



POSITION DESCRIPTION

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

Subject Coordinator: Principles of Clinical Practice 1

POSITION NO	0028423
CLASSIFICATION	Lecturer (Level B) or Senior lecturer (Level C) Teaching Specialist
WORK FOCUS CATEGORY	Teaching Specialist
SALARY	Level B \$95,434 – \$113,323 Level C \$116,901 – \$134,792
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full Time
BASIS OF EMPLOYMENT	Continuing
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 , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Steven Trumble Tel +61 3 8344 8035 Email s.trumble@unimelb.edu.au <i>Please do not send your application to this contact</i>

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about.unimelb.edu.au/careers

Position Summary

The Subject Coordinator Principles of Clinical Practice 1 (PCP1) has overall responsibility for the coordination of the curriculum, assessment, and student and teaching staff related issues within the subject. This subject introduces students to the patient interviewing and physical examination skills that provide a firm foundation for clinical practice.

The role includes continuous refinement and refreshing of the curriculum's structure and content responsive to feedback and changing educational methods, including discipline-specific, stream or other reviews from time to time.

The Subject Coordinator PCP1 will ensure that all learning events and written and recorded material are maintained in an optimal form. In addition, the Subject Coordinator PCP1 will work with the Chairs of the Clinical and Written Assessment Committees and the Lead in Assessment to develop an assessment blueprint for PCP1 and lead item development, standard setting and item evaluation. The Subject Coordinator PCP1 will coordinate the Board of Examiners required for the subject, and manage at a high level student related issues in collaboration with the Head of the Department of Medical Education.

The Subject Coordinator PCP1 will work with the Lead in Evaluation to develop and implement subject based evaluation and coordinate the changes that relate to this evaluation, as well as assisting in the development of a systematic approach to outcomes evaluation.

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 as appropriate.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

► Curriculum

- Coordination of the delivery of PCP1 in the MD
- Review and refine all PCP1 curriculum materials on a yearly basis responsive to feedback and changing educational practices
- Ensure all PCP1 written & recorded material is up to date and aligned to the curriculum, especially with the other MD1 subject, Foundations of Biomedical Science
- Work with the Educational Technology Team to ensure all curriculum materials are presented optimally on MD Connect
- Be responsible for the annual review and development of PCP1 guides, both tutor and student
- Work with other year groups, subject coordinators and disciplines to coordinate the curriculum across the whole of the course

► Assessment

- Develop a PCP1 assessment blueprint in collaboration with the relevant DME staff
- Develop, innovate and implement PCP1 assessment in collaboration with the Chairs of the Clinical and Written Assessment review panels and the Lead in Assessment

- Contribute to the development of assessment items, standard setting and item evaluation
- Contribute to the review of written and clinical assessment items used in PCP1,
- Coordinate Board of Examiners meeting for PCP1 and supplementary examinations
- ▶ **Student Service**
 - Respond to student requests for feedback and direction as appropriate
 - Participate in any Fitness for Practise committees for students enrolled in PCP1
 - Participate in any Students at Risk meetings for PCP1
 - Liaise with student bodies regarding any student-led initiatives that impact on the delivery of PCP1
- ▶ **Teacher Service**
 - Respond to tutor enquiries and issues regarding the PCP1 curricular material, or delivery, in a timely manner.
 - Coordinate the delivery of pre-tutorial briefings
 - Act as a key point of contact with other tutors to facilitate communication with other DME staff
 - Assist with the peer review and professional development of other tutors
- ▶ **Other**
 - Liaise with DME professional staff to ensure timely production and delivery of tutorial material and other curriculum resources
 - Participate in all MD committees relevant to PCP1
 - Contribute to other medical education related activities as required.

1.2 LEADERSHIP AND SERVICE

- ▶ Actively participate at School and/or Faculty meetings and play a major role in planning or committee work
- ▶ Actively participate in key aspects of engagement within and beyond the University e.g. School's outreach, first year orientation, academic advising and other external bodies
- ▶ Participate in community and professional activities related to the relevant disciplinary area 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

1.3 STAFF SUPERVISION

- ▶ Undertake probationary and performance management processes, ensuring you have regular conversations with your 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

- ▶ A medical degree registrable in Victoria
- ▶ Demonstrated commitment to excellence in teaching entry-to-practice medical students
- ▶ Extensive experience in small group teaching
- ▶ Experience in preparing and delivering tutorial briefing sessions
- ▶ Experience in curriculum design and delivery
- ▶ Demonstrated excellence in verbal and written communication
- ▶ Demonstrated strong organisational, time management and problem solving skills
- ▶ Strong interpersonal and communication skills, with an ability to build and maintain relationships with key stakeholders (internal and external) and work collaboratively
- ▶ Ethical scholar who values diversity and works effectively with individual differences

2.2 ADDITIONAL CRITERIA FOR LEVEL C

- ▶ A Doctoral degree in a relevant field
- ▶ A strong track record of academic publications
- ▶ A strong track record in gaining funding for academic activities
- ▶ National recognition as a scholar

2.3 DESIRABLE

- ▶ A Masters degree in a relevant field
- ▶ Experience with teaching clinical skills in a medical course
- ▶ Specialist registration in a relevant medical discipline
- ▶ A higher degree or diploma in medical education
- ▶ A demonstrated interest in medical education research
- ▶ Clinical practice in a relevant area

2.4 SPECIAL REQUIREMENTS

- ▶ The Subject Coordinator may be required to maintain an appropriate teaching load as a tutor within the PCP1 subject.

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 DEPARTMENT OF MEDICAL EDUCATION

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

The DME is a department within the Melbourne Medical School with responsibility for the current medical 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
- ▶ Evaluate current and developing teaching programs
- ▶ Assist the development of new methods of assessment
- ▶ Supervise research higher degree students
- ▶ Provide staff development programs to enhance teaching skills

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

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>