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

Lecturer/Senior Lecturer Medical Education (Clinical Subjects)

POSITION NO 0062228

CLASSIFICATION Lecturer, Level B or Senior Lecturer, Level C

SALARY $114,645 – 136,136 Level B (pro rata for part-time)
$140,433.00 to $161,926.00 Level C (pro rata for part-time)

SUPERANNUATION Employer contribution of 17%

WORKING HOURS Part Time (0.1 FTE)

BASIS OF EMPLOYMENT Continuing

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
Dr Rosie Shea
Email: Rosie.Shea@unimelb.edu.au

Please do not send your application to this contact

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

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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 Lecturer or Senior Lecturer Medical Education (Clinical Subjects) has responsibility for teaching delivery, curriculum design and coordination, assessment and student feedback for one specific discipline area in the Rehabilitation, Aged Care, Palliative Care and Psychiatry of Old Age (RAPP) rotation in the Doctor of Medicine (MD). The appointee will also assist with the overall coordination of this rotation within the subject Principles of Clinical Practice 3 (PCP3). PCP3 is the core clinical subject in the third year of the Doctor of Medicine (MD) course and is largely undertaken through clinical placements in the Melbourne Medical School’s network of affiliated healthcare services.

The appointee will lead the coordination and delivery of the curriculum, assessment and student and teaching staff-related issues for this rotation in collaboration with the other RAPP rotation coordinators and coordinators in the Clinical Departments, Directors of Medical Education at the Clinical Schools and staff in the Department of Medical Education. The role includes continuous refinement and refreshing of the curriculum’s structure and content responsive to feedback and changing educational methods, including discipline-specific or other reviews from time to time.

The appointee will work towards an integrated approach to delivery of the core disciplines within the six-week block and also of the block within the year-long subject. The appointee will also be able to contribute to integration of core concepts pertaining to RAPP throughout the four-year MD course.

In addition, the role will allow the appointee to become a key member of the MD teaching and learning team by contributing to teaching preparation, curriculum design, renewal and delivery, assessment redesign and delivery, professional development, educational research, and initiatives that advance student equity, diversity and well-being throughout the course.

This position reports to the RAPP Lead within the Principles of Clinical Practice 3.

1. Key Responsibilities

1.1 CURRICULUM
Coordinate the delivery of curriculum across the Rehabilitation, Aged Care, Palliative Care and Psychiatry of Old Age (RAPP) rotation within Principles of Clinical Practice 3, with overall responsibility for one specific discipline area.

Work with the other RAPP coordinators and clinical school coordinators and designated professional staff to ensure that the students timetables include appropriate clinical experiences and the core teaching modules for each discipline.

Work with the other RAPP coordinators, Subject Coordinator and Curriculum Publications Coordinator to ensure that all learning events and learning materials (both written and online) are maintained in optimal form.

Work with other year groups to integrate RAPP aspects of the curriculum across the whole of the MD course.

Respond to feedback about the new MD RAPP curriculum through communication, clarification and/or editing of online content in the specific discipline area.

1.2 ASSESSMENT

Assist with the delivery of assessment across PCP3 for the Rehabilitation, Aged Care, Palliative Care and Psychiatry of Old Age (RAPP) rotation.

Assist with development of an assessment blueprint for PCP3.

Work closely with content experts and team leaders to develop and quality assure assessment items, and provide feedback to them.

Be a clinical and written examiner for PCP3.

1.3 STUDENTS

Provide support to clinical school coordinators to manage students and student issues.

Liaise with the subject coordinator or MD Course Director about student concerns as required.

Respond to student feedback about the MD curriculum through communication, clarification and/or editing of online content in the specific discipline area.

1.4 INTERACTIONS WITH OTHER STAFF

Work closely with clinical school staff and PCP3 term leaders to deliver Rehabilitation, Aged Care, Palliative Care and Psychiatry of Old Age (RAPP) rotation.

Respond to clinical school and tutor enquiries and issues regarding RAPP.

Communicate curricular changes and updates.

1.5 OTHER

Contribute to other medical education related activities as required.

2. Selection Criteria

2.1 ESSENTIAL
A medical degree registrable in Victoria
Specialist registration in a relevant medical discipline
Demonstrated commitment to excellence in teaching entry-to-practice medical or other health professional students
Experience in medical education and delivery, including organising placements
Demonstrated ability to work within a complex curriculum and with multiple stakeholders from different backgrounds
Demonstrated excellence in verbal and written communication
Demonstrated strong organisational, time management and problem-solving skills

2.2 DESIRABLE
An active practitioner within one of the disciplines represented within the RAPP rotation. A Masters or Doctoral degree in a relevant field
A higher degree in medical education or substantial progress towards achieving this goal
Experience with the clinical teaching program of a medical course
Clinical practice in a relevant area

2.3 OTHER JOB RELATED INFORMATION
This position requires the incumbent to hold a current and valid Working with Children Check
Occasional participation in after hours committees or assessment activities
In addition to the above, the following are essential for a level C appointment:
A higher degree in medical education or substantial progress towards achieving this goal
Substantial experience in the coordination of teaching within a medical course
Substantial experience in the development of curriculum and/or assessments in a medical course
A demonstrated record of scholarly activity
Advanced clinical standing within a relevant clinical discipline

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


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 in collaboration with our health service partners to deliver the education, research and engagement activities of the department. This is complemented by a large, actively engaged network of over 180 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 increase opportunity for customisation within the 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
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 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