



POSITION DESCRIPTION

Melbourne School of Health Sciences
Faculty of Medicine, Dentistry and Health Sciences

Professional Education Coordinator

POSITION NO	0045647
CLASSIFICATION	Level B
WORK FOCUS CATEGORY	Teaching Specialist
SALARY	\$98,775 - \$117,290 p.a
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Fixed-term position available 2 years Fixed term contract type: Specific task or project
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 Michael Pianta Tel +61 3 8344 7013 Email mjp@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 website:
about.unimelb.edu.au/careers

Position Summary

Reporting to the Director of Learning and Teaching, you will bring leadership and innovation to the management of existing and future domestic and international professional education products offered by the Melbourne School of Health Sciences. You will collaborate with faculty, school and department staff to plan, organise and help coordinate the delivery of School-wide and discipline-specific professional education curricula. You will work with both internal and external stakeholders to investigate demand for professional education products, and will oversee the development of such products where demand exists.

1. Key Responsibilities

1.1 PROGRAM LEADERSHIP AND DEVELOPMENT

- ▶ Work with coordinators to monitor and review delivery of professional education products to ensure quality, effectiveness, sustainability and alignment with the strategic direction of the School
- ▶ Work with Faculty and University marketing teams to investigate demand for professional education products
- ▶ Lead the research of key market factors and make recommendations for the introduction of new professional education products
- ▶ Support the expansion of professional education products offered by the School
- ▶ Coordinate the development of new professional education products derived from consolidation of existing content in entry-to-practice programs
- ▶ Lead innovative and effective marketing efforts
- ▶ Draw upon contemporary research and international best practice to ensure professional education curriculum development is evidence-based
- ▶ Participate in the development of new curricula, and the review and consolidation of existing curricula
- ▶ Establish new partnerships/relationships aligned to existing and future professional education products
- ▶ Contribute to the School's scholarly activities through the preparation of grant applications, conference papers, and research publications.
- ▶ Assess alignment of professional education products and stakeholder needs through collection, assessment, and analysis of data
- ▶ Proactively identify challenges, barriers, and areas of opportunity for the School, and lead the creation and implementation of solutions

1.2 LEADERSHIP AND SERVICE

- ▶ Actively participate at School and/or Faculty meetings and contribute to planning or committee work to build capacity in the School.
- ▶ Participate in community and professional activities, including attendance and presentations at conferences and seminars
- ▶ Positive engagement in learning and career development of self and others

- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity
- ▶ 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

- ▶ Doctorate, preferably in a field related to the provision of professional education; or a Master's degree and progress toward the doctorate; or an equivalent combination of education and experience
- ▶ Demonstrated experience in designing, implementing, managing and evaluating professional education products, including blended and online delivery modes
- ▶ Demonstrated excellent written communication skills
- ▶ Demonstrated high level interpersonal and communication skills, including liaising effectively with a variety of stakeholders
- ▶ Proven skill at working effectively in teams with academic, technical, and professional staff to achieve common goals
- ▶ Demonstrated self-management and interpersonal skills in working both independently and collaboratively to high standards of performance
- ▶ Demonstrated skill in using a range of information technologies and applications, including word processing, spreadsheets, databases and learning management systems
- ▶ Demonstrated record of promoting equity and inclusiveness in the workplace

2.2 DESIRABLE

- ▶ Demonstrated experience in market research and preparation of a business plan
- ▶ Experience using social media in promoting professional education

2.3 SPECIAL REQUIREMENTS

- ▶ None

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 strive 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/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 5.1 MELBOURNE SCHOOL OF HEALTH SCIENCES

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

Established in 2009, the Melbourne School of Health Sciences is an inter-professional learning community at the forefront of leadership in health sciences education, research, scholarship, professional practice, workforce training and knowledge translation. Our collective focus is on improving health and well-being of people, locally and globally. Our diversity of disciplines and research expertise provides us with unique shared insights into health and wellbeing, impacting on both physical and mental health outcomes across people and their families. Our research has a strong focus on cross-cutting research themes including implementation science, health services research and clinical trial methodology resulting in the integration of findings into improved care of the communities that we serve as well as influencing health policy.

The School comprises the departments of Optometry and Vision Sciences, Nursing, Social Work, Physiotherapy, Audiology and Speech Pathology. It educates approximately 1400 equivalent full-time graduate entry and post-graduate students in each of these disciplines through accredited, and other, programs tailored to workforce needs nationally and internationally. It provides national and international health sciences students with professional training designed to foster their leadership capabilities with a focus on developing workforce ready and research capable graduates.

It also delivers professional education courses and training for the health sciences professions and builds strong relationships with the alumni in each discipline. A key aim is to continue to build effective interdisciplinary collaborations with clinicians, patients, the healthcare sector, the research community, governments, industry partners and communities in Australia and internationally.

The School currently comprises approximately 85 academic staff and 20 continuing professional staff as well as more than 200 sessional and contract staff. In addition, there are more than 200 honorary appointments within Health Sciences.

5.2 THE FACULTY OF MEDICINE, DENTISTRY & HEALTH SCIENCES

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 2013 gross revenue was in excess of \$550M. Approximately 40% of this income relates to research activities.

The Faculty has a student teaching load in excess of 7,500 equivalent full-time students including more than 1,000 research higher degree students. The Faculty has approximately 2,200 staff comprising 700 professional staff and 1,500 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.

Further information about the Faculty is available at <http://www.mdhs.unimelb.edu.au/>

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>.

5.3 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.

5.4 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>

