



POSITION DESCRIPTION

Department of Medical Education
Melbourne Medical School

Subject Coordinator PCP2

POSITION NO	0063899
CLASSIFICATION	Lecturer, Level B or Senior Lecturer, Level C
SALARY	Level B - \$119, 231 - \$141,581 (pro rata for part-time) Level C - \$146, 050 - \$168,403 (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part-time (0.5 FTE)
BASIS OF EMPLOYMENT	Continuing
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	Tamara Clements Email tclem@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

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 Doctor Medicine (MD) began in 2011 as the first Australian professional entry masters level program. The Melbourne Medical School embarked on an ambitious review program to introduce innovative and evidence-based changes to the MD commencing with the year 1 cohort during 2022. The MD is a four-year graduate program consisting of three key elements:

- the core clinical program, with large core clinical subjects at each year level;
- the Discovery program that allows students at each year level flexibility in their course content and the ability to preference areas of interest in which to extend their learning over and above the core; and
- the MD Student Conference, an annual student-led event bringing the whole MD cohort together.

MEDS90004 Principles of Clinical Practice 2 (PCP2) is the year-long 81.25 credit point core clinical subject in the second year of the course. In PCP2, students further develop applied biomedical knowledge, clinical reasoning and practice skills while engaging in the clinical placement environment full time. Over the course of the subject, students attend placements in medicine, surgery, anaesthesia and emergency departments, with the focus on becoming part of hospital healthcare teams. The subject is largely undertaken through clinical placements in the Melbourne Medical School's network of affiliated healthcare services, with students spending their time at their allocated Clinical School, in either metro or rural settings. The Subject Coordinator of PCP2 plays a vital role in helping medical students develop their diagnostic and therapeutic skills in hospital settings.

This role is suitable for an academic with a keen interest in supporting student learning in the first fulltime clinical placement year undertaken in the hospital setting. The incumbent works closely with the University of Melbourne's clinical schools and associated teams to ensure that our students are developing core clinical practice competencies in alignment with the subject and course intended learning outcomes.

The position is part of the Teaching and Learning leadership team within the Department of Medical Education.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ Lead the subject coordination, curriculum delivery and planning for PCP2 in line with the expectations outlined in the UoM Framework for Educational Excellence
- ▶ Lead continuous refinement of the PCP2 curriculum structure and content, in line with advances in disciplinary knowledge and educational practice
- ▶ Work collaboratively with the MD assessment team, assessment panels and subject coordinators to develop, implement and innovate in assessment, ensuring alignment to PCP2 learning outcomes and across all subjects in the MD
- ▶ Work collaboratively with the MD evaluation team and subject coordinators to ensure the continuous improvement in PCP2

1.2 ENGAGEMENT

- ▶ Actively engage and communicate with the clinical school network and departments teaching into PCP2
- ▶ Provide a community of practice for the Clinical Schools and their teams to effectively deliver PCP2, including the provision of support and resources
- ▶ Manage issues related to student engagement and progression with PCP2
- ▶ Contribute to Fitness to Practice and management of other conduct issues as required

1.3 SERVICE AND LEADERSHIP

- ▶ Involvement in related Department, School, Faculty and University committee work, as required
- ▶ Effectively demonstrate and promote Faculty and University values including diversity and inclusion and high standards of ethics and integrity

1.4 RESPONSIBILITY AND COMPLIANCE

- ▶ Maintain a sound knowledge of current University Policy and Procedures, and reliably follow these and be able to provide advice those engaged with PCP2 delivery.
- ▶ Consistently 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.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ An educational qualification, or work towards one

- ▶ Excellent interpersonal skills and ability to establish effective and collaborative working relationships across a broad research and teaching network
- ▶ A health professional degree, registerable as a health practitioner in Australia
- ▶ Demonstrated commitment to excellence in teaching entry-to-practice healthcare professional students
- ▶ Significant experience in medical and/or healthcare professional education, curriculum delivery and co-ordination
- ▶ Demonstrated strong organisational, time management and problem-solving skills

2.2 DESIRABLE

- ▶ A research higher degree or equivalent
- ▶ Demonstrated scholarship in the field of medical education
- ▶ Demonstrated leadership in scholarly, research and / or professional activities.

2.3 OTHER JOB-RELATED INFORMATION

- ▶ This position requires the incumbent hold a current and valid Working with Children Check. The University of Melbourne is dedicated to safeguarding the welfare of all community members, especially those most vulnerable. As part of our commitment to child safety and in line with the Victorian Child Safe Standards, this position will be required to hold a valid Employee WWCC, regardless of where in the University an employee may work or what work they do.
- ▶ The incumbent may be required to travel to the Melbourne Medical School's clinical school sites by university car therefore a current Victorian Drivers licence is required.
- ▶ Occasional work out of ordinary 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 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. 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

Established in 1862, Melbourne Medical School (MMS) in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne is the oldest medical school in Australia. It is internationally renowned for global leadership in teaching and training, health research, policy and practice. MMS is ranked 14th in the world (Times Higher Education World University Rankings 2022 for clinical, pre-clinical and health), has strong academic partnerships and ground-breaking collaborative research programs with leading public and private hospitals, as well as leading medical research institutes and centres in Australia and internationally.

Under the leadership of Professor Sarath Ranganathan, MMS spans all major fields of medicine and is comprised of thirteen clinical departments:

- Baker Department of Cardiometabolic Health;
- Clinical Pathology;
- Critical Care;
- General Practice and Primary Care;
- Medical Education;
- Infectious Diseases;
- Medicine;
- Obstetrics, Gynaecology and Newborn Health;
- Paediatrics;
- Psychiatry;
- Radiology;
- Rural Health; and
- Surgery.

MMS has more than 1,200 academic and professional staff members located at the Parkville campus or embedded within health services throughout metropolitan Melbourne and rural Victoria. Staff are privileged to work alongside more than 2,076 honorary appointees from the health sector who generously contribute their time, knowledge, research and clinical expertise.

MMS is committed to improving community wellbeing through the discovery and application of new knowledge. With annual research income of \$165 million, the School's research effort is highly collaborative, spanning research programs from basic to translational. The School has research collaborations across the 47 partner organisations in the vibrant Melbourne Biomedical Precinct, as well as nationally and internationally. These partnerships enable medical advances to impact healthcare delivery as rapidly and seamlessly as possible.

The School's flagship Doctor of Medicine (MD) degree was the first Masters level entry-to-practice qualification of its kind developed in Australia, setting a new benchmark in medical education. Now, the new curriculum launched in 2022 has created more responsive, modular, technology-enhanced learning for state-of-the-art curriculum delivery. Continuous research and discovery options, and an ability to tailor the degree, allows each student to gain deeper experience in areas of greatest interest. The MD Rural Pathway offers students the opportunity to undertake their entire program in rural Victoria,

with a \$6.5 million expansion of facilities in Shepparton to accommodate this. There is also an expanded range of joint degree pathways on offer. The School utilises the Department of General Practice and Primary Care's continually expanding network of general practitioners and primary healthcare providers in the community to ensure that MD students are also provided with quality community-based medical education.

In addition to the MD, MMS has an ever-expanding portfolio of other vocationally oriented programs. These teach research skills, leadership and continuing professional development in specific disciplines. An emphasis on the clinician-scientist career trajectory – with training, support and ongoing career pathways at graduate and postgraduate levels – is central to the School's development of future leaders in all aspects of healthcare, education, research and policy. MMS has over 600 higher degree by research candidates located both within Departments and across its network of partners.

School staff and honorary appointees lead and participate in public debate and advocacy around key health issues and policy based on the MMS values of commitment, integrity, compassion, respect and service. The School also offers a range of initiatives and programs in support of its diverse and inclusive culture:

<https://medicine.unimelb.edu.au/about/diversity-and-inclusion> MMS is always looking to recruit talented individuals across a wide range of medical disciplines which include leadership roles. This presents a wonderful opportunity for appointees to help drive the strategy, growth and continued excellence of Australia's leading medical school.

5.3 FACULTY OF MEDICINE, DENTISTRY & HEALTH SCIENCES

<https://mdhs.unimelb.edu.au/>

The Faculty of Medicine, Dentistry and Health Sciences is Australia's pre-eminent medical, health sciences and biomedical faculty and is recognised for its research, teaching, training, and policy leadership across all these fields.

The Faculty employs more than 3,000 staff, attracts more than 8,300 students each year and comprises six schools; 37 departments, centres and institutes; and 160 courses.

A large portion of our workforce work in hospital-based departments. We also have over 5,000 honorary staff including hospital-based staff and those in partner research institutes. Our people publish more than 10,000 peer reviewed publications every year and more than 50% of these include an international co-author.

In 2022 our research income was approximately \$400M, comprising over 62% of research income for the University of Melbourne and conducting approximately 47% of all research across the University.

We are Australia's overall leader in clinical and health, ranked 20th globally in 2024 by the Times Higher Education World University Rankings.

The University educates more health professionals, graduates, research and higher degree students and attracts more national competitive funding than any other Australian university. 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) in addition to a range of 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, social work, health sciences and psychology.

Over 1,400 graduate research students conduct research supervised by over 2,300 staff and honoraries across the Faculty's six schools and in affiliated health services and research institutes. University departments are embedded in a range of health services including the Austin Hospital, Northern Hospital, The Royal Melbourne Hospital, St Vincent's Hospital, The Royal Women's Hospital, The Royal Children's Hospital, Western Hospital, Mercy Hospital and rural partners such as Goulburn Valley Health.

Our strategic plan, Advancing Health 2030, sets out a unifying vision for the Faculty to meet the challenges of a changing world and continue to make an impact on the health and wellbeing of our communities. The strategy has been designed to support and bring to life the University's overall Advancing Melbourne strategy. Read more at <https://mdhs.unimelb.edu.au/advancing-health-2030>

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>