



## POSITION DESCRIPTION

Department of Rural Health  
Faculty of Medicine, Dentistry and Health Sciences

### Deputy Director of Medical Student Education, Shepparton

|                            |  |
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| POSITION NO                | 0044167  |
| CLASSIFICATION             | Senior Lecturer (Level C)  |
| SALARY                     | \$120,993 - \$139,510 p.a. (pro rata) (Level C)<br>A relevant clinical loading may apply   |
| SUPERANNUATION             | Employer contribution of 17%   |
| WORKING HOURS              | Part-time (0.3- 0.4 FTE). Time fraction to be negotiated with appointee.   |
| BASIS OF EMPLOYMENT        | Fixed term position available until 31 December 2018<br>Fixed term contract type: Externally Funded Contract Employment  |
| OTHER BENEFITS             | <a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>  |
| CURRENT OCCUPANT           | A/Prof Helen Malcolm   |
| HOW TO APPLY               | 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. |
| CONTACT FOR ENQUIRIES ONLY | Professor Julian Wright<br>Tel +61 3 5823 4582<br>Email <a href="mailto:Julian.wright@unimelb.edu.au">Julian.wright@unimelb.edu.au</a><br><br><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](http://about.unimelb.edu.au/careers)

## ***Position Summary***

The Department of Rural Health (the Department) is based in Shepparton, but also conducts its activities in Ballarat, Bendigo, Wangaratta and many other locations. The Centre's funding comes predominately from Department of Health's Rural Health Multidisciplinary Teaching Program, combining two programs, the "Rural Clinical School (RCS) program" and the "University Department of Rural Health program", as well as several other smaller programs. The Department also provides clinical education in a rural environment for other professional disciplines in the Faculty (particularly Dental Science and Physiotherapy).

Located at Department of Rural Health (DRH) campus in Shepparton, Victoria, the appointee is expected to further the role of the University within the Rural Clinical School, and will be responsible for the organisation and implementation of the clinical teaching programme, clinical examinations, pastoral care, and supervisory duties for all Rural Clinical School medical students in Shepparton. The appointee will be expected to spend some time working and teaching in an appropriate clinical setting as part of, and in addition to, this position. Clinical work is negotiated directly between the appointee with clinical service providers.

Directly responsible to the Director of Medical Student Education at the Rural Clinical School, Shepparton Campus, the appointee will be required to work closely with the Clinical School and the University, as well as the Clinical teachers and Deputy Directors of Medical Student Education at Ballarat, Bendigo and Wangaratta. The Shepparton campus has an active research program via the DRH such that research opportunities will be available.

In recognition of the time fraction (EFT) allocated to this appointment, adequate professional staff support will be made available and agreement will be reached with the appointee on the actual mix of duties.

Crucial to the success of the Centre are:

- The development and maintenance of good relationships with other health service providers
- The willingness of staff to collaboratively contribute to all activities of the Rural Clinical School, rather than strictly confining themselves to a narrow definition of their role or a special academic interest.

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

**Note:** *As this is a fractional appointment, some of the following key responsibilities will be negotiated with the successful candidate taking into consideration the time fraction and essential requirement of the role.*

### **1.1 TEACHING AND LEARNING**

- ▶ Organisation and implementation of the delivery of the medical curriculum within the Rural Clinical School.
- ▶ Clinical teaching of Rural Clinical School students.
- ▶ Administrative tasks associated with the teaching curriculum and the Rural Clinical School including regular review of educator recruitment. Work with the clinical teaching staff at the Rural Clinical School, Shepparton, to enable them to continually up-date their skills in medical education.

## 1.2 SERVICE AND LEADERSHIP

- ▶ Work collaboratively with the Director of Medical Student Education (Clinical Dean) to develop and implement the clinical curriculum within the Shepparton node of the Rural Clinical School.
- ▶ Work collaboratively with the leadership and clinical staff at Goulburn Valley Health to strengthen the relationship between the Rural Clinical School and Goulburn Valley Health. Build relationships with clinical staff at Goulburn Valley Health, to encourage their participation in teaching and assessment activities of the Rural Clinical School.
- ▶ Work collaboratively with the Deputy Directors of Medical Student Education (Sub-Deans) in Ballarat, Bendigo, and Wangaratta to develop and implement the clinical curriculum throughout the Rural Clinical School and to manage the students moving between the three nodes of the Clinical School.
- ▶ Attendance at meetings and committee work within the University and Hospital as required.
- ▶ Organisation and supervision of student examinations.
- ▶ Organisation and analysis of student evaluation of teaching quality.
- ▶ Contribute to the leadership in teaching, research and other areas within the Department of Rural Health, the Faculty of Medicine, Dentistry and Health Sciences and the University.

## 1.3 PASTORAL CARE

- ▶ General care and pastoral support for students regarding their academic progress.
  - ▶ General care and pastoral support for students experiencing personal or other difficulties.
  - ▶ Acting as a facilitator for students with special needs.
- 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

- ▶ A medical qualification recognisable in Australia and Fellowship in an Australian College (e.g. FRACP, FRACS, FRACGP, etc.) or equivalent postgraduate degree, or another clinical qualification, recognisable in Australia, highly relevant to medical education together with extensive experience in medical education, including teaching medical students.
- ▶ 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 provide pastoral support for 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.
- ▶ Demonstrated ability to undertake course co-ordination.
- ▶ Evidence of the potential to take on leadership responsibilities in teaching and research, and other areas within the Department of Rural Health, the Faculty of Medicine, Dentistry and Health Sciences and in the University.

## 2.2 DESIRABLE

- ▶ Completion of, or working towards a post graduate qualification in medical education.
- ▶ Familiarity with the University of Melbourne in general, and rural health issues.
- ▶ Previous experience teaching The University of Melbourne medical course

## 2.3 SPECIAL REQUIREMENTS

- ▶ The Deputy Director of Medical Education must be accredited/approved by Goulburn Valley Health or another appropriate local health service to engage with staff, patients and students at the hospital to fulfil the responsibilities of the position.
- ▶ Work outside usual hours is required during certain periods (orientation, examination, etc).
- ▶ Occasional travel to Melbourne and national meetings may be required.

## 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 designated 'University Department of Rural Health' (since 1998) and the Rural Clinical School (since 2001). The Department attracts the majority of its funding from the Commonwealth Department of Health 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, at Bendigo, working closely with Bendigo Health, 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 seven University of Melbourne clinical schools developed to teach 25% of students for at least 1 year of their clinical training. The RCS takes approximately 65 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 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. 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 MELBOURNE MEDICAL SCHOOL

<http://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](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.

#### 5.4 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/index.html#home>

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/unisec/governance.html>.