



POSITION DESCRIPTION

Department of Medical Education
Melbourne Medical School

Students and Programs Officer

POSITION NO	0037770
CLASSIFICATION	UOM 5
SALARY	\$75,011 - \$86,158 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-Time (1.0 FTE)
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	Sarah English, Academic Programs Team Leader Email sarah.english@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

The Students and Programs Officer role is an important component of the Academic Programs Team in the Department of Medical Education. The team works collaboratively to deliver a range of support functions contributing to the effective management of the Melbourne Medical School's flagship course, the Doctor of Medicine (MD).

The position requires highly effective teamwork skills, the ability to prioritise workload and a client service focus. The incumbent is responsible for delivery of quality service to a range of stakeholders, including students, academic and professional staff across sites. The key responsibilities of this role include subject administration, monitoring equipment needs, website updates and enquiry management.

The incumbent is expected to contribute to planning, quality assurance and promotional activities of the MD and to maintain an awareness of wider University policy and activities relevant to the scope of the position.

1. Key Responsibilities

1.1 STUDENTS AND PROGRAMS ADMINISTRATION

- ▶ Independent administration of a portfolio of academic programs activities related to the Doctor of Medicine (MD), including but not limited to: progress testing; subject administration; administration of incoming and outgoing medical elective programs; and tracking the use of and ordering medical tutorial equipment.
- ▶ Completion of a range of student lifecycle activities including: timetabling; tutorial group allocation; class lists; attendance tracking; assignment and results collation; communication with students; academic support and results entry.
- ▶ Provide secretarial support to course and subject committees as required
- ▶ Management of student enquiries via email and phone relating to:
 - Academic programs policies and procedures
 - Enrolments, timetables, tutorial staffing, and administration processes and timelines
 - Internal processes of the Department or School
- ▶ Reviewing and updating course and student information on the School website
- ▶ The provision of support, as a member of the Academic Programs Team, for a number of students and programs tasks, including:
 - Student selection, including preparations for the MD program Multi Mini Interview (MMI) process
 - MD examiner recruitment and the recruitment and training of simulated patients
 - Processing short leave of absence applications
 - MD Year 1 tutor recruitment and monitoring of casual payments
 - Posting announcements to students on MD-Connect
 - Administering the Objective Structured Clinical Examinations (OSCEs)
 - Results data entry
 - Providing subject-level support to academics
 - Written exam invigilation and organisation of special/supplementary exams
 - Other student and programs tasks as required

- ▶ Maintain and enhance one's professional knowledge and technical skills by keeping up-to-date with new developments in the area of student and program administration.

1.2 PROGRAM SUPPORT AND PLANNING

- ▶ Contribute to the development of administrative processes by reviewing existing policies, guidelines and procedures and recommending changes to the Students and Programs Coordinators or Academic Programs Team Leader, and providing assistance with the implementation of new guidelines and procedures where required.
- ▶ Assist with the preparation of accurate and appropriate documentation and reports including:
 - Enrolment analysis
 - Student forms
 - Assessment reports
- ▶ Provide administrative support for the recruitment of casual staff
- ▶ Provide assistance for student recruitment events, such as Open Day
- ▶ Provide support and advice to other members of the Academic Programs Team and professional staff at the affiliated clinical sites.
- ▶ Foster a commitment to teamwork and promote a supportive work environment
- ▶ Address and resolve conflict in a timely, confidential and constructive manner

1.3 CLIENT SERVICES

- ▶ Respond to client (students and staff) enquiries and implement strategies to manage enquiries in a timely and professional manner, resolving queries promptly
- ▶ Ensure the delivery of a client-focussed service that considers stakeholder needs in all processes in accordance with organisational expectations
- ▶ Continually review and reflect on current service standards to maintain and develop new approaches
- ▶ Contribute and assist with the development and maintenance of business process to improve services to meet client and stakeholder needs, demonstrating a commitment to continuous improvement.

1.4 OTHER RESPONSIBILITIES

- ▶ Provide assistance with other appropriate tasks as identified by the Academic Programs Team Leader.
- ▶ 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

- ▶ An appropriate tertiary qualification and/or an equivalent combination of relevant experience and education/training.

- ▶ Experience in an administrative role supporting a range of functions, including the provision of advice about, and interpretation of, policies and procedures.
- ▶ A demonstrated commitment to client service principles including the ability to be flexible and to anticipate, and be responsive to, client needs.
- ▶ Demonstrated strong organisational and problem-solving skills.
- ▶ Proven ability to work with minimal supervision, set objectives, prioritise work and meet deadlines to produce quality output.
- ▶ Excellent communication and interpersonal skills, including the ability to build effective connections with a variety of stakeholders and to produce clear, effective written materials.
- ▶ Proven ability to work cooperatively within a team and to take direction from other team members when appropriate.
- ▶ Experience in the use of Microsoft Office suite, particularly Word and Excel.

2.2 DESIRABLE

- ▶ Experience in a University or other tertiary education environment.
- ▶ Flexible attitude to a changing work environment.
- ▶ Experience working with student information systems or timetabling and web publishing packages.

2.3 SPECIAL REQUIREMENTS

- ▶ Annual leave is unlikely to be approved during peak service delivery periods.
- ▶ A degree of flexibility is required as operational needs occasionally mean that the incumbent will undertake duties outside normal working hours, such as participating in Open Day or supporting clinical exams and Department events.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

The Students and Programs Officer works under direct supervision from the Academic Programs Team Leader. The Students and Programs Officer is expected to work independently and show initiative and confidence in the completion of tasks. They are responsible for prioritising his/her own day to day work, for liaising effectively with key academic staff, and for working collaboratively with other members of the Academic Programs Team.

3.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent will use a high degree of initiative and sound judgement in resolving problems or issues that may arise and exercise discretion in determining which matters require the direct attention of the Students and Course Coordinators and/or Academic Programs Team Leader for resolution. The ability to initiate work, interpret policy and take responsibility for specific functions and tasks is required.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent is expected to demonstrate knowledge of the operational needs of the Academic Programs Team, the Department of Medical Education and the Melbourne Medical School and to apply professional knowledge and skills to assess the best approach to a given task. The Students and Programs Officer must have a sound understanding of the structure and requirements of the Doctor of Medicine (in particular) and knowledge of Departments, affiliated clinical sites and key staff involved in the delivery of the program.

3.4 RESOURCE MANAGEMENT

The incumbent is expected to manage within budgetary constraints and to investigate and recommend cost-effective strategies where possible.

3.5 BREADTH OF THE POSITION

The Students and Programs Officer is required to liaise with a range of staff including professional and academic staff within the Melbourne Medical School and the Faculty of Medicine, Dentistry and Health Sciences as well as with the broader university community and the medical profession.

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

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 MEDICAL EDUCATION

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

The Department of Medical Education was established as a department within the Melbourne Medical School in 2015. It has responsibility for the delivery of the Doctor of Medicine (MD) course, research in medical education and a range of professional development postgraduate and non-award programs.

As the first Australian professional entry masters level program, the Melbourne MD creates a new benchmark in 21st century medical education. It delivers advanced clinical and academic training to ensure students are prepared for the challenges of a high-quality medical internship. The MD is a 4-year program with an intake of approximately 350 students per year. The degree is delivered through our Parkville campus, metropolitan and rural Clinical Schools, partner organisations.

The Department delivers high quality research-informed postgraduate and professional development programs, facilitated by leaders in the field of health professional education. Created for clinicians from any discipline these programs are designed as professional development for health professionals in the areas of clinical teaching, clinical leadership and clinical research.

The research groups within the department focus scholarly engagement within a number of key research interests in medical education:

- Work Integrated Learning
- Curriculum, Assessment and Evaluation
- Healthcare Communication
- Student Engagement and Experience

The department employs approximately 350 staff to deliver the education, research and engagement activities of the department. This is complemented by a large, actively engaged honorary staff network.

6.2 MELBOURNE MEDICAL SCHOOL

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.

6.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry and Health Sciences (MDHS) plays a vital role in the delivery of the University of Melbourne's Strategic Plan 2015-2020: Growing Esteem by providing current and future generations with education and research equal to the best in the world. It is Australia's largest and leading biomedical research faculty. It employs more than 1,700 members of staff, has more than 8,000 students, and total revenue of \$607 million for 2015. Reflecting the complexity of today's global health landscape, the Faculty is made up of six different Schools and four Strategic Research Initiatives, and draws together all areas of human health, ranging from the most basic to the most applied areas of research. The Faculty contributes close to 50 per cent of research conducted at the University.

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

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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 hr.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. www.growingesteem.unimelb.edu.au

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://www.unimelb.edu.au/research/research-strategy.html>

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 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflect this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

6.7 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 www.unimelb.edu.au.

7. *Occupational Health and Safety (OHS)*

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