The University of Queensland (UQ) contributes positively to society by engaging in the creation, preservation, transfer and application of knowledge. UQ helps shape the future by bringing together and developing leaders in their fields to inspire the next generation and to advance ideas that benefit the world. UQ strives for the personal and professional success of its students, staff and alumni. For more than a century, we have educated and worked with outstanding people to deliver knowledge leadership for a better world.

UQ ranks in the world’s top universities, as measured by several key independent ranking, including the Performance Ranking of Scientific Papers for World Universities (45), the US News Best Global Universities Rankings (52), QS World University Rankings (51), Academic Ranking of World Universities (55), and the Times Higher Education World University Rankings (60). UQ again topped the nation in the prestigious Nature Index; and secured a greater share of Australian Research Council grants in 2016 ($24.5 million) than any other university nationally.

UQ has an outstanding reputation for the quality of its teachers, its educational programs and employment outcomes for its students. Our students remain at the heart of what we do. The UQ experience – the UQ Advantage – is distinguished by a research enriched curriculum, international collaborations, industry engagement and opportunities that nurture and develop future leaders. UQ has a strong focus on teaching excellence, winning more national teaching excellence awards than any other in the country and attracting the majority of Queensland's highest academic achievers, as well as top interstate and overseas students.

UQ is one of Australia’s Group of Eight, a charter member of edX and a founding member of Universitas 21, an international consortium of leading research-intensive universities.

Our 50,000-plus strong student community includes more than 13,000 postgraduate scholars and more than 12,000 international students from 144 countries, adding to its proud 230,000-plus alumni. The University has about 7,000 academic and professional staff and a $1.7 billion annual operating budget. Its major campuses are at St Lucia, Gatton and Herston, in addition to teaching and research sites around Queensland and Brisbane city. The University has six Faculties and four University-level Institutes. The Institutes, funded by government and industry grants, philanthropy and commercialisation activities, have built scale and focus in research areas in neuroscience, biomolecular and biomedical sciences, sustainable minerals, bioengineering and nanotechnology, as well as social science research.
UQ has an outstanding track-record in commercialisation of our innovation with major technologies employed across the globe and integral to gross product sales of $11billion+ (see http://uniquest.com.au/our-track-record).

UQ has a rapidly growing record of attracting philanthropic support for its activities and will have further success in this area as an important strategic aim going forward.

Organisational Environment

The Faculty of Medicine is an internationally recognised provider of world-class education and research. A research-intensive Faculty, we have a gross budget in excess of $300M, employ approximately 1,500 continuing and fixed-term staff (headcount), have a community of more than 4,000 non-salaried academic appointees and teach around 4,000 full-time equivalent coursework students (EFTSL).

We offer Australia’s largest medical degree program for graduates and school-leavers and undergraduate and postgraduate programs are available in the disciplines of Medicine, Biomedical Sciences, Public Health, Health Sciences, eHealth, and Mental Health.

The Faculty of Medicine possesses enormous strengths spanning research, teaching, industry engagement and clinical practice in disciplines ranging from the basic sciences, biomedical research and development, to clinical trials and public health. Research projects have already led to discoveries with far-reaching social and economic impacts, including the revolutionary Gardasil (TM) vaccine for cervical cancer (Professor Ian Frazer) and a drug discovery EMA401 (Professor Maree Smith), a first-in-class oral treatment for chronic pain, which through Spinafex Pharmaceuticals led to Australia’s largest biotechnology commercialisation deal. Faculty staff include three highly cited authors, one Fellow of the Royal Society (FRS), three Fellows of the Australian Academy of Science (FAA) and 12 Fellows of the Academy of Health and Medical Sciences (AAHMS). The Faculty is a core member of Brisbane Diamantina Health Partners, the Brisbane wide academic health science system.

Educational offerings in biomedical sciences, medicine and public health are informed and supported by research activity across a range of fundamental and clinical areas of importance including recognised strengths in cancer, skin diseases, brain and mental health, maternal and child health and genomics. Cutting-edge facilities such as the Herston Imaging Research Facility (HIRF), the UQ Centre for Clinical Research (UQCCR), our laboratories in the Translational Research Institute (TRI) and the new Centre for Children’s Health Research (CCHR) enable outstanding research outcomes and sharpen our understanding of cancer, autoimmunity, mental disorders, infectious diseases and neurological disease. Further detail is available at www.mbs.uq.edu.au.

We discover. We innovate. We lead.

The UQ Medical Program

The Faculty of Medicine is a leading provider of medical education in Queensland, with the country’s largest medical degree program. Its MD program includes graduate entry and school-leaver entry streams, and is an integrated, case-based/problem based learning program. The Phase 1 or preclinical component of the program is delivered by a combination of biomedical scientists and clinicians, predominantly at the St. Lucia campus but also at affiliated major teaching hospitals. Phase 2 is delivered at a large number of hospitals in Brisbane, across Queensland and in Louisiana and covers the academic disciplines of Anaesthesiology and Critical Care, General Practice, Medical Ethics, Law and Professional Practice, Medical Imaging, Medicine, Molecular and Cellular Pathology, Obstetrics and Gynaecology, Paediatrics and Child Health, Psychiatry, Rural Medicine, and Surgery.
The Office of Medical Education

The Office of Medical Education has been established within the Faculty to provide academic leadership in the delivery of the MD/MBBS program, and more broadly in the field of medical education. The Director of the Office of Medical Education reports directly to the Medical Dean regarding the activities and outcomes of the office.

The Office and its staff work to oversee the development, resourcing and implementation of the MD/MBBS curriculum. A key role of the Office is to ensure that all teaching and learning activities within the program, including assessments, are evaluated in a systematic manner, and that suitable improvement strategies are implemented where required.

The Office supports the continuing professional development of staff within the teaching and learning domain, and strives to create an environment that supports best pedagogic practices. In doing so, the Office seeks to actively promote expertise in medical education within the Faculty, and the development by staff of capacity in the scholarship of teaching and learning.

A key role of the office is to communicate effectively with all stakeholders, including current and potential students, staff, clinicians and the community regarding the status and future directions of the MD/MBBS Program

Information for Prospective Staff

Information about life at UQ including staff benefits, relocation and UQ campuses is available at - [http://www.uq.edu.au/current-staff/working-at-uq](http://www.uq.edu.au/current-staff/working-at-uq)

The University of Queensland Enterprise Agreement outlines the position classification standards for Levels A to E.

DUTY STATEMENT

Primary Purpose of Position

The Academic Lead, Phase 2 (“Phase 2 Lead”) will work as part of the Office of Medical Education and will support the teaching and learning of students in courses within the second phase (years 3 and 4) of the Medical MD/MBBS Program. The role serves as a central point of effective communication between OME, academics and students within Phase 2. It also serves to coordinate, integrate and review teaching and learning activities within individual phase courses, through interaction with Course Coordinators, Discipline Heads and Course Teams, and as Chair of the Phase 2 Subcommittee. More broadly the role will contribute directly to the effective functioning of the Office of Medical Education, engage in scholarly activities, and undertake direct teaching within the program.
Duties

Duties and responsibilities of the Phase 2 Lead include, but are not limited to the following:

**Coordinate and integrate teaching and learning activities within the phase**

- Monitor the timing and balance of teaching and assessment activities within and across courses of the phase;
- Work with Course Coordinators, Discipline Heads and Clinical Unit Heads to ensure optimal alignment, sequencing and balance of learning activities across different courses, disciplines and clinical units;
- With staff of the Office of Medical Education, document the role of Course Coordinators within the Phase, and effectively support Course Coordinators in the execution of those roles;
- As Chair of the Phase 2 Subcommittee, ensure that its meetings are regular, effective and efficient, and that the committee performs its stated roles;
- As member of the Program Committee and Phase 1 Subcommittee, ensure that issues affecting teaching and learning within Phase 2 are brought to the attention of members of those committees in a timely manner.

**Effective communication with academics and the student cohort within the phase**

- In association with the Student Academic Support Lead (Years 3 and 4), provide regular electronic communication with all Phase 2 students regarding phase-specific matters such as placements, course content and pedagogy, assessment and evaluation. Such communications will include emails, electronic newsletters, notices on websites and other methods as appropriate;
- Meet or give presentations to student groups or student representatives regarding matters relevant to the phase;
- Work with individual Course Coordinators, Discipline Heads and course teams to ensure that their messaging to students is consistent with overall program and phase goals;
- Liaise effectively with professional staff, including marketing and communications staff, in providing information about the phase to all stakeholders.

**Support the work of the Office of Medical Education**

- Participate effectively and collegially with staff of the OME in the execution of the functions of that office;
- Work with OME staff and Course Coordinators in the interpretation of student evaluations, and in the formulation of timely and adequate responses to that feedback;
- Where required, provide advice to Course Coordinators, Clinical Unit Heads or Heads of School regarding improvement of teaching quality or effectiveness of academics within their course, unit or school;
- Participate in professional development activities run by the OME for the benefit of academic staff within the Faculty;
- Where required, represent the Faculty on university committees or working groups relevant to the purpose of the role;
- Work with the Director OME and the Medical Dean to ensure that teaching and learning in Phase 2 is consistent with regulatory requirements of all relevant accrediting bodies, including the Australian Medical Council and relevant US bodies.

**Provide oversight of student progression across the phase**

- Monitor the progression of students across all courses within the phase, particularly at the level of the whole cohort;
- Support the Student Academic Support Lead (Y3 and Y4) in advising Course Coordinators and other relevant staff of the prior performance of individual students, so that staff may effectively support the learning needs of their students.

**Teaching and Scholarship of Teaching and Learning**

- Undertake direct teaching roles to an extent consistent with agreed workload allocation models. Such teaching may include course coordination, lectures or clinical tutorials, marking of assessments, or other activities as required from time to time;
- Undertake scholarly work relevant to the role, present that work at local, national or international forums, and publish outcomes in peer reviewed journals;
- Where appropriate, define scholarly or research projects suitable for students, and supervise students undertaking such projects;
- Where appropriate, seek funding from internal and external sources to support scholarly or research activities.

**Other**

Ensure you are aware of and comply with legislation and University policy relevant to the duties undertaken, including:

- the University’s Code of Conduct
- requirements of the Queensland occupational health and safety (OH&S) legislation and related [OH&S responsibilities and procedures](#) developed by the University or Institute/School
- the adoption sustainable practices in all work activities and compliance with associated legislation and related University [sustainability responsibilities and procedures](#)
- requirements of the Education Services for Overseas Students Act 2000, the National Code 2007 and associated legislation, and related [responsibilities and procedures](#) developed by the University

**Organisational Relationships**

The position reports to the Director, Office of Medical Education. It is expected that the incumbent will return to their substantive role within one of the Schools of the Faculty at the conclusion of their period in the role of Academic Lead, Phase 2.
SELECTION CRITERIA

Essential
- MBBS or equivalent medical qualification, and eligibility for registration as a medical practitioner in Australia.
- Experience in clinic-based medical teaching, and demonstrated teaching skills at undergraduate and postgraduate levels.
- An ability to establish effective relationships, and to manage disparate interests in academic and clinical environments.
- Proficiency in the development and management of integrated health curricula, including the development of relevant teaching and learning resources.
- Experience in contemporary medical practice within a relevant field.
- Demonstrated ability to engage effectively in the scholarship of teaching and learning.
- Demonstrated capacity to represent and the Office of Medical Education and the MD program within healthcare, academic and community settings.
- Demonstrated ability to work collaboratively with colleagues, and to provide academic leadership in the area of teaching and learning.
- High level communication, inter-personal and communication skills.

Desirable
- Research higher degree.
- Evidence of ability to ensure consistency of teaching and assessment across multiple sites, years and knowledge domains.
- Evidence of a contribution to research or development of a research program.

Seminar
Applicants invited for interview may be expected to present a seminar in conjunction with the selection interview process.

Qualification Verification
An appointment to this position is subject to the verification of the highest academic qualification from the conferring institution.

ResearcherID
ResearcherID. All applicants will need to create a ResearcherID account (www.ResearcherID.com) and populate it using Web of Science. The ID number then needs to be included in your application.

The University of Queensland values diversity and inclusion.

Applications are particularly encouraged from Aboriginal and Torres Strait Islander peoples. For further information please contact our Australian Indigenous Employment Coordinator at: atsi_recruitment@uq.edu.au

Applications are also encouraged from women.

This role is a full-time position; however flexible working arrangements may be negotiated.