



POSITION DESCRIPTION

Melbourne Medical School

Faculty of Medicine, Dentistry and Health Sciences

Senior Lecturer or Associate Professor (Applied Medical Science Coordinator)

POSITION NO	0047663
CLASSIFICATION	Level C or D Academic
SALARY	\$126,128 - \$145,431 p.a. (Level C) or \$151,868.00 - \$167,312 (Level D)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full Time (Melbourne Medical School may offer this position in smaller fractions to two applicants if appropriate)
BASIS OF EMPLOYMENT	Fixed term for 3 years
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	Dr Lisa Cheshire Tel +61 3 8344 3252 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

The Doctor of Medicine (MD) is the Melbourne Medical School's flagship program. It was the first Masters level entry-to-practice medicine qualification developed in Australia and set a new benchmark in medical education. The four-year MD program delivers advanced clinical and academic training underpinned by the Melbourne Medical School's values of commitment, integrity, compassion, respect and service to ensure graduates are well-equipped for the opportunities and challenges of a medical career.

The Melbourne MD program is undergoing a complete redesign and as part of this, the School is seeking an experienced and innovative academic to drive the redevelopment of the medical sciences content in its curriculum across all four years to ensure that it is world-class in its conceptualisation, delivery and integration. In this context, the term "Applied Medical Science" means the broad range of foundational scientific knowledge that a junior doctor incorporates into their practice of medicine. It includes the clinical aspects of the biomedical sciences, population and global health, psychological sciences and other relevant disciplines.

Since its inception in 2011, the Melbourne MD has undergone continual revision. The current full re-development will ensure the Melbourne Medical School maintains its position as a curriculum leader with a course that is contemporary and flexible, utilises the best evidence-based teaching and assessment methodologies, and prepares graduates for medical careers of the future.

The need for this redesign is predicated by the introduction in 2022 of the Melbourne MD Rural Pathway which will allow a cohort of students to complete the MD course in its entirety in rural and regional Victoria. Responsive, modular, technology-enhanced learning methodologies underpin the state-of-the-art curriculum delivery the new Melbourne MD will offer, and this will be the major focus of this position.

The Applied Medical Science Coordinator will have a strong background in the development and delivery of curriculum resources for medical students combined with expertise in online learning to support the Melbourne Medical School's Department of Medical Education in the implementation of the redesigned MD course. The incumbent will be experienced in contemporary technology-enhanced learning methodologies and will have a breadth of knowledge of the biosciences and social sciences as they pertain to medicine. They will demonstrate well-developed problem-solving skills and the ability to achieve objectives while working within a complex organisational structure and shared services model.

The Applied Medical Science Coordinator will be responsible for the development of educational modules in the biosciences and social sciences to enhance students' learning throughout the course, in partnership with content experts in the School of Biomedical Sciences, School of Population & Global Health and School of Psychological Sciences amongst others. They will also maintain effective partnerships with academic and professional staff across the Department of Medical Education, including the Clinical Schools, as well as with other key MMS stakeholders in the broader health services environment who are involved in the delivery of all four years of the MD. The Applied Medical Science Coordinator will work closely with the leads of the other two major MD curriculum themes (Clinical Skills and Professional Practice) to integrate learning activities and outcomes.

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

-- FOR ACADEMIC STAFF ONLY --

1.1 TEACHING AND LEARNING

- ▶ Work closely with other members of the MD Teaching & Learning team to clearly define the clinical bioscience and social science curriculum across all four years of the Melbourne MD.
- ▶ Work closely with other members of the Melbourne Medical School and the Schools of Biomedical Sciences, Psychological Sciences and Population & Global Health to determine prerequisite knowledge for the Melbourne MD and ensure there is a strategy in place for the development of resources to support this.
- ▶ Under the direction of the Director of MD Teaching and Learning, coordinate the development of online and other curriculum resources to support student learning in the basic biosciences and social sciences throughout the MD course,
- ▶ Liaise with subject experts across the Faculty of Medicine, Dentistry and Health Sciences to ensure their provision of high-quality content for curriculum modules.
- ▶ Seek opportunities for repurposing of online materials in programs developed for international medical schools and for continuing professional development activities.
- ▶ Oversee the continual improvement of materials used in delivering bioscience and social science content throughout the Melbourne MD.
- ▶ Participate in MMS and MD-related committees relevant to the position.

1.2 RESEARCH AND RESEARCH TRAINING

- ▶ Contribute to the development of evaluation processes in conjunction with the Director of Evaluation and the Director of MD Teaching & Learning
- ▶ Contribute to the provision of a scholarly evidence base to support the design and content of the Melbourne MD
- ▶ Lead or collaborate in special academic projects related to clinical biosciences
- ▶ Contribute to the Department of Medical Education's research program, as appropriate
- ▶ Supervise or co-supervise research higher degree students, as appropriate.

1.3 LEADERSHIP AND SERVICE

- ▶ Provide expert leadership and advice to the MMS community on best practice in applied medical science education.
- ▶ Work closely with Melbourne Medical School and Department of Medical Education academic and professional staff members in the successful and efficient delivery of the MD's applied medical science curriculum
- ▶ Liaise with colleagues at the University's Department of Rural Health and La Trobe University to ensure that students following the Rural MD Pathway receive excellent applied medical science education throughout
- ▶ 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

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Masters or equivalent professional qualification in a relevant area
- ▶ Extensive experience in designing and developing technology-enabled learning programs
- ▶ Deep understanding of current and emerging principles in medical education, particularly as they relate to the teaching of the applied medical sciences to future medical practitioners
- ▶ 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 ESSENTIAL FOR LEVEL D

- ▶ PhD or other doctoral degree.
- ▶ An international profile in the field of medical education or similar discipline
- ▶ A Masters-level qualification in education or related discipline, or extensive experience to an equivalent level
- ▶ Significant research profile as evidenced by strong, independent and original publication record in high-impact peer-reviewed journals
- ▶ Track record of success in competitive funding grants

2.3 SPECIAL REQUIREMENTS

- ▶ The incumbent will be required to make regular visits to the university's Department of Rural Health in Shepparton.
- ▶ Occasional participation in after-hours committees and promotional activities

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 strive to service 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

<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 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.

5.3 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>.

5.4 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.

5.5 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>