# Position Description

## ACADEMIC

UNIVERSITY OF WOLLONGONG AUSTRALIA

*In addition to Position Classification Standards as defined by the Academic Staff Position Classification Policy*

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| **Position Title** | Senior Lecturer: Medical Education (CBL) |
| **Level** | Level C |
| **Position Classification/Nomenclature** | Teaching and Research – Senior Lecturer |
| **Substantive Workload**<br>*Note: The annual workload may vary in accordance with the relevant provisions of the Academic Enterprise Agreement* | Learning and Teaching (80%)<br>Governance and Service (20%) |
| **Faculty/Portfolio** | Faculty of Science, Medicine and Health (SMAH) |
| **School/Division** | Graduate School of Medicine (GSM) |
| **Main Location(s)** | Shoalhaven Campus |

## Primary Purpose of the Position

The Senior Lecturer in Medical Education (CBL) has responsibility for contributing to the development, teaching and review of Case-Based Learning (CBL) activities for medical students across the four years of the Doctor of Medicine (MD) program. This includes developing documents and resources for new and current CBL activities, teaching whole-group and small-group sessions, and supporting in the engagement and training of other CBL facilitators, and support for relevant assessment activities.

## Position Environment

The University of Wollongong is a leading Australian university with a history of outstanding achievements in teaching and learning, research, and community engagement. It is fundamentally committed to providing our diverse body of students with an engaging world class and internationally oriented learning experience. The success of this commitment is demonstrated by enviable results in preparing students for the challenges of future study and workplace environments.

The University recognises the collective nature and interconnectedness of Aboriginal and Torres Strait Islander families and communities and offers generous working conditions in a great location, with sociable hours, family friendly policies, flexible work practices and culturally sensitive leave provisions, including cultural and ceremonial leave. Further supports for advancing equity, diversity and inclusion (EDI) at the University include: a 'Primary Carer Return to Work Grant' that provides flexible funding to primary carers returning from parental leave; an active Ally network supporting gender, sex and sexuality diverse staff and students; a Disability Inclusion Network for staff; EDI training and resources for all staff members; and an EDI governance structure that ensures action on EDI is embedded at all levels of the university.

The Faculty of Science, Medicine and Health (SMAH) comprises of the Schools of Medical, Indigenous and Health Sciences; Nursing; School of Science and the Graduate School of Medicine. With such a diverse science and health focus, SMAH is positioned to be a major force in connected and science-embedded education and translational science, medical and health research in Australia. Empowered by first-class teaching, driven by active research, and committed to advancing equity, diversity and reconciliation, this Faculty combines the very best of science, with strong capacity for translation to our global communities' needs and aspirations.

The Purpose of the GSM is to engage, partner with and respond to workforce and health needs of our local, regional and rural communities.

We will listen to and build reciprocal relationships with Aboriginal & Torres Strait Islander Peoples.

Our purpose is to improve health and wellbeing through best practice medical education and meaningful research.

Our purpose will be achieved through:

- Commitment to graduate excellent medical practitioners who have the capacity and desire to contribute to the enhancement of health care of people in all geographic settings, but particularly in regional, rural and remote communities.
- Commitment to the health and population of regional and rural areas, including addressing health inequities.
- Building strong and enduring community partnerships using a strengths-based approach.
- Commitment to supporting Indigenous-led health and wellbeing research that responds to needs and priorities of Aboriginal and Torres Strait Islander peoples.
- Enhancement of physical and mental health and social wellbeing and to help communities to thrive.
- Contribution to research that has impact, helps reduce health inequities and helps populations and communities to flourish.

The Doctor of Medicine (MD) program is delivered primarily on three campuses located in Wollongong, Shoalhaven and Southern Highlands, as well as in numerous rural sites throughout NSW.

## Major Accountabilities/Responsibilities

| **RESPONSIBILITIES** | |
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| 1. | Develop and document learning outcomes, conduct and coordinate teaching and learning activities and develop and update resources that support the development and implementation of CBL across the MD program. This includes:<br>• Contribute to formative and summative assessments related to CBL.<br>• Contribute to the ongoing development, review and updating of student and staff materials related to CBL.<br>Teach CBL sessions and contribute to other teaching for the medical program, both in class and online.<br>Develop learning materials for students in formats suitable for online delivery. |
| 2. | Liaise with and support other GSM staff, casual academic tutors and honorary clinical staff to ensure teaching activities are conducted as planned, as necessary. |
| 3. | Function as a facilitator for small group learning activities in the MD program, ensuring a safe and appropriate learning environment for all students. |
| 4. | Contribute to the development of formative and summative assessments, and marking of those assessments, for other areas of the MD program, including medical student research projects. |
| 5. | Contribute to undertaking and supervising research relevant to the role of Graduate School of Medicine as required. |
| 6. | Contribute as a member of GSM committees as appropriate and perform other duties as determined by the Academic Lead: Rural Medical Education or Academic Program Director from time to time. |
| 7. | Act in accordance with university policies as amended from time to time, the Values in Action Framework of *Thrive Together, Pursue Excellence, Be Accountable and Lead with Integrity,* and our commitment to Equity, Diversity and Inclusion. |

## Reporting Relationships and Other Key Contacts

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| **Position reports to** | Academic Lead: Rural Medical Education |
| **Positions supervised by this position** | May provide guidance to CBL academic tutors. |
| **Other key contacts and stakeholders** | Academic Program Director<br>Co-Academic Program Director (Clinical)<br>GSM Dean<br>GSM Deputy Dean: Innovation and Scholarship, Medical Education<br>Theme Leads, Discipline leads and other Academic Leads<br>Phase Chairs<br>Co-Heads of Students: GSM<br>Learning and Teaching Officer<br>GSM Operations Manager /Rural Clinical School Manager<br>Academic Lead: Indigenous Health / Academic Lead: Assessment |

## Essential Criteria

- Medically qualified with unconditional registration as a medical practitioner within NSW, Fellowship of an appropriate Australasian specialist college and experience in rural or regional medical practice.
- Demonstrated understanding of inquiry-based approaches (e.g. PBL, CBL or TBL) for medical education.
- Demonstrated expertise in teaching including large and small group learning within a university, health, or medical school environment.
- Demonstrated commitment to the professional and academic development of students.
- Demonstrated teamwork that fosters a collegial approach.
- Strong interpersonal skills and written communication skills.
- Strong skills in use of technology for teaching and learning
- Demonstrated commitment to applying culturally respectful and safe practices in the workplace and demonstrating respect and inclusiveness of diverse people in all work practices.

## Desirable:

- Evidence of research skills and academic scholarship including PhD or in a relevant field of study .
- Demonstrated knowledge and expertise in an area of sciences for medicine, e.g., musculoskeletal, neuroscience, biochemistry, physiology, pharmacology, system sciences, informatics etc.
- Reside rurally in a MM2+ region.

## Special Job Requirements

- The occupant of this position must maintain ongoing clinical employment and be medically qualified with unconditional registration as a medical practitioner within NSW with Fellowship of a specialist college or eligibility.
- May be required to work outside of standard business hours or across campuses and research partner facilities.
- The occupant of this position will be required to complete an annual Performance Enhancement and Career Development Record with biannual reviews together with the Co-Academic Program Director.
- The appointee will be required to travel to teach or confer with other GSM staff, attend meetings, and support teaching activities at the three UOW GSM campuses for medical students.

## Roles and Responsibilities in relation to Workplace Health and Safety and Equity, Diversity and Inclusion in the Workplace

The University of Wollongong is committed to providing a safe, inclusive, and equitable workplace for its workers, students and visitors. All members of the University community have a collective and individual responsibility to work safely, be engaged in activities to help prevent injuries and illness and create an equitable and inclusive environment.

In addition to the major accountabilities/responsibilities required for your position, you also hold the following roles and responsibilities in relation to Workplace Health and Safety:

### ALL STAFF

- Take reasonable care for your health and safety as well as others.
- Comply with any reasonable instruction by the University.
- Cooperate with any reasonable policies and procedures of the University including reporting of hazards or incidents via the University reporting process.
- Certain staff have specific responsibilities for Work Health and Safety (WHS), further information is available in the WHS Framework.
- Work in an inclusive environment, treating all colleagues, students and visitors with respect.

## ADDITIONAL RESPONSIBILITIES FOR STAFF WITH SUPERVISORY RESPONSIBILITIES

- Uphold principles of equity, diversity and inclusion and foster a respectful workplace culture within your team.
- Ensure work area, equipment and practices are compliant with applicable legislation, standards, codes of practice and University guidelines.
- Ensure risk management activities are undertaken to minimise WHS risk including hazard and incident reporting, risk assessment and safe work procedures.
- Provide the necessary instruction, information, induction, training and supervision to enable work to be carried out safely.
- Ensure Work Health and Safety (WHS) activities and requirements are implemented for area as outlined in the WHS Framework.

## Inherent Requirements

This position description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other relevant work organisation; and
- Do the job without undue risk to your own or others health, safety and wellbeing at work.

If you have any injuries, illness, disorder, impairment, condition, disability or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position. The University wants to place you in the best situation to use your skills effectively in the position you are applying for at the University.