



## POSITION DESCRIPTION

### Rural Clinical School

Faculty of Medicine, Dentistry and Health Sciences

## Lecturer/Senior Lecturer Surgery

<b>POSITION NO</b>	0043220
<b>CLASSIFICATION</b>	Lecturer (Level B) or Senior Lecturer (Level C) Level of appointment is subject to qualifications and experience
<b>SALARY</b>	\$98,775 - \$117,290 p.a. (Level B) or \$120,993 - \$139,510 p.a (Level C) Plus a clinical differential loading of \$19,605 p.a. (pro rata)
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Part-time (0.1 FTE)
<b>BASIS OF EMPLOYMENT</b>	Fixed term position available to 31 December 2018 Fixed term contract type: Externally funded
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option (‘Current Staff’ or ‘Prospective Staff’), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Dr Penelope Cotton Tel +61 3 4301 6808 Email <a href="mailto:penelope.cotton@unimelb.edu.au">penelope.cotton@unimelb.edu.au</a> <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](http://about.unimelb.edu.au/careers)

## ***Position Summary***

The Department of Rural Health is based in Shepparton, but also conducts its activities in Ballarat, Wangaratta and many other locations. The Department's funding comes predominately from Department of Health, through the Rural Health Multidisciplinary Training Program incorporating the 'Rural Clinical School (RCS)' and the 'University Department of Rural Health (UDRH)', as well as several other smaller programs.

Located at Department of Rural Health campus in Ballarat, Victoria, you will be responsible for the delivery of teaching sessions appropriate to the specialty of surgery in the clinical years of the MD program. Directly responsible to the Deputy Director of Medical Student Education (Clinical Sub Dean) at the Rural Clinical School, Ballarat Campus, you will be required to work closely with the Clinical School and the University, as well as the Clinical teachers at Ballarat.

Crucial to the success of the Department is the development and maintenance of good relationships with other health service providers.

## ***1. Key Responsibilities***

### **1.1 TEACHING AND LEARNING**

- ▶ Clinical teaching of Rural Clinical School students which includes the preparation and delivery of lectures, tutorials, practical classes, demonstrations, workshops, clinical sessions and other modes of teaching. The innovative and creative use of information technology will be an essential component of the teaching program.
- ▶ Provide academic consultation to students.
- ▶ Participation in, and marking of, in-term assessments of medical student
- ▶ Participation in end of academic year medical student examinations
- ▶ Communication of professional skills by example.
- ▶ Contribute and be involved in Rural Clinical School meetings and any relevant committees

### **1.2 SERVICE AND LEADERSHIP**

- ▶ Attendance at meetings and committee work within the University and Hospital as required.
- ▶ Contribute to and be involved in Rural Clinical School meetings including joint teaching professional development sessions with Deakin University.
- ▶ Assist with the organisation and supervision of student examinations.

In addition to the above, responsibilities for a level C appointee may include:

- ▶ Perform all tasks to a high standard, with a higher degree of autonomy and responsibility in academic and administrative activities than a Level B incumbent.
- ▶ Contribute to the development and evaluation of the curriculum and teaching programs for the medical course.
- ▶ Where appropriate, active involvement in clinical activity of associated health service institutions is considered an important component of clinical leadership and educational activity.

## PASTORAL CARE

- ▶ General care and counselling for students regarding their academic progress.
- ▶ General care and counselling for students experiencing personal or other difficulties.

## RESEARCH

- ▶ Where appropriate, develop a research program in medical education.

## ***2. Selection Criteria***

### 2.1 ESSENTIAL

- ▶ A medical qualification recognisable in Australia and Fellowship in an Australian College (e.g. FRACS) or an equivalent and recognised postgraduate clinical qualification.
- ▶ Demonstrated capability of developing a good working relationship with all levels of medical practitioners, and other health professionals, in hospitals and the community.
- ▶ A commitment to furthering the role of the University within the Rural Clinical School.
- ▶ Experience in clinical teaching, medical education, and curriculum delivery, preferably in the clinical field.
- ▶ Highly developed interpersonal skills and a demonstrated ability to work as a member of a team.
- ▶ Experience teaching medical students in the clinical setting
- ▶ An understanding of the needs of students. Ability and willingness to counsel students as required.
- ▶ Familiarity with the functioning of the regional hospitals and the University at all levels.
- ▶ Demonstrated organisational and administrative skills.
- ▶ A commitment to appropriate further training in medical education.

In addition to the above, essential criteria for a Level C appointment are:

- ▶ Strong teaching practice evidenced by curriculum development at the discipline or interdisciplinary level. And/or
- ▶ A strong record in scholarship of teaching and/or
- ▶ Evidence of leadership capability and/or
- ▶ A high level of involvement of professional activities at the national level and/or
- ▶ Completion of, or working towards a post graduate qualification in medical education.

### 2.2 DESIRABLE

- ▶ Familiarity with the University of Melbourne in general, and rural health issues.

### 2.3 SPECIAL REQUIREMENTS

- ▶ The Lecturer/Senior Lecturer Surgery must be accredited / approved by Ballarat Health Services to engage with staff, patients and students at the hospital to fulfil the responsibilities of the position.
- ▶ A clinical appointment at Ballarat Health Services or, by agreement, at another health service provider that takes Rural Clinical School student placements.
- ▶ Work outside usual hours is required during certain periods (orientation, examination, student retreats, etc).
- ▶ Travel to Melbourne and to other Rural Clinical School sites will be required for meetings with staff, orientation, examinations, etc.

## 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 DEPARTMENT OF RURAL HEALTH

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

The School of Rural Health was established in February 2002 and became the Department of Rural Health in 2010 when it was incorporated into the Melbourne Medical School. In 2015, the Centre was renamed the Department of Rural Health (DRH), Melbourne Medical School. It currently incorporates the Australian Government Department of Health and Ageing designated 'University Department of Rural Health' (1998) and the Rural Clinical School (2001). The Department attracts the majority of its funding from the Commonwealth Department of Health and Ageing through programs aimed at establishing a rural-focused national network of medical and health professional training. The Department enables undergraduate health professionals to undertake a significant period of their training in rural environments, and provides rural communities with greater access to teaching and research facilities and greater clinical support.

The Department of Rural Health's largest campus is at Shepparton, in buildings adjacent to Goulburn Valley Hospital. It has other major campuses at Ballarat, working closely with Ballarat Health Services, and at Wangaratta, with Northeast Health Wangaratta. Students are also placed in smaller towns. New facilities have been established as part of the Northern Victorian Rural Medical Education Network (NVRMEN) initiative include consulting rooms in general practice, and lecture and skills centre facilities across Northeast Victoria.

Rural Health programs include:

Rural Clinical School (RCS) – one of six University of Melbourne clinical schools developed to teach 25% of students for at least 1 year of their clinical training. The RCS takes approximately 60 Commonwealth supported students each year. Within these numbers the Extended Rural Cohort (ERC) is comprised 30 students per year recruited from Northern Victoria who spend their entire clinical training time at the RCS.

Australian Government Department of Health and Ageing designated 'University Department of Rural Health' (UDRH) – a multidisciplinary, population health-based approach involving partnerships with a range of health providers underlies teaching and research activities. A three week rural health module is compulsory for all University of Melbourne medical students and student placements are organised for medical and allied health students. The UDRH assists the La Trobe University School of Nursing in the delivery of a Bachelor of Nursing Science course in the Shepparton region. Aboriginal health activities are undertaken in partnership with the local Aboriginal community.

The Department of Rural Health also houses the Centre of Excellence in Rural Sexual Health (CERSH) which was established in March 2009.

### 5.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

[www.mdhs.unimelb.edu.au](http://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.

### 5.3 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>.

### 5.4 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.

## 5.5 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>