

POSITION DESCRIPTION



Department of Physiotherapy
Melbourne School of Health Sciences
Faculty of Medicine, Dentistry and Health Sciences

Senior Lecturer/Associate Professor and Course Coordinator in Physiotherapy

POSITION NO	0044464
CLASSIFICATION	Senior Lecturer (Level C) / Associate Professor (Level D)
SALARY	\$146,050-\$168,403 (Level C) / \$175,858-\$193,740 (Level D) per annum (pro-rata)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	https://about.unimelb.edu.au/careers/staff-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 Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Associate Professor Fiona Dobson Email: fdobson@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.

In making this Acknowledgment of Country we commit to respectful and responsible conduct towards all others according to the Traditional lores of this land, particularly at times of formal ceremony.

Position Summary

In this senior position within the Department of Physiotherapy, you will contribute to and enhance the academic teaching, research and leadership in the discipline of Physiotherapy within the Melbourne School of Health Sciences, Faculty of Medicine Dentistry and Health Sciences at The University of Melbourne.

The Doctor of Physiotherapy (DPT) Course Coordinator is responsible for overseeing and managing the academic and administrative aspects of the DPT program and ensuring the program's curriculum aligns with accreditation standards. You will have a commitment to education excellence and lead the ongoing development, implementation and evaluation of the DPT curriculum to ensure continuous and innovative improvements of the program and an outstanding student experience. You will directly engage in academic education including developing and evaluating education material and resources, providing lectures and tutorials and coordination of specific subjects within the DPT.

As DPT course coordinator, you will act as the Fitness to Practice officer to support and guide students to adhere to appropriate professional codes of conduct and standards. You will engage in the supervision of students undertaking research activities in coursework (e.g. capstone projects) and/or graduate research, and lead or contribute to grant funding opportunities. You will also support and contribute to a culture of educational and/or clinical research to enhance the research profile of Physiotherapy and the School of Health Sciences.

As a member of the Melbourne School of Health Science's academic team, you will be expected to support the broad ethos of the School and interact and collaborate regularly with other staff within the Department, School and Faculty of Medicine, Dentistry and Health Sciences. You will promote a cohesive culture in the Department, establish and maintain links and foster partnerships with academic and professional communities both nationally and internationally.

1. Key Responsibilities

1.1 EDUCATION

- ▶ Provide effective coordination for the DPT program to ensure the ongoing delivery of high-quality engaging education and training to physiotherapy students.
- ▶ Apply contemporary and innovative pedagogical knowledge and insights to teaching practices including embracing innovative digital technologies and different ways of knowing and learning such as Indigenous knowledges, to the delivery of education within the Department of Physiotherapy.
- ▶ Champion the planning, development and integration of scholarship and professional practice into education within the Department of Physiotherapy.
- ▶ Sustain exceptional learning experiences for students in the DPT program including the integration of student feedback, course and subject evaluations, quality assurance processes, and other stakeholder feedback, back into course optimisation.
- ▶ Contribute to curriculum development and evaluation, including face-to-face, online and blended curriculum for education for the DPT program.
- ▶ Support and enable interdisciplinary collaborative education opportunities and experiences for students and teaching staff by working collaboratively with the wider School and Faculty.
- ▶ Undertake teaching activities as required including the preparation and delivery of physiotherapy related education and assessment, including lectures, tutorials, examination and marking.
- ▶ As the Fitness to Practice Officer for the DPT program, guide and monitor students to adhere to appropriate professional codes of conduct, standards and behaviours, including relevant student registration with AHPRA, in accordance with Faculty fitness to practice policy and rules.

1.2 RESEARCH AND RESEARCH TRAINING

- ▶ Sustain, support and contribute to a culture of active educational and/or clinical research.
- ▶ Contribute to / lead peer-reviewed publications, conference presentations, workshops and seminars to advance the research profile of the department.
- ▶ Apply for and obtain grant funding to enable research and/or support new education initiatives in the department
- ▶ Provide effective supervision of capstone and/or graduate research projects and/or research support staff in the Department, including interdisciplinary collaborations as appropriate.

1.3 LEADERSHIP AND SERVICE

- ▶ Provide and sustain a positive and cohesive culture of teamwork for a range of educational teams across the Department.
- ▶ Provide direct line management, regular career discussions, coaching, guidance and mentoring for junior staff to support career planning, including participation on triennial review panels within the School of Health Sciences.
- ▶ Provide guidance and support for students inside and outside the classroom including advising and mentoring.
- ▶ Participate in student selection including a lead role in the DPT Multiple Mini Interviews delivery and evaluation.
- ▶ Chair the DPT committee meetings held monthly in the Department of Physiotherapy.

- ▶ Participate as a member on the Department of Physiotherapy Advisory committee.
- ▶ Oversee coordination of DPT timetabling including teaching space requirements in collaboration with DPT year-level coordinators.
- ▶ Commit to and participate in ongoing professional and career development (internal and external), of self and others.
- ▶ Make meaningful contributions to Department, School and Faculty meetings and committees, including contributions to the advisory and strategic planning of the Department.
- ▶ Demonstrate significant progress towards the benchmark of leadership and citizenship for sustained change and improved capability within the Department and the School and more broadly across the Faculty and University.
- ▶ Contribute to the preparation and execution of materials and processes required for course monitoring and accreditation for internal University and external discipline regulatory bodies.
- ▶ Actively participate in engagement activities that align with the Department, School and/or Faculty strategy.
- ▶ Demonstrate the University's values standards and expectation for appropriate workplace behaviour, including respect, and uphold the University's commitment to a safe, diverse and inclusive workplace.
- ▶ Maintain Occupational Health and Safety (OH&S) responsibilities as outlined in section 4.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Current full registration as a Physiotherapist with Australian Health Practitioner Regulation Agency (AHPRA).
- ▶ PhD or equivalent, or higher academic qualification (in health professional education).
- ▶ Evidence of significant engagement in academic activities such as course/subject coordination, course advice, student examination and assessment, fitness to practice oversight.
- ▶ Evidence of significant contribution to curriculum development, innovation and evaluation.
- ▶ Track record of research activity such as research funding, peer-reviewed publications, conference /workshop/seminar presentations, effective supervision of graduate research or coursework research.
- ▶ Strong interpersonal and communication skills, with an ability to build positive and cohesive teams and maintain relationships with key stakeholders (internal and external).
- ▶ Demonstration of high level of productivity including initiative, problem solving, judgement and organisational skills.
- ▶ Ethical scholar who values diversity, inclusion and individual differences and able to uphold expectations of appropriate workplace behaviour, including towards a respectful and safe workplace.

2.2 DESIRABLE

- ▶ Evidence of experience with coordination of physiotherapy academic courses.
- ▶ Evidence of academic collaboration with other health disciplines, such as interprofessional curriculum development, project management, grant success, publications, presentations.

- ▶ Evidence of embracing and embedding different ways of knowing and learning in physiotherapy education such as indigenous knowledges and professional noticing.
- ▶ Evidence of innovative teaching practices including embracing digital technologies.
- ▶ Experience with the development of online or blended curriculum.
- ▶ Experience with fitness to practice procedures for health professional students.

2.3 SPECIAL REQUIREMENTS

- ▶ This position requires the incumbent to hold / obtain a current and valid Working with Children Check

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 University's People Strategy 2015-2020 and policies that address 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 Growing Esteem.

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:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. *Other Information*

5.1 SCHOOL OF HEALTH SCIENCES

The Melbourne School of Health Sciences (MSHS) is a School within the Faculty of Medicine, Dentistry and Health Sciences. It is an inter-professional learning organisation at the forefront of leadership in

health sciences education, clinical research, scholarship, professional practice, workforce training and engagement that contributes to local, national and global efforts to improve health and wellbeing. The MSHS values and ensures strong relationships with the health professions, workforce agencies, the community, governments, accreditation and regulating authorities, and industry partners. It values a strong discipline focus and professional identity while fostering inter-professional collaborations and synergies in teaching, clinical education and research.

The MSHS educates graduate entry and post-graduate students in the disciplines of Nursing, Social Work, Physiotherapy, Audiology and Speech Pathology through accredited programs tailored to workforce needs both nationally and internationally. It provides local and overseas students with training to enable them to be competent and effective health professionals who are work ready and eligible for registration. The School also delivers professional education courses and training for health sciences professionals and builds strong relationships with the alumni in each discipline.

The School currently comprises approximately more than 120 academic and professional staff as well 200 honorary staff. There are more than 1,100 equivalent full-time students, including more than 100 higher degree research students. The School has an impressive research profile including a strong record of national competitive grants and significant involvement with the health care industry through Co-Operative Research Centres and research contracts.

Further information about the Melbourne School of Health Sciences is available at:

<http://www.healthsciences.unimelb.edu.au/>

5.2 PHYSIOTHERAPY

The department of physiotherapy was established in 1991 and makes distinctive contributions nationally and internationally to the physiotherapy profession and society in [research](#), [learning & teaching](#) and knowledge exchange. In 2009 it became a department within the Melbourne School of Health Science. Further information about Physiotherapy is available at:

<http://www.physioth.unimelb.edu.au/>

5.3 FACULTY OF MEDICINE, DENTISTRY AND 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 \$628m 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 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. <http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

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 <http://www.unimelb.edu.au/governance>