

## Medical Schools Council Assessment Alliance

### Common Item Bank Author

### Job description and person specification

#### Job Title

MSCAA Common Item Bank Author

#### Job Summary

MSCAA Common Item Bank Authors will be responsible for authoring new Single Best Answer (SBA) items for use by all medical schools in their assessments. Members will present their items during two meetings, one 0.5 day and 1 full day, and will work in groups (item review groups) to provide an initial review. Accepted items will then go through a second stage review before final approval into the MSCAA Common Item Bank. Item writers will have a wide variety of medical expertise in community and hospital settings to ensure that the item bank has the breadth and depth appropriate for medical school assessments.

#### Skills and experience required

Applicants should have completed at least 3 years of full-time post-graduate medical training (or less-than-full-time equivalent) and be senior trainees (ST5 and above). Applicants should be involved in the delivery of undergraduate medical education and assessment.

Applicants should have evidence of involvement in the teaching and/or training of medical students within the last two years either via an associated medical school or a post-graduate deanery.

Applicants should have a current licence to practise. However, those who have recently demitted practice will be considered where they can demonstrate they continue to have the relevant skills and experience.

Applicants should have considerable understanding of the knowledge, skills, duties, responsibilities and competencies expected of medical education from early years to a doctor in a first appointment within the UK Foundation Programme.

Applicants will have expertise in medical education and assessment and will have local and/or national experience of writing SBAs at early years through to finals level or similar. They will engage in constructive discussions of item content and work collaboratively with other members of the group to reach a consensus. Previous participation in the MSCAA item review events or postgraduate question writing groups is desirable but not essential.

Applicants must have an understanding of and a commitment to addressing equal opportunity, diversity, and inclusivity, with a non-discriminatory approach to cultural differences and all other protected characteristics and an appreciation of the issues faced by newly qualified doctors.

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

## Time Commitment

It is anticipated that events will be held twice a year, one in –person and one virtual. The in-person event will be 1 full day, and the virtual event will be 0.5 days. These will be in addition to time spent authoring questions. The venues for in-person events will vary but are likely to include London, Coventry and a location in the north of England. Members will need to commit to attending a minimum of one of the two meetings held per year, in addition to completing all mandatory training requirements.

Appointments will be for a 4 – 5 year term with a possibility to re-apply for another term thereafter. Members who fail to attend the required number of meetings, submit a minimum of 15 questions per event or to meet the required standard of work may be asked to step down.

## Payment and expenses

Appointment is on a voluntary basis. Only travel expenses incurred by members attending the MSC organised authoring events will be paid by MSC. Where events or meetings require overnight accommodation, this will be booked and paid for by MSC. The terms and conditions for such payments are set out in an MSC travel and expenses policy.

An application will be submitted for CPD credits.

## 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 doctors from groups that share protected characteristics.

It is fully committed to making the appointment process at all stages and 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

| General and professional education                                   | Essential | Desirable |
|----------------------------------------------------------------------|-----------|-----------|
| Holds a medical qualification such as MBBS or MBChB or an equivalent | ✓         |           |
| Has a Licence to Practise                                            | ✓         |           |

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<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 an honorary or substantive contract with a UK university that has a medical school or has approval of the Head of Medical School or a nominated deputy           | ✓      |   |
| Has a qualification in medical education with a minimum PGCert MedEd or SFHEA or equivalent                                                                          |        | ✓ |
| <b>Experience and knowledge</b>                                                                                                                                      |        |   |
| Actively engaged in the training of medical students within the last two years                                                                                       | ✓      |   |
| Good understanding of the principles of medical education, including knowledge-based assessments                                                                     | ✓      |   |
| Understanding of standard setting methodology used for examinations (e.g. Angoff/Hofstee/test equating)                                                              |        | ✓ |
| Understanding of quality assurance processes for examinations (e.g. question performance)                                                                            |        | ✓ |
| Previous experience of question writing for undergraduate examinations                                                                                               | ✓      |   |
| Able to demonstrate a commitment to and understanding of key issues around EDI in medical education particularly in relation to assessment.                          | ✓      |   |
| Up to date with: <ul style="list-style-type: none"> <li>• Employer's equality and diversity training</li> <li>• CPD requirements</li> <li>• GDPR training</li> </ul> | ✓<br>✓ | ✓ |