



## POSITION DESCRIPTION

Department of Medical Education  
Melbourne Medical School  
Faculty of Medicine, Dentistry & Health Sciences

### Lecturer / Senior Lecturer (Clinical Subjects)

<b>POSITION NO</b>	0040334
<b>CLASSIFICATION</b>	Lecturer (Level B) / Senior Lecturer (Level C) Level of appointment is subject to qualifications and experience.
<b>WORK FOCUS CATEGORY</b>	Teaching Specialist
<b>SALARY</b>	\$98,775 - \$117,290 p.a. (pro rata) (Level B) \$120,993 - \$139,510 p.a. (pro rata) (Level C)
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Part time 0.5 - 0.7 EFT
<b>BASIS OF EMPLOYMENT</b>	Continuing position
<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>	Prof Steve Trumble Tel +61 3 83448035 Email <a href="mailto:s.trumble@unimelb.edu.au">s.trumble@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 appointee reports to the Subject Coordinator of Principles of Clinical Practice 2 & 3. These two subjects form the main part of the second and third years of the Doctor of Medicine (MD) course, and are largely undertaken through clinical placements in the Melbourne Medical School's network of affiliated healthcare services.

The appointee will assist in coordinating the delivery of the curriculum, assessment, evaluation and student and teaching staff related issues for these two clinical subjects in collaboration with the rotation coordinators in the Clinical Departments, Directors of Medical Education at the Clinical Schools and staff in the Department of Medical Education. The role includes continuous refinement and refreshing of the curriculum's structure and content responsive to feedback and changing educational methods, including discipline-specific or other reviews from time to time.

The appointee will work towards an integrated approach to delivery of these subjects and their assessments.

Although it is preferred that a single incumbent occupy this position, the University of Melbourne reserves the right to offer it in fractions to two applicants if necessary.

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

### **1.1 TEACHING AND LEARNING**

- ▶ **Principles of Clinical Practice 2 and 3 coordination**
- ▶ Curriculum
  - Assist with coordinating the delivery of curriculum across Principles of Clinical Practice 2 (PCP2) and Principles of Clinical Practice 3 (PCP3)
  - Work towards innovative methods for delivering curriculum
  - Work closely with the Education Technology Team to streamline curriculum material across both years to be consistent and relevant
  - Work with Subject Coordinator and Curriculum Publications Coordinator to ensure that all learning events and written material are maintained in optimal form
  - Work with other year groups to coordinate the curriculum across the whole of the MD course
- ▶ Assessment
  - Assist with the delivery of all assessment across PCP2 and PCP3
  - Work with Subject Coordinator, Chair of Clinical Assessment Review Panel and Written Assessment Review Panel, and Head of Assessment to develop an assessment blueprint for PCP2 and PCP3
  - Work closely with content experts and term leaders to develop assessment items, and provide feedback to them
- ▶ Assist in the development of methods to evaluate these clinical subjects in conjunction with Head of Evaluation and Subject Coordinator.

### **1.2 SERVICE AND LEADERSHIP**

- ▶ **Interactions with other staff**

- Work closely with clinical school staff and PCP3 term leaders to deliver PCP2 and PCP3
- Assist with the communication with and between all groups
- Respond to clinical school and tutor enquiries and issues regarding PCP2 and PCP3 curricular material
- Communicate curricular changes and updates

▶ **Other**

- Participate in all MD-related and other committees relevant to PCP2 and PCP3
- Contribute to other medical education related activities as required.
- Review and refine curriculum based on evaluation findings, and in response to the doctor of medicine (MD) program

**For Appointment as Senior Lecturer (Level C), in addition to the above, the incumbent will be required to:**

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

## **2. Criteria**

### **2.1 ESSENTIAL**

- ▶ Demonstrated commitment to excellence in teaching entry-to-practice medical or other health professional students
- ▶ Experience in medical education, curriculum design and delivery,
- ▶ Demonstrated ability to work within a complex curriculum and with multiple stakeholders
- ▶ Demonstrated excellence in verbal and written communication
- ▶ Demonstrated strong organisational, time management and problem-solving skills

### **2.2 DESIRABLE**

- ▶ A medical degree registrable in Victoria
- ▶ A Masters or Doctoral degree in a relevant field
- ▶ Experience with the clinical teaching program of a medical course
- ▶ Specialist registration in a relevant medical discipline
- ▶ Clinical practice in a relevant area

### **2.3 SPECIAL REQUIREMENTS**

- ▶ Occasional participation in afterhours committees or assessment activities
- ▶ Occasional travel to clinical teaching sites

**In addition to the above, essential criteria for a Senior Lecturer (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.

### ***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 PROGRAM INFORMATION

The Doctor of Medicine (MD) provides a fresh approach to medical training. As the first Australian professional entry masters level program, the Melbourne MD creates a new benchmark in 21st century medical education.

The Doctor of Medicine is a four-year full-time course available to both local and international students. The course comprises a total of 400 credit points of which 6.25 credit points involves an inter-disciplinary student-led conference completed during the mid-year break in each of the four years. The course commences at the start of each calendar year. There is no mid-year intake. The first cohort of MD students graduated in 2014.

Designed for students who have completed their undergraduate studies and are committed to professional training, this unique MD recognises both the personal and professional development of each individual.

The degree builds on prerequisite knowledge of anatomy, physiology and biochemistry acquired through undergraduate study. It delivers advanced clinical and academic training to ensure students are prepared for the challenges of a high quality medical internship.

### 5.2 ORGANISATION UNIT

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

The DME was established as a department within the Melbourne Medical School in 2015, building on the success of the school's Medical Education Unit. It is based at the university's Parkville campus with clinical school bases at metropolitan and rural health services throughout Victoria. It has responsibility for the MD course and postgraduate programs. The DME aims to:

- ▶ Take a leadership role in curriculum development within the Melbourne Medical School
- ▶ Undertake a strategically targeted program of research and publication
- ▶ Assist staff in the development of innovative teaching programs
- ▶ Promote further development of computer based, multimedia teaching

### 5.3 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 nine clinical departments (Clinical Pathology, 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.

#### 5.4 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.

#### 5.5 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>.

#### 5.6 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.

## 5.7 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>