



POSITION DESCRIPTION

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

Research Assistant

POSITION NO	0040867
CLASSIFICATION	Level A
SALARY	\$75,289.00 - \$102,163.00 (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part time (0.6-0.8 FTE)
BASIS OF EMPLOYMENT	Fixed term for 2 years Work category: Academic teaching and research
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	Dr Kate Reid Tel +61 3 9035 7831 Email kjreid@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

In 2015, the Department of Medical Education (DME) was created within the Melbourne Medical School. The DME has responsibility for delivering the entry-to-practice medical program the Doctor of Medicine (MD) on behalf of the Melbourne Medical School. The DME also has a strong focus on building a research agenda focused on educational scholarship in Medical Education. The MD is currently in the process of an extensive redesign, with the first cohort of the new course commencing in 2022.

The MD Evaluation Program has responsibility for undertaking quality assurance and informing continuous improvement of the course by collaborating with MD stakeholders to gather high-quality evaluation data. Information derived through evaluation of subjects and programs within the MD must provide high-quality evidence to meet our accreditation requirements; such information is a rich resource for quality assurance and also contributes to research and academic publishing in medical education. Evaluation has a fundamental role in driving change and assuring outcomes for the MD and has a particularly important role in the context of the redesign in assessing the impact of significant course changes on students and staff.

The Research Assistant provides support to the MD Evaluation Program by undertaking a range of activities to gather, quality assure and report on evaluation data that informs continuous improvement of our programs. The Research Assistant will recruit evaluation participants, gather data of both a quantitative and a qualitative nature utilising a range of approaches (e.g. questionnaires, focus groups, interviews), manage systems for storing evaluation information, and provide support in reporting on evaluation outcomes. The Research Assistant will play a key role in ensuring the quality of the data collected through the MD course and in supporting the undertaking of research related to evaluation of the MD.

This position is located at the Parkville Campus and reports to the Director of Evaluation and Quality.

1. Key Responsibilities

The University of Melbourne sets 'Minimum Standards for Academic Levels' (MSALs) which are expected from academic staff. The levels are differentiated by level of complexity, degree of autonomy, leadership requirements of the position, and level of achievement of the academic and may be amended from time to time.

Below is the MSALs for Level A academic staff. The Key Responsibilities, outlined in this section, are to be read in conjunction with this MSAL.

1.1 RESEARCH AND RESEARCH TRAINING

- ▶ Provide academic and administrative support to the MD evaluation program to undertake high-quality evaluations of teaching, learning and assessment in the Department of Medical Education
- ▶ Assist with the development of course evaluation activities, and analyse and produce reports on their outcomes
- ▶ Conduct literature reviews and contribute to research syntheses
- ▶ Design and maintain databases for the collection of both qualitative and quantitative data relevant to the DME's evaluation activities

- ▶ Contribute to data collection and analysis, using specialised programs for qualitative/quantitative data assessment such as SPSS and NVivo and ensure data integrity standards are met
- ▶ Contribute to academic research focused on the evaluation of teaching and learning activities in the Department of Medical Education
- ▶ Participate actively in communicating and disseminating research where appropriate

1.2 LEADERSHIP AND SERVICE

- ▶ Participate actively in meetings as required
- ▶ Perform administrative activities related to evaluation and contribute to quality assurance and evaluation activities under direction
- ▶ Liaise with subject co-ordinators, the evaluation and assessment leads, and relevant professional staff on matters relating to course evaluation within the MD
- ▶ Undertake other 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.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

1.3 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

- ▶ An honours degree or postgraduate degree (Masters or doctoral degree) in medical education, psychology or education
- ▶ Demonstrated capacity to undertake literature reviews and report on the findings
- ▶ Demonstrated ability to apply quantitative/qualitative research methodologies

- ▶ Strong computer literacy including a high level of proficiency in Microsoft Office and computer software for the analysis of quantitative (e.g. SPSS) and qualitative (e.g. NVivo) and reference managing software such as Endnote
- ▶ Demonstrated ability to interact positively and professionally with academic and professional staff
- ▶ Demonstrated ability to independently manage competing work priorities on tight timelines in a high-stakes context
- ▶ Demonstrated ability to communicate clearly and concisely in written and verbal form across a range of mediums e.g. reports and/or publications, ethics submissions, grants, presentations
- ▶ Experience in analysing and reporting on complex quantitative datasets accurately and with close attention to detail
- ▶ Well-developed organisational and time management skills.

2.2 DESIRABLE

- ▶ Familiarity with the evaluation of curriculum, course design, teaching and assessment in health professions education
- ▶ Experience with independent writing of research and evaluation reports, scientific conference abstracts and/or journal papers.
- ▶ Evidence of a developing research profile in medical education or a related area

2.3 SPECIAL REQUIREMENTS OF THE ROLE

- ▶ As the Department of Medical Education is located over several metropolitan and regional campuses, staff may be required to travel to, or work from, other sites and campuses as required using a university car, therefore a valid driver's licence is desirable.
- ▶ This position requires the incumbent to hold a current and valid Working with Children Check
- ▶ Some work outside of standard 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 THE MD PROGRAM

The new Doctor of Medicine (MD) provides a fresh approach to medical training. As the first Australian professional entry masters level program, the Melbourne MD creates a new benchmark in 21st century medical education.

The Doctor of Medicine is a four-year full-time course available to both local and international students. The course comprises a total of 400 credit points of which 6.25 credit points involves an inter-disciplinary student-led conference completed during the mid-year break in each of the four years. The course commences at the start of each calendar year. There is no mid-year intake. The first cohort of MD students graduated in 2014.

Designed for students who have completed their undergraduate studies and are committed to professional training, this unique MD recognises both the personal and professional development of each individual.

The degree builds on prerequisite knowledge of anatomy, physiology and biochemistry acquired through undergraduate study. It delivers advanced clinical and academic training to ensure students are prepared for the challenges of a high quality medical internship.

5.2 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 several 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.

5.3 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.

5.4 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

5.5 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>

5.6 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.

5.7 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>