POSITION DESCRIPTION

Position Title: Workplace Learning Portfolio Course Coordinator
Organisation Unit: Office of Medical Education
Position Number: NEW
Type of Employment: Part Time, Fixed Term
Classification: Academic Teaching Focussed Level C

THE UNIVERSITY OF QUEENSLAND

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.

**Faculty of Medicine**

The University of Queensland’s Faculty of Medicine is an internationally recognised provider of world-class education and research. The research-intensive Faculty has a gross budget of almost $300 million, employs approximately 1000 continuing and fixed-term staff (headcount), has a community of more than 4000 non-salaried academic appointees and around 3200 students (headcount).

The Faculty of Medicine offers Australia’s largest medical degree program for graduates and school-leavers. Undergraduate and postgraduate programs are available in the disciplines of Medicine, Health Sciences, E-Health, Mental Health, Biomedical Sciences and Public Health.

The Faculty 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 within the Faculty 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 details are available at [www.medicine.uq.edu.au](http://www.medicine.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-ug

DUTY STATEMENT

Primary Purpose of Position

This is a teaching and assessment-focused role within the Office of Medical Education. Its primary purpose is to coordinate the design, deployment and operationalisation of a series of new longitudinal Workplace Learning Portfolio (WLP) courses in Phase 2 (the final two clinical years) of the Medical (MD) program at the University of Queensland. Those courses include the Year 3 Workplace Learning Portfolio, the Year 4 Workplace Learning Portfolio, and the Remedial Portfolio course. These courses run in parallel with all clinical placements in Phase 2 and adopt innovative approaches to capture evidence of longitudinal development of clinical competence. This will enable students to proactively manage their learning in response to feedback from workplace-based assessments.

Further, it is expected that the appointee will undertake scholarship in teaching and learning, as well as administrative activities associated with the MD program, and/or more generally within the OME or Faculty.

Duties

Duties and responsibilities include, but are not limited to:

Teaching and Learning

- Assist OME staff and Phase 2 course coordinators in the design and application of assessment criteria and progression rules related to Year 3 and Year 4 WLP courses.
- Create and disseminate information about the academic purpose and practical implementation of the WLP courses
- Use suitable reporting mechanisms to monitor student progress towards portfolio completion and assist in the refinement of strategies to ensure they are fit for purpose.
- Design formal review processes to examine student progress in each of the four Phase 2 semesters and convene academic groups to manage this review, with the goal of formative intervention (mid-year) and summative assessment (end of year).
- In collaboration with student support staff and course coordinators, assist “at risk” and failed students in developing an appropriate learning plan (for WLP and Remedial Portfolio courses respectively), and review and approve such learning plans in collaboration with staff relevant to their completion.
- Consult with stakeholders as required regarding course matters, including student outcomes and course evaluations.
- Represent and promote the purposes of the WLP courses and the Program to relevant stakeholders, as well as other academic units and professional bodies.
- Respond effectively to feedback from colleagues and students regarding the design and management of the WLP courses.
- Where appropriate, teach directly into courses within Phase 2 of the MD program. Teaching may include small group tutorials, lectures and workshops.

**Scholarship of Teaching and Learning**

- Develop a knowledge of effective pedagogical practices related to learning portfolios.
- Collaborate in the development and execution of projects that explore, test, practice and/or communicate ways to improve teaching and learning in the Program.
- Undertake activities in SOTL that are innovative, able to be replicated and elaborated, documented and subject to peer review.
- Actively work with colleagues to seek internal or external funding for projects related to the scholarship of teaching and learning.

**Service and Engagement**

- Demonstrate efficient management and execution of any allocated role, including internal service roles.
- Make active contributions to internal committees or workgroups.
- Any other duties as reasonably directed by your supervisor.

**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 Assessment Lead, Office of Medical Education.
SELECTION CRITERIA

**Essential**

- Tertiary qualifications or equivalent professional experience in a discipline relevant to the teaching and learning activities of the role, including Medicine, Health Sciences or Education
- Demonstrated experience in designing, delivering and managing educational programs in a health care or university setting
- High level interpersonal and communication skills including an ability to establish effective relationships with diverse stakeholders relevant to health professional education
- Sound knowledge of adult learning principles and their application to programmatic assessment
- Demonstrated capacity to work as a team member including an ability to manage disparate interests and competing priorities in highly dynamic academic or clinical environments
- Ability to analyse and interpret data sets to inform educational planning
- Capacity to represent and promote the interests of the School and Faculty to other academic units, government and professional bodies.
- Excellent organisational and time management capabilities.

**Desirable**

- Formal postgraduate qualifications in higher education, or demonstrable leadership in the delivery of higher education or health professional courses or programs
- A medical or other health professional qualification with eligibility for registration in Australia, or a Research higher degree in teaching and learning
- Demonstrated experience in the use of learning portfolios in an educational context
- Demonstrated ability to conduct research and evaluation activities relevant to medical education, as evidenced by peer-reviewed publications and grant applications

**Seminar**

Applicants invited for interview may be expected to provide a short verbal presentation 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.

The University of Queensland values diversity and inclusion and actively encourages applications from those who bring diversity to the University. Please refer to the University’s Diversity and Inclusion webpage (http://www.uq.edu.au/equity) for further information and points of contact if you require additional support.