

## External adviser to the Applied Knowledge Test

### Job description and person specification

#### Job Title

AKT External Adviser

#### Background

All graduating students are required to pass the Medical Licensing Assessment (MLA) as part of the medical degree. The Medical School AKT (MS AKT) assesses how well medical students can apply their knowledge to real-life clinical scenarios. It is led by universities and quality assured by the General Medical Council. MSC work with medical schools to support the development and delivery of this assessment.

Oversight is provided by the MS AKT Board, which includes representatives from the heads of all UK medical schools, ensuring that the exam is fair, high-quality, and aligned with the needs of students and medical schools. It is supported by several operational groups including the Policy Group. Further information on the governance structure is available [here](#).

#### Job Purpose

To provide advice and guidance on the AKT to ensure it continues to be delivered and developed in line with best practice in assessment.

#### Job Summary

The successful applicant will contribute to the effective running of the Applied Knowledge Test (AKT) by carrying out the following tasks;

- Being an active member of the AKT Policy Group and contributing to discussions around a range of policy areas including reasonable adjustments, mitigating circumstances, exam security and EDI.
- Providing advice, when required, on other aspects of the development of the exam including exam design and construction, standard setting and the effective delivery of national assessments.
- The postholder may be asked to review and comment on planned significant changes in practice in item development / exam construction / standard setting

Due to the nature of the AKT, which is a national exam designed and delivered in collaboration with all UK medical schools, this role will be strictly advisory. The successful applicant will be able to make recommendations about the development of the exam, but the relevant governance committees will have the ultimate responsibility for making any changes.

#### Skills and experience required

Applicants should have extensive experience of designing and/or delivering large scale, high stakes assessments. They should understand the principles of good assessment design and have experience of

supporting the delivery of an exam sat by a high number of candidates. It is not necessary for the successful candidate to have knowledge of medical assessment specifically, as this role will involve providing advice on generic assessment principles.

Applicants will have a sound knowledge of good practice in relation to the delivery of large-scale assessment; some experience in question setting or item writing for knowledge tests and the quality assurance of assessment processes is desirable. Extensive knowledge of developing policies to support the delivery of national assessments is essential. They will have experience participating in exam boards or similar governance groups overseeing the quality of assessments. They will have experience of integrating assessment into curricula design.

Applicants must have an understanding of, and a commitment to, addressing equal opportunity, diversity, and inclusivity, with an anti-discriminatory approach to cultural differences and all other protected characteristics.

Applicants should be up to date as appropriate with CPD requirements and relevant national guidelines, including EDI training relevant to this role.

### Time Commitment

Successful applicants should expect to attend Policy Group meetings three times a year and to be available to attend other meetings on an ad hoc basis provided reasonable notice is given. The estimated time commitment will be no more than five days per year.

### Equality and diversity is important

MSC is committed to being fair and going beyond our legal responsibilities under the Equality Act 2010. It will not discriminate against anyone on the grounds of a 'protected characteristic'<sup>1</sup> when making appointments and actively encourages applications from individuals from groups that share protected characteristics.

It is fully committed to making the appointment process at all stages, and the experience in the role, accessible for any applicants and successful appointees with a disability or other specific requirements. This may include providing application forms in an alternative format or making adjustments to the interview process, as well as holding meetings in accessible venues and making adjustments to sessions as required.

### Person specification

<b>General and professional education</b>	<b>Essential</b>	<b>Desirable</b>
Has an undergraduate degree	✓	
Has a postgraduate degree related to education		✓

<sup>1</sup> The nine 'protected characteristics' under the Equality Act 2010 are age, disability, sexual orientation, religion and belief, race, sex, gender reassignment, marriage and civil partnership, and pregnancy and maternity.

Has postgraduate qualification relevant to the design and delivery of assessments		✓
<b>Experience and knowledge</b>		
Has extensive experience of delivering high stakes large scale exams.	✓	
Has a sound knowledge of good practice in assessment design	✓	
Has been involved in developing policies to support the delivery of a national, high stakes assessment	✓	
Understanding of and experience in question setting and item writing,		✓
Previous experience of exam board membership at any educational level.		✓
Understanding of standard setting methodology and quality assurance processes used for high stakes examinations		✓
Understanding of quality assurance processes used for high stakes examinations	✓	
Experience of integrating assessment into curricula design.		✓
Able to demonstrate a commitment to and understanding of key issues around EDI particularly in relation to assessment	✓	
Up to date with, GDPR training		✓