



POSITION DESCRIPTION

Melbourne Medical School
Department of Medical Education

Lecturer or Senior Lecturer in Medical Education (Transition to Practice Coordinator)

POSITION NO	xxxxxxx
CLASSIFICATION	Lecturer (Level B) or Senior Lecturer (Level C) Teaching Specialist
SALARY	\$107,547.00 to \$127,707.00 Level B (pro rata for part-time) \$131,739.00 to \$151,900.00 Level C (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	0.4 EFT
BASIS OF EMPLOYMENT	Continuing
OTHER BENEFITS	https://about.unimelb.edu.au/careers/staff-benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Lisa Cheshire Email cheshire@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

Transition to Practice is the capstone subject of the four-year University of Melbourne, Doctor of Medicine program and is largely undertaken through clinical placements in the Melbourne Medical School's network of affiliated healthcare services. The Subject Coordinator of Transition to Practice plays a vital role in helping medical students prepare for the transition to internship. The subject has a strong emphasis on work-based assessment to enable students to meet the necessary outcomes of the course. This role would appeal to an academic with a keen interest in the transition from student to junior doctor and work-based assessment. The incumbent would work closely with the University of Melbourne's clinical schools and health care partner organisations to ensure that our graduates are prepared for internship and meeting the needs of health care organisations, patients and communities. The position has overall responsibility to support the delivery of the curriculum and assessment for the subject.

The Subject Coordinator will lead the coordination and delivery of the curriculum, assessment and student and teaching staff-related issues. The incumbent ensures that the subject platform, all learning events and written and recorded materials are maintained in an optimal form. In addition, the Subject Coordinator is responsible for the development and delivery of assessment activities, under the supervision of the Director of Assessment. In this capacity, the Subject Coordinator monitors student progress against subject level assessment hurdles. Experience and interest in work-based assessment is essential, and the subject coordinator would help lead the work-based assessment working group, with the goal to embed this across the course. The role would work closely with the Work Integrated Learning and assessment team to achieve this. The Subject Coordinator supports the Board of Examiners required for the subject and manages at a high level all student-related issues in collaboration with the MD Course Director.

The Subject Coordinator works 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. The Subject Coordinator will be responsible for addressing the concerns of tutors and students.

It is preferred that the appointee is an active practitioner with experience and knowledge of the junior doctor work force.

The position will report to the Director, MD Teaching and Learning and will be a key part of the Department of Medical Education's Teaching and Learning team.

1. Key Responsibilities

▶ Curriculum

- Coordinate the delivery of curriculum across Transition to Practice, capstone subject
- Work towards innovative methods for delivering curriculum
- Work with the clinical school directors and deputy directors to ensure that all rotations at their clinical schools have relevant clinical experience and that the core teaching is undertaken by appropriate clinical staff
- Work with the clinical school coordinators and designated professional staff to ensure that the students timetables include appropriate clinical experiences and the core teaching modules
- Work with the Programs Coordinator, from the Academic Programs Team and learning designers, to ensure that all learning events and written material are maintained in optimal form

- Work with Clinical School Directors of Medical Education and Deputy Directors to continuously refine and improve the subject
- Work closely with the Work Integrated Learning team to maximise opportunities for teaching, learning and assessment in practice
- Work with the network of health care organisations, in particular Directors of Intern Training to best prepare students for internships and be responsive to their feedback
- ▶ **Assessment**
 - Primary responsibility for the assessment of Transition to Practice
 - Assist in the leadership of Work-Based Assessment working group and apply best evidence practice to WBA primarily in Transition to Practice, and with consideration of integration across the course.
 - Work with Director of Teaching and Learning and Director of Assessment to help develop an assessment blueprint to required competencies and course outcomes
 - Assist with the delivery of all assessment across all MD clinical subjects
 - Work closely with content experts and term leaders to develop assessment items, and provide feedback to them
 - Work with the clinical school coordinators and designated professional staff to ensure that the students are organised to undertake the assessment during the subject, both clinical and written
 - Work with teaching colleagues and the assessment leads and professional staff in the DME to ensure that there are relevant examination materials for all examinations including special and supplementary exams.
 - Attend the written exam as required by MD Course Director
 - Be an examiner for written and clinical assessments
- ▶ **Students**
 - Provide support to clinical school coordinators to manage students and student issues
 - Liaise with the MD Course Director about student concerns as required
 - Coordinate the processes of short leave of absence and liaise with Academic Professional staff and Clinical school coordinators
 - Coordinate the provision of support and monitoring for students at risk of failing or with professional behaviour concerns
- ▶ **Research & Evaluation**
 - Assist in the development of methods to evaluate these clinical subjects in conjunction with Director of Evaluation and Director of Teaching and Learning
 - Respond to outcomes from external evaluation of University of Melbourne with relevant subject and course review and revision.
- ▶ **Interactions with other staff**
 - Work closely with clinical school staff to deliver the subject
 - Assist with the communication with and between all groups
 - Respond to clinical school and tutor enquiries and issues regarding Aged Care

- Communicate curricular changes and updates
- ▶ Other
 - Participate in all MD-related and other committees relevant to Aged Care
 - Contribute to other medical education related activities as required

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A medical degree registrable in Victoria
- ▶ Demonstrated commitment to excellence in teaching entry-to-practice medical or other health professional students
- ▶ Experience in work-based assessment and with the junior doctor workforce
- ▶ Experience in medical education and delivery, including organising placements,
- ▶ Demonstrated ability to work within a complex curriculum and with multiple stakeholders from different backgrounds
- ▶ Demonstrated excellence in verbal and written communication
- ▶ Demonstrated strong organisational, time management and problem-solving skills

2.2 REQUIRED FOR LEVEL C

- ▶ A higher degree in medical education or substantial progress towards achieving this goal
- ▶ Substantial experience in the coordination of teaching within a medical course
- ▶ Substantial experience in the development of curriculum and/or assessments in a medical course
- ▶ A demonstrated record of scholarly activity
- ▶ Advanced clinical standing within a relevant clinical discipline

2.3 DESIRABLE

- ▶ A higher degree in medical education or substantial progress towards achieving this goal
- ▶ Experience with the clinical teaching program of a medical course
- ▶ Clinical practice in a relevant area

2.4 OTHER JOB-RELATED INFORMATION

- ▶ Occasional participation in afterhours committees or assessment activities
- ▶ Occasional travel to clinical teaching sites
- ▶ This position requires the incumbent to hold a current and valid Working with Children Check

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 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.

5.2 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.

5.3 FACULTY OF MEDICINE, DENTISTRY & 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 \$630m 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 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and

our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

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 <https://about.unimelb.edu.au/strategy/governance>

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