



## POSITION DESCRIPTION

**Department of Physiotherapy**  
Faculty of Medicine, Dentistry and Health Sciences

### Lecturer / Senior Lecturer – Doctor of Physiotherapy Course Coordinator

<b>POSITION NO</b>	0044464
<b>CLASSIFICATION</b>	Level B Lecturer or Level C Senior Lecturer Level of appointment is subject to qualifications and experience.
<b>WORK FOCUS CATEGORY</b>	Teaching Specialist
<b>SALARY</b>	Level B \$98,775 – \$117,290 p.a. or Level C \$120,993 – \$139,510 p.a.
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Full-time
<b>BASIS OF EMPLOYMENT</b>	Continuing
<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>	Associate Professor Jennifer McGinley Email: <a href="mailto:mcginley@unimelb.edu.au">mcginley@unimelb.edu.au</a> (for initial contact) Tel: 03 834 44118 <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***

This Lecturer / Senior Lecturer position in the Department of Physiotherapy will lead the coordination of the Doctor of Physiotherapy course at The University of Melbourne. The appointee will be actively involved in teaching and curriculum development and evaluation, including co-ordination and delivery of subjects. The appointee will develop teaching material and resources, provide lectures and tutorials and coordinate subjects. They will interact regularly with other staff within the Department, School and Faculty of Medicine, Dentistry and Health Sciences, their peers in other universities both nationally and internationally, the community, and relevant professional and industry organisations.

A demonstrated commitment to excellence in teaching and an ability to teach core skills of physiotherapy is required. The appointee will promote the Department and establish and maintain links and partnerships with academic and professional communities.

## ***Key Responsibilities***

### **1.1 TEACHING AND LEARNING**

- ▶ Effective coordination of the Doctor of Physiotherapy Course
- ▶ Actively contribute to improving the quality of Physiotherapy education and training
- ▶ Make a significant contribution to teaching activities within the Department, including subject coordination, lectures, tutorials, online learning and other teaching activities
- ▶ Demonstrate a proactive reflexive teaching practice through seeking guidance from senior teaching staff and student feedback
- ▶ Apply contemporary pedagogical insights to teaching practice, including those specific to the discipline
- ▶ Make a major contribution to the evaluation of curriculum and programs, in consultation with the Department Director of Teaching and Learning and Head of Department

**In addition to the above, the Senior Lecturer, Level C appointee will be required to:**

- ▶ Make independent and original contributions to curriculum development and evaluation.

### **1.2 RESEARCH AND RESEARCH TRAINING**

- ▶ Participate in educational and related research as a member of a research team
- ▶ Supervision of research and higher degree students if appropriate
- ▶ Contribution to research and research training activity, engagement and quality and impact where relevant

**In addition to the above, the Senior Lecturer, Level C appointee will be required to:**

- ▶ Prepare proposals for submission to funding bodies to obtain grants to lead educational research / evaluation.
- ▶ Produce publications arising from scholarship and curriculum evaluation, such as books and peer reviewed journal articles

### 1.3 LEADERSHIP AND SERVICE

- ▶ Lead and coordinate Doctor of Physiotherapy curriculum planning and review meetings
- ▶ Actively participate at Department, School and/or Faculty meetings and play a major role in planning or committee work
- ▶ Participate in community and professional activities related to Physiotherapy including attendance and presentations at conferences and seminars
- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity
- ▶ Engage with external stakeholders and industry in the development of educational or discipline related activities or initiatives for the Department of Physiotherapy or the School of Health Sciences
- ▶ Positive engagement in learning and career development of self and others
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

### 1.4 STAFF SUPERVISION

- ▶ Undertake probationary and performance management processes, ensuring you have regular conversations with staff and are providing positive and constructive feedback to enhance staff and team performance.
- ▶ Provide coaching, guidance and support for career planning, ensuring staff have access to appropriate professional development activities.
- ▶ Understand your responsibilities associated with approving staff leave and ensuring leave is approved in line with operational requirements.
- ▶ Allocate and monitor workload and address associated issues in a timely manner.
- ▶ Ensure new staff participate in the university's induction program and provide a localised work area orientation.

## 2. Selection Criteria

### 2.1 ESSENTIAL

- ▶ Current registration as a Physiotherapist with Australian Health Practitioner Regulation Agency (AHPRA).
- ▶ PhD or near completion of a PhD or equivalent professional qualification
- ▶ Prior experience in teaching with flexibility to teach a broad range of subjects within the discipline
- ▶ Evidence of significant contribution to academic physiotherapy program or course coordination
- ▶ Evidence of significant contribution to teaching, curriculum development and evaluation
- ▶ Evidence of engagement or leadership in academic administration activities such as subject/course coordination, course advice and examination or equivalent.

- ▶ Strong interpersonal and communication skills, with an ability to build and maintain relationships with key stakeholders (internal and external) and work collaboratively
- ▶ Demonstrated high level of productivity including initiative, problem solving, judgement and organisational skills
- ▶ Demonstrated ability to work independently and collaboratively in a team to achieve goals and complete projects
- ▶ Contemporary clinical experience in a defined field of physiotherapy
- ▶ Ethical scholar who values diversity and works effectively with individual differences

**In addition to the above, the essential criteria for Senior Lecturer, Level C also includes:**

- ▶ Completed PhD or equivalent professional qualification
- ▶ Significant national profile as an educator as evidenced by demonstrated success in obtaining funding to support education development, evaluation or research

## 2.2 DESIRABLE

- ▶ Experience with the development and evaluation of online curriculum
- ▶ Demonstrated interest in professional and community engagement within the discipline of physiotherapy

## 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/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 SCHOOL OF HEALTH SCIENCES**

The Melbourne School of Health Sciences (MSHS) is a School within the Faculty of Medicine, Dentistry and Health Sciences. It is an inter-professional learning organisation at the forefront of leadership in health sciences education, clinical research, scholarship, professional practice, workforce training and engagement that contributes to local, national and global efforts to improve health and wellbeing. The MSHS values and ensures strong relationships with the health professions, workforce agencies, the community, governments, accreditation and regulating authorities, and industry partners. It values a strong discipline focus and professional identity while fostering inter- professional collaborations and synergies in teaching, clinical education and research.

The MSHS educates graduate entry and post-graduate students in the disciplines of Nursing, Social Work, Physiotherapy, Audiology and Speech Pathology through accredited programs tailored to workforce needs both nationally and internationally. It provides local and overseas students with training to enable them to be competent and effective health professionals who are work ready and eligible for registration. The School also delivers professional education courses and training for health sciences professionals and builds strong relationships with the alumni in each discipline.

The School currently comprises approximately more than 120 academic and professional staff as well 200 honorary staff. There are more than 1,100 equivalent full-time students, including more than 100 higher degree research students. The School has an impressive research profile including a strong record of national competitive grants and significant involvement with the health care industry through Co-Operative Research Centres and research contracts.

Further information about the Melbourne School of Health Sciences is available at:

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

### **5.2 PHYSIOTHERAPY**

The department of physiotherapy was established in 1991 and makes distinctive contributions nationally and internationally to the physiotherapy profession and society in [research](#), [learning & teaching](#) and knowledge exchange. In 2009 it became a department within the Melbourne School of Health Science.

Further information about Physiotherapy is available at:

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

### **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/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.

## 5.6 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>