



THE UNIVERSITY OF  
MELBOURNE

## POSITION DESCRIPTION

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

### Associate Lecturer in Medical Education (MD1)

POSITION NO	0056326
CLASSIFICATION	Level A
SALARY	\$77,171 - \$104,717 p.a. (pro rata for part-time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part-time (0.4-0.5 FTE) Multiple positions
BASIS OF EMPLOYMENT	Periodic fixed term to 2023 Work Focus: Teaching Specialist
OTHER BENEFITS	<a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a>
HOW TO APPLY	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 Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Kylie Fitzgerald Tel: 0466922032 <a href="mailto:Kylie.fitzgerald@unimelb.edu.au">Kylie.fitzgerald@unimelb.edu.au</a> <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)

## *Acknowledgement of Country*

The University of Melbourne acknowledge the Elders, and descendants of the Wurundjeri people who have been and are the Custodians of these lands. We acknowledge that the land on which we meet was the place of age-old ceremonies, of celebration, initiation and renewal, and that the local Aboriginal peoples have had and continue to have a unique role in the life of these lands.

## *Position Summary*

The Associate Lecturer's in Medical Education (MD1) are key staff in the Year 1 MD academic team in the new Doctor of Medicine. This role has responsibility for teaching delivery, assessment and student pastoral care in the MD1 Foundations of Clinical Practice (FCP1) subject.

This role will take responsibility for teaching and learning delivery, and assessment in one or more of the following streams in FCP1:

- **Professional Practice (PP):** this stream facilitates development of MD1 students professional practice, collaborative practice, reflective practice and wellbeing in their developing professional identity as a doctor.
- **Case Supported Learning (CSL):** this stream facilitates MD1 students to integrate and apply their knowledge of core MD1 content to clinical case scenarios.
- **Clinical Skills (CST):** this stream teaches MD1 students the fundamental skills in their role as a doctor in clinical medicine - conducting patient-centred medical interviews, communication skills and physical examination.

In addition, the role will enable appointee's to become key members of the MD1 teaching and learning team. Areas of work focus may include teaching preparation, curriculum or assessment review or feedback, professional development, educational research, or initiatives that advance student equity, diversity or wellbeing. This role will report to the relevant DME staff member based on their area of work focus.

We foster a values-based culture of innovation and creativity to enhance the research performance of the University and to achieve excellence in teaching and research outcomes. We invest in developing the careers and wellbeing of our students and staff and expect all our staff to live our values of: Collaboration and teamwork, Compassion, Respect, Integrity and Accountability.

### *1. Key Responsibilities*

The University of Melbourne sets 'Minimum Standards for Academic Levels' (MSALs) which are expected from academic staff. The levels are differentiated by level of complexity, degree of autonomy, leadership requirements of the position, and level of achievement of the academic and may be amended from time to time.

Below is the MSALs for Level X academic staff. The Key Responsibilities, outlined in this section, are to be read in conjunction with this MSAL.

(HR will insert the relevant MSAL – but please complete 1.1 to 1.3)

## 1.1 TEACHING AND LEARNING

- ▶ Engage in teaching of curriculum content in FCP1 subject in the CST stream and/or facilitation in the CSL and/or PP stream(s).
- ▶ Work with the MD1 team to ensure that allocated students are provided with the learning experiences to meet the requirements of FCP1.

## 1.2 ASSESSMENT

- ▶ Assist with the delivery of assessment in their FCP1 stream(s).
- ▶ Provide assessment and student feedback.
- ▶ Be an examiner for written and clinical assessments.

## 1.3 STUDENTS

- ▶ Provide student pastoral care as required.
- ▶ Monitor the progress of students, their professional behaviour and the timely completion of relevant assessment requirements, and refer concerns to the subject coordinator.
- ▶ Assist with the provision of support and monitoring for students at risk of failing or with professional behaviour concerns.

## 1.4 PROFESSIONAL DEVELOPMENT

- ▶ Actively engage in professional development of their teaching and learning, assessment, and feedback knowledge and skills.
- ▶ Actively engage in the activities and discussions of and support the MD1 medical educators community of practice.
- ▶ Contribution to regular peer review of teaching and learning, as either a reviewee or reviewer.

## 1.5 LEADERSHIP AND SERVICE

- ▶ Positive engagement in teams and learning and career development of self and others by, according to availability, possible involvement in:
  - Content preparation or review.
  - Curriculum or assessment review or feedback.
  - Educational research.
  - Initiatives that advance student equity, diversity or wellbeing.

## 1.6 RESPONSIBILITY AND COMPLIANCE

- ▶ Maintain a sound knowledge of current University Policy and Procedures, and reliably follow these or provide compliant advice to others;
- ▶ Reliably follow communications protocols and/or policies as appropriate.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 5.
- ▶ Behavioural Expectations - All staff are expected to maintain the following behaviours:

- Treat everyone equitably; act fairly with staff and demonstrate respect for diversity
- Be an effective team player who is cooperative and gains the trust and support of staff, peers and clients through collaboration.
- Create ethics applications and report to the ethics committees

## **2. *Selection Criteria***

In order to be considered for interview by the Selection Panel, applicants must address the following Criteria in their application. Please visit the University website how to address Essential 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 teaching and facilitation of small group teaching in medical education and delivery.
- ▶ Demonstrated excellence in verbal and written communication.
- ▶ Demonstrated strong organisational, time management and problem-solving skills.

### **2.2 DESIRABLE**

- ▶ A higher degree in medical education or substantial progress towards achieving this goal.
- ▶ Experience in contributing to or participation in research and research teams.

### **2.3 SPECIAL REQUIREMENTS OF THE ROLE**

- ▶ 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 Advancing Melbourne strategy that addresses 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 Advancing Melbourne.

#### **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:

<https://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. The department employs 160+ fixed-term and permanent staff as well as 150+ casual staff to deliver the education, research and engagement activities of the department. This is complemented by a large, actively engaged network of over 330 honorary staff.

As the first Australian professional entry masters level medical 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, and partner organisations. In 2022, the Melbourne MD was relaunched to allow students to build their own unique medical degree. While a central, assessable core of content will be delivered, the redesigned Melbourne MD gives students the ability to choose different pathways so that they each achieve the same course outcomes while focusing on areas that truly interest them.

The Department also 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 supports a growing area of research and scholarship focused on medical and health professional education.

## 5.2 MELBOURNE MEDICAL SCHOOL

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

Established in 1862, Melbourne Medical School (MMS) in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne is the oldest medical school in Australia. It is internationally renowned for global leadership in teaching and training, health research, policy and practice. MMS is ranked 14th in the world (Times Higher Education World University Rankings 2022 for clinical, pre-clinical and health), has strong academic partnerships and ground-breaking collaborative research programs with leading public and private hospitals, as well as leading medical research institutes and centres in Australia and internationally.

Under the leadership of Professor John Prins, MMS spans all major fields of medicine and is comprised of thirteen clinical departments:

- ▶ Baker Department of Cardiometabolic Health;
- ▶ Clinical Pathology;
- ▶ Critical Care;
- ▶ General Practice;
- ▶ Medical Education;
- ▶ Infectious Diseases;
- ▶ Medicine;
- ▶ Obstetrics and Gynaecology;
- ▶ Paediatrics;
- ▶ Psychiatry;
- ▶ Radiology;
- ▶ Rural Health; and
- ▶ Surgery.

MMS has more than 1,000 academic and professional staff members located at the Parkville campus or embedded within health services throughout metropolitan Melbourne and rural Victoria. Staff are privileged to work alongside more than 2,725 honorary appointees from the health sector who generously contribute their time, knowledge, research and clinical expertise.

MMS is committed to improving community wellbeing through the discovery and application of new knowledge. With annual research income of \$165 million, the School's research effort is highly collaborative, spanning research programs from basic to translational. The School has research collaborations across the 47 partner organisations in the vibrant Melbourne Biomedical Precinct, as well as nationally and internationally. These partnerships enable medical advances to impact healthcare delivery as rapidly and seamlessly as possible.

The School's flagship Doctor of Medicine (MD) degree was the first Masters level entry-to-practice qualification of its kind developed in Australia, setting a new benchmark in

medical education. Now, the new curriculum launched in 2022 has created more responsive, modular, technology-enhanced learning for state-of-the-art curriculum delivery. Continuous research and discovery options, and an ability to tailor the degree, allows each student to gain deeper experience in areas of greatest interest. The MD Rural Pathway offers students the opportunity to undertake their entire program in rural Victoria, with a \$6.5 million expansion of facilities in Shepparton to accommodate this. There is also an expanded range of joint degree pathways on offer. The School utilises the Department of General Practice's continually expanding network of general practitioners and primary healthcare providers in the community to ensure that MD students are also provided with quality community-based medical education.

In addition to the MD, MMS has an ever-expanding portfolio of other vocationally oriented programs. These teach research skills, leadership and continuing professional development in specific disciplines. An emphasis on the clinician-scientist career trajectory – with training, support and ongoing career pathways at graduate and postgraduate levels – is central to the School's development of future leaders in all aspects of healthcare, education, research and policy. MMS has over 600 higher degree by research candidates located both within Departments and across its network of partners.

School staff and honorary appointees lead and participate in public debate and advocacy around key health issues and policy based on the MMS values of commitment, integrity, compassion, respect and service. The School also offers a range of initiatives and programs in support of its diverse and inclusive culture:

<https://medicine.unimelb.edu.au/about/diversity-and-inclusion> MMS is always looking to recruit talented individuals across a wide range of medical disciplines which include leadership roles. This presents a wonderful opportunity for appointees to help drive the strategy, growth and continued excellence of Australia's leading medical school.

### 5.3 FACULTY OF MEDICINE, DENTISTRY & 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 \$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>