.unimelb.edu.au/careers/staff-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

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 (Burnley, 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 Director of Assessment is an executive-level role that has responsibility for ensuring the effectiveness, appropriateness and utility of assessment throughout the Department of Medical Education. The role involves work across the three core areas of the DME - the MD program, Custom and Graduate Programs, and medical education research.

The Doctor of Medicine (MD) course began in 2011 as the first Australian professional entry masters level program. The Melbourne Medical School embarked on an ambitious review program to introduce innovative and evidence-based changes to the MD commencing with the year 1 cohort during 2022. Central to this redesign program has been a complete transformation of assessment within the new curriculum. The newly implemented programmatic assessment approach has a core focus on maximising the learning potential of every assessment, whilst still collecting and collating data for robust progression decision making.

The prime focus of the Director of Assessment position (and for the members of the assessment team more generally) is ongoing and continuous improvements in assessment policy, practice and deployment to ensure robust decision making and provide support and direction for student learning throughout the MD.

The incumbent may also teach into and/or subject co-ordinate assessment related subjects within the EXCITE program, provide assessment related support and expertise to other Custom and Graduate programs within the DME, and will have a program of assessment related research (scholarship of teaching and learning) which is informed by and subsequently informs the educational programs of 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 TEACHING & LEARNING

- ▶ Oversee and contribute to the maintenance of quality and continuous improvement within the DME's assessment programs through item development, blueprinting, standard setting, psychometric analysis and continued review of written and clinical assessments
- ▶ Lead innovative approaches to assessment in line with reforms to curriculum structure and delivery for all DME education activities
- ▶ Continue to refine and develop the programmatic approach to assessment in the MD - incorporating data collection for robust decision making and provision of feedback to direct and support learning
- ▶ Contribute to medical school assessment benchmarking projects at a national level
- ▶ Contribute to the development and implementation of innovative evaluation strategies for the MD program
- ▶ Liaise with professional and academic staff, subject co-ordinators, assessment review panel chairs, Directors of Medical Student Education, clinical school staff and other involved academic staff and reporting to the Head of Department
- ▶ Participation in relevant MD committees (eg. MD operations committee)
- ▶ Lead/support the teaching of assessment subjects in DME's graduate programs and executive programs (depending on fractional appointment)

1.2 RESEARCH AND RESEARCH TRAINING

- ▶ Develop and implement a program of assessment related research which is informed by and subsequently informs the educational programs of the Department of Medical Education
- ▶ Present research findings locally within the Department, Faculty and University, and nationally and internationally through seminars and conference presentations
- ▶ Draft and submit medical education research manuscripts for publishing in peer reviewed journals
- ▶ Support students enrolled in research related to assessment and broader health professional education projects
- ▶ Develop and submit grant applications for medical education research projects

1.3 ENGAGEMENT

- ▶ Lead and deliver professional development programs for academic and clinical staff to support best practice in assessment
- ▶ Collaborate effectively with local, national and international assessment leads and medical education researchers.
- ▶ Attendance at local, national and international meetings and seminars on the topic of assessment and medical education

- ▶ Build collaborative teaching and scholarly links between the various DME sites and medical schools nationally and internationally

1.4 SERVICE AND LEADERSHIP

- ▶ Lead the MD Assessment Team
- ▶ Undertake administrative duties as appropriate to the level of appointment and as requested by the Head of Department.
- ▶ Contribute to the collegial and intellectual life of the Department of Medical Education
- ▶ Involvement in related Faculty and University committee work, as required

1.5 RESPONSIBILITY AND COMPLIANCE

- ▶ Maintain a sound knowledge of current University Policy and Procedures, and reliably follow these or provide compliant advice to others;
- ▶ 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.
 - ▶ Create ethics applications and report to the ethics committees

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 degree, registerable as a health practitioner in Australia
- ▶ An educational higher degree or diploma
- ▶ A research higher degree in the area of medical education
- ▶ Deep knowledge of the theory and practice of assessment in medical education, including programmatic assessment, and the technologies required for effective assessment and feedback delivery systems
- ▶ Demonstrated scholarship in the field of assessment in medical education
- ▶ Demonstrated leadership in scholarly, research and/or professional activities.
- ▶ Experience in application of research findings to improve medical education, curriculum design and delivery
- ▶ Excellent interpersonal skills and demonstrated capacity to initiate and maintain effective working relationships with professional, academic and clinical colleagues across university and health service locations

- ▶ Demonstrated ability to manage time, prioritise tasks and to work to deadlines and to project manage research-based curriculum innovations

2.2 DESIRABLE

- ▶ Good working knowledge of the Melbourne MD program and the clinical school teaching environment
- ▶ Evidence of high standing as a developing scholar in medical education
- ▶ A developing record of publication on medical education topics in peer-reviewed journals
- ▶ Evidence of national and international collaboration in medical education research
- ▶ Demonstrated success in attracting research funding

2.3 OTHER JOB-RELATED INFORMATION

- ▶ This position requires the incumbent to hold a current and valid Working with Children Check.
- ▶ The incumbent may be required to travel to the Melbourne Medical School's clinical school sites by university car therefore a current Victorian Drivers licence is required.
- ▶ The role involves dissemination of research findings through conference and meeting attendance therefore national and international travel is encouraged.
- ▶ Occasional work out of ordinary hours may be required.

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 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. The department employs 160+ fixed-term and permanent staff as well as 150+ casual staff to deliver the education, research and engagement activities of the department. This is complemented by a large, actively engaged network of over 330 honorary staff.

As the first Australian professional entry masters level medical 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, and partner organisations. In 2022, the Melbourne MD was relaunched to allow students to build their own unique medical degree. While a central, assessable core of content will be delivered, the redesigned Melbourne MD gives students the ability to choose different pathways so that they each achieve the same course outcomes while focusing on areas that truly interest them.

The Department also 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 supports a growing area of research and scholarship focused on medical and health professional education.

5.2 MELBOURNE MEDICAL SCHOOL

<http://www.medicine.unimelb.edu.au/>

Established in 1862, Melbourne Medical School (MMS) in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne is the oldest medical school in Australia. It is internationally renowned for global leadership in teaching and training, health research, policy and practice. MMS is ranked 14th in the world (Times Higher Education World University Rankings 2022 for clinical, pre-clinical and health), has strong academic partnerships and ground-breaking collaborative research programs with leading public and private hospitals, as well as leading medical research institutes and centres in Australia and internationally.

Under the leadership of Professor Sarath Ranganathan, MMS spans all major fields of medicine and is comprised of thirteen clinical departments:

- Baker Department of Cardiometabolic Health;
- Clinical Pathology;
- Critical Care;
- General Practice;
- Medical Education;
- Infectious Diseases;
- Medicine;
- Obstetrics and Gynaecology;
- Paediatrics;
- Psychiatry;
- Radiology;
- Rural Health; and
- Surgery.

MMS has more than 1,000 academic and professional staff members located at the Parkville campus or embedded within health services throughout metropolitan Melbourne and rural Victoria. Staff are privileged to work alongside more than 2,725 honorary appointees from the health sector who generously contribute their time, knowledge, research and clinical expertise.

MMS is committed to improving community wellbeing through the discovery and application of new knowledge. With annual research income of \$165 million, the School's research effort is highly collaborative, spanning research programs from basic to translational. The School has research collaborations across the 47 partner organisations in the vibrant Melbourne Biomedical Precinct, as well as nationally and internationally. These partnerships enable medical advances to impact healthcare delivery as rapidly and seamlessly as possible.

The School's flagship Doctor of Medicine (MD) degree was the first Masters level entry-to-practice qualification of its kind developed in Australia, setting a new benchmark in medical education. Now, the new curriculum launched in 2022 has created more responsive, modular, technology-enhanced learning for state-of-the-art curriculum delivery. Continuous research and discovery options, and an ability to tailor the degree, allows each student to gain deeper experience in areas of greatest interest. The MD Rural Pathway offers students the opportunity to undertake their entire program in rural Victoria, with a \$6.5 million expansion of facilities in Shepparton to accommodate this. There is also an expanded range of joint degree pathways on offer. The School utilises the Department of General Practice's continually expanding network of general practitioners

and primary healthcare providers in the community to ensure that MD students are also provided with quality community-based medical education.

In addition to the MD, MMS has an ever-expanding portfolio of other vocationally oriented programs. These teach research skills, leadership and continuing professional development in specific disciplines. An emphasis on the clinician-scientist career trajectory – with training, support and ongoing career pathways at graduate and postgraduate levels – is central to the School's development of future leaders in all aspects of healthcare, education, research and policy. MMS has over 600 higher degree by research candidates located both within Departments and across its network of partners.

School staff and honorary appointees lead and participate in public debate and advocacy around key health issues and policy based on the MMS values of commitment, integrity, compassion, respect and service. The School also offers a range of initiatives and programs in support of its diverse and inclusive culture:

<https://medicine.unimelb.edu.au/about/diversity-and-inclusion> MMS is always looking to recruit talented individuals across a wide range of medical disciplines which include leadership roles. This presents a wonderful opportunity for appointees to help drive the strategy, growth and continued excellence of Australia's leading medical school.

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 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.

5.6 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 <https://about.unimelb.edu.au/strategy/governance>