



## POSITION DESCRIPTION

**Department of General Practice**  
Melbourne Medical School  
Faculty of Medicine, Dentistry and Health Sciences

### Manager, Learning & Teaching

<b>POSITION NO</b>	0045368
<b>CLASSIFICATION</b>	PSC 7
<b>SALARY</b>	\$88,171 - \$95,444 p.a.
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full-time (1.0 FTE)
<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>	Silvia De Bono Tel +61 3 8344 4533 Email <a href="mailto:silvia.de@unimelb.edu.au">silvia.de@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 Manager, Learning and Teaching role is a senior professional role within Department of General Practice reporting to the Manager, Department of General Practice and working closely with the Director, Teaching and Learning (T&L). The incumbent is responsible for managing the administration of the general practice components of the Doctor of Medicine (MD) and liaises with other Melbourne Medical School (MMS) staff to ensure the effective delivery of these programs.

The incumbent will be required to manage a team of professional staff involved in administration of General Practice placements across the MD, including the coordination of the Primary Care Community Base (PCCB) teaching model in the North and West metropolitan region of Melbourne, and its ongoing administrative development and management.

The incumbent leads and manages teaching and learning projects in conjunction with the Director T&L, including the development of new systems, strategies, processes and policy to enhance the delivery of General Practice teaching and placements.

The incumbent provides high level advice to senior members of the Department on graduate program administrative matters including policy advice, and is responsible for the development and maintenance of key relationships with other stakeholders including the Clinical Schools, the Department of Medical Education and external stakeholders integral to this position including General Practitioners throughout Victoria, Medicare for Practice Incentive Payments and the Royal College of General Practitioners (RACGP) for curriculum and training.

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

- ▶ Management of the Teaching and Learning (T&L) team to enable high quality service and efficient management of student placements in General Practices.
- ▶ General Practice (GP) MD quality assurance committee member responsible for implementing, developing and refining quality assurance (QA) policies and processes for the GP MD placement program, in addition to managing breaches of standards with reference to a risk assessment matrix and documented processes, , referring more complex issues to senior academic staff as required.
- ▶ Provide high level policy and procedural advice on administration matters to the Department Teaching and Learning Committee
- ▶ Management of legal and Occupational Health & Safety (OHSE) compliance for all student activities associated with the Department of General Practice including the streamlining of Practice Payment Legal Agreements (PPLAs) and Risk Assessments
- ▶ Manage Practice Incentive Payments for MD student placements in General Practices ensuring compliance with Medicare regulations
- ▶ Develop and maintain strong and effective relationships with academic, clinical and professional staff throughout the MMS, wider University community and with General Practitioners throughout Victoria, through the provision of information regarding policy and procedures relating to graduate coursework.
- ▶ Development and implementation of a program of continuous improvement with regards to academic program administration ensuring appropriate consultation and liaison in the development of processes and compliance with University and Faculty policy. This includes student and GP evaluation processes; quality assurance; and risk management

- ▶ Development of curriculum material in collaboration with senior academic staff, leading the development of on-line materials and guides for students, general practitioner supervisors and practice managers
- ▶ Lead the development of training of all GP supervisors and practice managers including face –to-face workshops and practice visits, telephone and online training programs
- ▶ Facilitate Department strategic objectives with engagement, knowledge translation, teaching and research by engaging with the Primary Care Community
- ▶ Manage the Department Customer Relationship Management system to ensure it is current
- ▶ Lead the development and implementation of the marketing strategy for GP recruitment and relationship management, including the Teaching and Learning section of the website, writing newsletter articles, brochures and other marketing initiatives
- ▶ Identify teaching and learning funding opportunities; coordinate the development of submissions; manage successful grants in consultation with stakeholders, including resource planning, tracking progress and development of progress reports
- ▶ Lead the delivery of student and GP annual awards and prizes process
- ▶ Undertake RACGP Education Activity Representative Training and identify suitable CPD activities across the GP teaching and research portfolios and associated activities
- ▶ Provide leadership to the T&L team ensuring staff are supported through development programs and performance reviews to maximise their professional growth and effectiveness
- ▶ Work closely with the Department Manager, remaining abreast of department management issues to facilitate high level assistance, deputising during periods of absence and undertaking tasks or projects as directed by Department Executive
- ▶ Perform other tasks as required by the Supervisor
- ▶ Oversee compliance and quality assurance management, in line with requirements under the University's risk management framework including legislation, statutes, regulations and policies as well as Occupational Health and Safety (OH&S) as outlined in section 5

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

### **2.1 ESSENTIAL**

- ▶ Completion of a degree level qualification with at least 4 years subsequent relevant work-related experience or an equivalent combination of relevant work experience and/or education/training
- ▶ High level organisational skills and demonstrated ability to prioritise workloads and ensure timely delivery of activities within a high-pressure environment with competing demands
- ▶ Excellent oral and written communication skills, including the ability to prepare clear and concise reports, correspondence and brochures
- ▶ Demonstrated interpersonal skills with the ability to work collaboratively with a team and develop positive relationships with a diverse range of clients including academic staff, professional staff and General Practitioners within Victoria
- ▶ Demonstrated leadership skills in a complex academic support environment including the ability to build, motivate, lead and manage a team of professional staff to achieve high levels of performance with a strong client focus.

- ▶ Demonstrated ability to develop and implement strategies, systems, policies and processes to ensure continuous improvement of administrative procedures and processes.
- ▶ Demonstrated ability to resolve escalated issues and grievances, in consultation with relevant academic and administrative staff, minimising the Universities exposure to risk
- ▶ Demonstrated ability to understand and interpret University policies, statutes, regulations and procedures in relation to graduate coursework.
- ▶ Advanced experience in a range of computing skills including Microsoft Word, Excel, PowerPoint, Outlook and client relationship management databases
- ▶ Ability to maintain discretion and confidentiality at all times

## 2.2 DESIRABLE

- ▶ Understanding of the tertiary education sector
- ▶ Knowledge of and proficiency in using University enterprise systems including Themis and the Student Information System.
- ▶ Knowledge of standard University of Melbourne's financial processes and systems and personnel policies and procedures

## 2.3 SPECIAL REQUIREMENTS

- ▶ This role requires a limited amount of out of hours work for functions, meetings and events.
- ▶ A current Victorian Drivers' Licence.
- ▶ This position may require travel within metropolitan Melbourne, occasional travel within Victoria and infrequent interstate travel.

# 3. *Job Complexity, Skills, Knowledge*

## 3.1 LEVEL OF SUPERVISION / INDEPENDENCE

This position exercises a high level of judgement and independence in its responsibilities and will work under the broad direction of the Manager, Department General Practice and will work closely with the Director, Teaching and Learning and the Academic Coordinator of the GP placements within the medical course.

The position has a high degree of independence in prioritising tasks and developing procedures. The position also requires close liaison with a number of other positions to ensure the proper performance and integration of tasks. There is frequent contact and liaison with other equivalent management positions and other departments as required. The position also liaises externally with industry representatives and government departments as required.

## 3.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent will exercise a high level of initiative and judgement and will work autonomously on a number of tasks. The incumbent will be expected to perform work assignments guided by policies and adapt or implement new procedures in accordance with University and Department policies.

The incumbent is expected to anticipate issues that may arise from particular activities and to exercise reason and sound analytical skills in the resolution of problems and to implement procedures and processes for the management of similar issues in the future.

### 3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent will require a sound knowledge of University policies and procedures, along with an understanding of its culture and organisational structure, including Faculty, School and Department structures.

The position requires the ability to liaise effectively with internal and external stakeholders, in particular with General Practitioners throughout Victoria.

### 3.4 RESOURCE MANAGEMENT

The incumbent will manage a team of professional staff and supervise activities and workflow to ensure efficient time management and effective use of work resources.

### 3.5 BREADTH OF THE POSITION

This position is part of the Department of General Practice leadership team which has oversight for the strategic and operational management of the Department.

The position will support the activities of the Department of General Practice working closely with the Director, Teaching and Learning and members of the Learning and Teaching team.

The incumbent will provide leadership within the Melbourne Medical School (MMS) for the streamlining of the operations within the clinical schools with regards to Quality Assurance (QA) strategies and risk management strategies.

## 4. *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.

## ***5. 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.

## ***6. Other Information***

### **6.1 DEPARTMENT OF GENERAL PRACTICE**

[www.gp.unimelb.edu.au](http://www.gp.unimelb.edu.au)

The Department of General Practice originated as a unit within the Department of Community Medicine in 1977. It was established as a separate department within the School of Medicine in 2001 and established the Primary Care Research Unit (PCRU) as a centre of excellence in primary care research, research training and knowledge exchange in 2006. With an increased profile within the Melbourne Medical School, the Department has utilised its growing network of general practitioners (GPs) and primary health care providers in the community to ensure that University of Melbourne medical students are provided with quality community based medical education. The Department delivers postgraduate training for primary care nurses, and research training for medical, Honours, Masters and PhD students.

The Department focuses on clinical and health services research and training to achieve its vision through three major research themes. Using clinical data analytics, we explore patient pathways and describe the epidemiology of health and disease in primary care. We are developing a range of risk stratification tools for use within primary care. With a focus on primary care innovation we develop, test and implement simple and complex interventions including digital technologies with an emphasis on co-design and patient centred care. Our work informs evidence for stepped care models and the medical home. Central to our work is understanding the patient and practitioner experience and involving them in identifying the challenges designing and testing solutions. The Department has successful research programs in Cancer; Children and Young People's Health; Diabetes and Cardio-Metabolic Conditions; Mental Health; and Abuse and Violence.

### **6.2 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 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.

### 6.3 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.

### 6.4 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>.



## 6.5 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.



## 6.6 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>