Collaborative Practice Centre  
Faculty of Medicine, Dentistry and Health Sciences

**Lecturer - Collaborative Practice**

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<th><strong>Position No</strong></th>
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| **Classification** | Lecturer, Level B (Academic Specialist)  
Level of appointment is subject to relevant qualifications, skills and experience. |
| **Salary** | $119,231– $141,581 per annum |
| **Superannuation** | Employer contribution of 17% |
| **WORKING HOURS** | Full-time (1.0 FTE) |
| **BASIS OF EMPLOYMENT** | Continuing |
| **Other Benefits** | [http://about.unimelb.edu.au/careers/working/benefits](http://about.unimelb.edu.au/careers/working/benefits) |
| **How to Apply** | Online applications are preferred. Go to [http://about.unimelb.edu.au/careers](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** | Associate Professor Vivienne Mak  
vivienne.mak@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](http://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 Lecturer – Collaborative Practice, will assist in operationalising the Collaborative Practice Centre’s strategy through a range of curriculum, partnerships and scholarship initiatives.

Reporting to the Lead – Simulation, the successful candidate will work within a supportive team in the Collaborative Practice Centre and will be responsible for:

- contributing to the design, implementation and evaluation of the collaborative practice curriculum inclusive of classroom, simulation, and workplace embedded in all MDHS entry-to-practice courses
- developing innovative and interactive learning materials that engage learners
- contributing to the development of educational workshops and short courses to improve collaborative learning and practice

The Collaborative Practice Centre has a mission to be a catalyst for collaborative practice in our health care system, equipping current and future teams for patient-centred care and improved health outcomes. The three key focus areas of the Centre will be to:

1. Design, implement and embed high quality interprofessional and collaborative education into the curriculum.

2. Be a trusted partner and provide interprofessional and collaborative practice consultation and courses into the health care system.

3. Drive world class collaborative learning and practice research.

1. Key Responsibilities

- Design and coordinate innovative and interactive instructional activities, and associated assessments on collaborative practice including classroom, simulation, and work-integrated learning elements.
Support the development and implementation of the collaborative practice curriculum framework and its elements (ie, modules, activities, assessments) in all MDHS entry-to-practice courses.

Collaborate closely with Centre team members and health partners to design authentic and engaging curricular innovations to prepare students for collaborative practice.

Communicate and engage with key stakeholders within MDHS in the development and implementation of the collaborative practice curriculum and its elements.

Support evaluation strategies to ensure alignment of collaborative practice activities with relevant Faculty and University strategies, as well as program accreditation standards.

Use evidence gathered from needs analyses, literature reviews and other sources to inform the design of instructional materials and activities for collaborative practice.

Contribute to the development and implementation of workshops and postgraduate short courses related to collaborative practice.

Contribute to publications, journal articles and conference papers in the field of education and professional development in collaborative practice, and present results at local, national and international forums.

Contribute to the Centre’s strategies for disseminating opportunities and successes.

Active participation in and regularly contribute to Centre team meetings, activities, seminars, and participate in other events as required.

Support the leadership team in the Collaborative Practice Centre in other duties and projects related to the advancement of collaborative practice.

Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

2. Selection Criteria

2.1 ESSENTIAL

PhD in an area related to health professions education or equivalent professional experience in a relevant discipline.

Demonstrated knowledge and experience in learning and teaching development in a higher education setting, including interprofessional collaborative learning, teaching and assessment initiatives with co-design principles.

Demonstrated knowledge and experience in online learning resource development in higher education.

Demonstrated capacity to innovate in the design and/or delivery of educational initiatives.

Demonstrated experience in evaluation of education programs and/or initiatives.

Excellent written and verbal communication skills, including the ability to communicate effectively with diverse internal and external stakeholders using a variety of media.

Excellent interpersonal skills, with the ability to build and maintain relationships with diverse internal and external stakeholders and to work collaboratively to achieve collective impact.

High-level organisational skills, including the ability to prioritise workload and ensure the timely delivery of projects.
2.2 DESIRABLE
- A track record in educational research and evaluation including scholarly / scientific publication in a relevant discipline.
- Experience in developing and delivering award courses, and short courses for health professions educators.

2.3 OTHER JOB RELATED INFORMATION
- This position requires the incumbent to hold a current and valid Working with Children Check.
- Occasional work out of ordinary hours and travel 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 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

COMMITMENT TO DIVERSITY AND INCLUSION

The Faculty of Medicine, Dentistry and Health Sciences (MDHS) is committed to creating a diverse and inclusive environment that welcomes and values all people. We recognise that diversity is essential in contributing to the success of MDHS. Women, Aboriginal and Torres Strait Islanders, the LGBTIQ+ community, people living with disability and those from a culturally and linguistically diverse background, are strongly encouraged to apply.

5.2 COLLABORATIVE PRACTICE CENTRE

https://mdhs.unimelb.edu.au/interprofessionaleducation

Interprofessional collaborative practice is key to the delivery of safe, efficient and integrated healthcare. The Interprofessional Education and Practice Development (IPEP) team was established in 2020, highlighting a Faculty commitment to ensuring that our health professional courses equip graduates with the knowledge, skills and attributes required to meet the health and social needs of the communities they serve. The health challenges posed by chronic disease, the community’s call for coordinated healthcare, particularly in light of the pandemic, and efficiencies required by healthcare institutions have further propelled the agenda for collaborative practice. Accreditation bodies now require evidence of interprofessional education and the achievement of collaborative practice competencies within university programs. Integrated and evidence-based interprofessional learning opportunities are needed to prepare graduates to meet community expectations of collaborative practice.

A key priority in the Faculty’s Advancing Health 2030 Strategy is partnerships to advance healthcare and innovative educational approaches to develop graduates who are ready for collaborative practice in the workplace.

The Collaborative Practice Centre was established in 2023, and provides the Faculty of Medicine, Dentistry and Health Sciences (MDHS) and health partners with leadership, high level implementation and research into collaborative practice and learning in health and social care. The Centre builds upon previous work in interprofessional education and practice, with a commitment to building a ‘collaborative practice ready’ curriculum for students across the Faculty MDHS.

5.3 FACULTY OF MEDICINE, DENTISTRY & HEALTH SCIENCES

https://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 employs more than 2,500 members of staff, attracts more than 8,300 students each year and comprises six schools; 37 departments, centres and institutes; and 160 courses. It contributes almost 50 per cent of all research conducted across the University.

The Faculty is Australia’s overall leader in clinical, pre-clinical and health sciences and is ranked 11th globally in 2021 by the Times Higher Education World University Rankings. In 2021 the Academic Ranking of World Universities ranks the University of Melbourne as first in Australia in
clinical medicine (14th internationally), public health (16th internationally), human biological sciences and medical technology.

The University educates more health professionals, graduates, research and higher degree students and attracts more national competitive funding than any other Australian university. Consistent with the introduction of the Melbourne Model, the Faculty offers a suite of professional entry masters level graduate programs, including the Doctor of Medicine (MD), the Doctor of Dental Surgery (DDS), and the Doctor of Physiotherapy (DPT). There are also a number of other successful graduate level programs such as the Master of Public Health, Master of Primary Health Care, Master of Social Work, Master of Clinical Audiology, Master of Speech Pathology, Master of Clinical Optometry, and many more in nursing, health sciences, social work and psychology.

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