



POSITION DESCRIPTION

Department of Paediatrics
Melbourne Medical School
Faculty of Medicine, Dentistry and Health Sciences

Genomics Stream Coordinator – Master of Genetic Counselling and Master of Genomics & Health

POSITION NO	0044122
CLASSIFICATION	Lecturer (Level B) or Senior Lecturer (Level C)
WORK FOCUS CATEGORY	Academic Specialist
SALARY	LEVEL B: \$98,775 - \$117,290 p.a. pro rata LEVEL C: \$120,993 - \$139,510p.a. pro rata
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Part-time (0.5 FTE)
BASIS OF EMPLOYMENT	Fixed Term position available for 12 months Fixed term contract type: New Organisational Area
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Jan Hodgson Tel +61 8341 6308 Email hodgson@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 websites:
about.unimelb.edu.au/careers

Position Summary

The Genomics Stream Coordinator will make a major contribution to the teaching, supervision and assessment of the Master of Genetic Counselling and the Master of Genomics and Health (nested suite) programs of the Department. The appointee will contribute to the Department teaching administration and actively promote the discipline.

The Master of Genetic Counselling is a professional Masters course, accredited by the Human Genetics Society of Australasia (HGSA), and successful completion provides entry into the genetic counselling profession. A major review of the MGC was successfully completed during 2017. The Master of Genomics and Health (MGH) is a new program that will commence in 2018 and will provide a nested suite of offerings in the area of genomics and health. The subjects in the Genomics Stream are currently mostly shared by the two Masters courses.

Reporting to the Program Director, the Genomics Stream Coordinator will provide coordination, teaching, assessment and evaluation of the following first year subjects:-

- Introduction to Human Genetics and Genomics
- Human Genetics and Genomics in Healthcare
- Societal Implications of Genomics
- Clinical Genomics
- Clinical Genome Variant Analysis

In addition they will work with other members of the MGC Program Committee to develop the following 2nd year subjects to commence in 2019.

- Advanced Clinical Genomics 1
- Advanced Clinical Genomics 2
- Frontiers in Genomics

The incumbent will embrace new and innovative teaching modalities and methodologies to effectively and efficiently meet the educational needs of students in the arena of clinical genetics and genomics. Future expansion of the program will include specialist modules applicable to a broad range of genetic health professionals and the Genomics Stream Coordinator will be expected to contribute to this agenda.

1. Key Responsibilities

The position description should be read alongside [Academic Career Benchmarks and Indicators](#) and the [Academic Performance Framework](#)

Appointment at Level B requires well established academic skills and strong academic performance approaching or progressing towards the Benchmarks. Appointment at Level C requires mastery of academics skills and excellent performance meeting or approaching the Benchmarks

1.1 TEACHING & LEARNING

Provide high level contribution to the development, coordination and delivery of postgraduate teaching activities of the Department of Paediatrics by:-

- Teaching as required within different learning environments including lecture delivery, exam marking and assessment
- Consistently securing high teaching evaluations (most in upper quartile) and other evidence of positive student feedback and peer review

- ▶ Contribution to the major review, reflection and improvement of existing curricula, teaching resources and teaching approaches
- ▶ Application to teaching practice of new ideas in the discipline and new ideas about teaching in the discipline
- ▶ Performing administrative functions associated with the role including marking and assessment and participation in relevant committees and working groups.

The successful applicant will make a major contribution to teaching human genetics and genomics through education and support for Master-level subjects in the field, and contributing to further development of programs. This includes:-

- ▶ Providing education, training and mentorship of students to ensure successful genetic knowledge development
- ▶ Development, coordination and delivery of subjects including
 - Introduction to Genomics in Healthcare
 - Human Genetics and Genomics in Healthcare
 - Clinical Genomics
 - Societal Implications of Genomics
 - Clinical Genome Variant Analysis
 - Advanced Clinical Genomics 1
 - Advanced Clinical Genomics 2
 - Frontiers in Genomics
- ▶ Leading assessment procedures and having responsibility for communication of results to students and the University
- ▶ Membership of the MGC/MGH program committee to successfully enact and monitor major changes made to the program during 2017 including international benchmarking for best practice, curricula redevelopment, incorporation of blended learning opportunities and expansion of clinical placement opportunities
- ▶ Providing assistance with preparation of relevant documentation required to support successful delivery of the revised MGC program and the new MGH program during 2018.
- ▶ Involvement with successful evaluation of subjects and recruitment of student cohorts

1.2 RESEARCH AND RESEARCH TRAINING

Where appropriate, contribute to research projects by

- ▶ Undertaking independent research in the discipline,
- ▶ Engaging in professional research as required to support relevant activities
- ▶ Attracting funding to support individual or collaborative projects relating to teaching, research and engagement practice in the discipline and/or to further develop teaching and learning

1.3 LEADERSHIP AND SERVICE

The successful applicant is expected to provide leadership within the genomics curriculum by

- ▶ Active participation in the development and management of teaching infrastructure and contributions to other departmental functions

- ▶ Contribution to the promotion and maintenance of academic excellence of the Master of Genetic Counselling and the Master of Genomics and Health by supporting activities such as the Departmental seminar series
- ▶ Liaison with academics and other stakeholders to promote the discipline and through participation in local, national and international events and forums and contribute to institutional impact through the evaluation of curriculum development at the discipline and interdisciplinary level
- ▶ Undertaking other tasks and projects as required by the Head of the Department and the
- ▶ Actively engage with key stakeholders in the field of genetic counselling and genomic health, in particular clinical genetics services and other relevant agencies
- ▶ Attend and actively participate in Departmental seminars, meetings and/or committee memberships
- ▶ High level involvement in the professional community and, with other colleagues, identify and develop strategies to influence the direction of clinical genetics/genomics education.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. *Selection Criteria*

2.1 ESSENTIAL

- ▶ PhD in genetics or equivalent, including human/clinical genomics OR relevant post-graduate qualification with significant experience in high quality teaching at tertiary level, including curriculum design, development and assessment
- ▶ Commitment to and experience in education delivery and assessment in a variety of settings (small and large group)
- ▶ Evidence of a scholarly approach to teaching including experience in the analysis of student needs, identification of evidence-based approaches to teaching, improving practice in response to feedback and embedding reflective practice within all aspects of teaching
- ▶ Demonstrated ability to undertake subject co-ordination
- ▶ An understanding of the needs of students. Ability and willingness to support students as required
- ▶ Excellent written and verbal communication skills, including excellent interpersonal skills and proven ability to demonstrate credibility, integrity and capability both within and outside of the discipline
- ▶ Demonstrated excellence in organisational skills, including planning, prioritising, monitoring and evaluating tasks to ensure the timely delivery of activities to meet deadlines
- ▶ Demonstrated ability to work collaboratively and collegially with academic and professional staff from a range of disciplines

2.2 ADDITIONAL CRITERIA FOR APPOINTMENT AT LEVEL C

- ▶ Doctoral level qualification in human/clinical genetics and/or genomics

2.3 DESIRABLE

- ▶ Training/certification in genetic counselling
- ▶ Established profile in genetic counselling/genomics and health with demonstrated strong local networks
- ▶ Experience in the supervision or co-supervision and mentoring of postgraduate students and other staff where appropriate.
- ▶ An understanding of the need to focus on achieving the strategic aims of the course in alignment with relevant professional bodies and alongside the values and mission of the University of Melbourne and the Melbourne Children's Campus
- ▶ A record of innovation in teaching and/or assessment and the delivery of teaching material

2.4 SPECIAL REQUIREMENTS

- ▶ As this position is located at The Royal Children's Hospital, the incumbent will be required to hold and maintain a current Working with Children Assessment Notice valid for paid-work <http://justice.vic.gov.au/workingwithchildren> and current police 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 service 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 THE DEPARTMENT OF PAEDIATRICS

<http://medicine.unimelb.edu.au/school-structure/paediatics>

The Department of Paediatrics is the flagship representative of the University partnership with the Royal Children's Hospital, and is co-located with the hospital in Flemington Road, Parkville.

The Department of Paediatrics is a large department within the School of Medicine. The Department has responsibility for the Child & Adolescent Health component of the Doctor of Medicine course of the School. There are approximately 80 academic and professional staff, 270 honorary academic staff, and more than 150 students who are enrolled to pursue research degrees from Honours, Masters and PhD. A further 60 students undertake research in the Scholarly Selective component of the MD course. In 2014, the total research income for the Department was nearly \$6M and members of the Department published more than 550 peer reviewed publications.

The Department delivers a range of teaching across the clinical, biological and health sciences, and within the MD program and is responsible for the teaching of child and adolescent health, paediatric surgery, and other specialties in relationship to children, adolescents and their families, including mental health. Other programs include post-graduate courses in Adolescent Health & Welfare and Genetic Counselling as well as Research Higher Degrees

The Department of Paediatrics plays a pivotal role in the life of the Royal Children's Hospital with its members being actively involved in policy development and senior management. Members of the Department make major contributions to the development of child and youth health policy and also to broader aspects of health policy at a national and state level.

Working with its partners, The Royal Children's Hospital and the Murdoch Childrens Research Institute, the University's Department of Paediatrics' vision for the Royal Children's Hospital campus is to be an integrated research, teaching and clinical institute (and environment) with the overall aim of benefiting child and adolescent health.

5.1.1 RCH CAMPUS PARTNERSHIP

The Royal Children's Hospital is a state-wide teaching, training and research paediatric hospital. The hospital provides tertiary, secondary and primary child and adolescent health services, including mental health services.

The Royal Children's Hospital has a major leadership role in child and adolescent health in Victoria with state-wide specialist roles. It is a tertiary and quaternary paediatric referral centre providing specialist services and multidisciplinary clinics for sick infants, children and adolescents from Victoria, Tasmania, South Australia and southern New South Wales. The Royal Children's Hospital also provides specialised paediatric care for patients from overseas, particularly from south-east Asia, Nauru and Fiji.

The Royal Children's Hospital plays a major role in child public health, health promotion and advocacy for children and young people's health. It provides the full spectrum of medical and surgical paediatric services, as well as a number of specialist tertiary paediatric

services and health promotion and prevention programs for infants, children and adolescents. These services are provided on both an inpatient and ambulatory basis.

Teaching, training and research are fundamental elements of the Royal Children's Hospital. The Royal Children's Hospital is part of a child health precinct, and in partnership with the Murdoch Children's Research Institute, the University of Melbourne, LaTrobe University, Deakin University, Monash University and RMIT University, ensures clinical services are integrally linked with teaching, training and research.

These relationships are crucial in providing opportunities for significant participation in the public health agenda for children and young people, for 'translational research' to drive laboratory and clinical findings into health promotion and prevention programs and for driving new paradigms and models of care.

5.1.2 THE MURDOCH CHILDRENS RESEARCH INSTITUTE

<http://www.mcri.edu.au/>

The Murdoch Childrens Research Institute is the largest child and adolescent medical research institute in Australia, with more than 1,300 staff and 70 large research teams. As the custodians for research on the RCH Campus, and with a focus on developing globally competitive clinical research, the Institute undertakes knowledge transfer to inform paediatric clinical practice, and drives enterprise, initiative and cross-disciplinary interaction on Campus. The research priorities of the Institute include asthma, diabetes, allergies, premature birth and mental health problems, which are on the rise in children, and conditions such as cancer and genetic disorders that remain unsolved.

Working side-by-side with the health professionals and academics at The Royal Children's Hospital Melbourne and the University of Melbourne's Department of Paediatrics gives researchers a unique 'bench to bedside' opportunity, enabling them to more quickly translate research discoveries into practical treatments for children.

5.2 MELBOURNE MEDICAL SCHOOL

www.medicine.unimelb.edu.au

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy and practice. The MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.

The MMS is composed of eight clinical departments (General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health related graduate programs including the Doctor of Medicine (MD), the first professional entry Masters level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21st century medical education.

The MMS is committed to improving the wellbeing of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research and involves over 800 graduate researchers and 1000 academic staff.

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service.

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>