

GSM POSITION DESCRIPTION

Position Title:	Lecturer / Senior Lecturer: Educational Development
Level:	Level C (Senior Lecturer) or Level B (Lecturer)
Duration / Type:	Continuing Appointment
Faculty:	Graduate School of Medicine
Load:	1.0 FTE
Location:	Wollongong Campus

Primary Purpose of the Position:

This position is responsible for developing, implementing and demonstrating technology-based delivery of curriculum materials to facilitate student learning. This will be done by participating in the development and delivery of the medical curriculum by working with other staff also involved in curriculum development, to facilitate more effective methods of use of educational technology for supporting teaching and learning for a geographically distributed curriculum delivery. Responsibilities will include advising the GSM on optimal use of technology to facilitate student learning, contributing to the development and implementation of the GSM's medical education research programme.

Position Environment:

The Graduate School of Medicine (GSM) is committed to quality outcomes delivered via a sustainable model where development and innovation are key elements of all that we do.

As a new school, the GSM is a supportive environment in which teamwork underpins the development and delivery of the new MBBS degree. The GSM aims to graduate excellent medical practitioners with a commitment to patient-centred, evidence-based, reflective and cost-effective medical practice, who have the capacity and desire to contribute to the enhancement of health care for persons in all geographic settings, but particularly in regional, rural and remote communities. The medical curriculum covers a diversity of content, encompassing biological and social sciences, clinical medicine, law, ethics, research and critical analysis and personal and professional development. This provides a variety of opportunities for involvement in curriculum delivery for teaching staff working alone and in interdisciplinary teams. The GSM operates on two campuses, in Wollongong and in Shoalhaven as well as in ten rural sites throughout NSW. Curriculum is delivered equitably in an integrated fashion to this geographically distributed environment.

Major Accountabilities/Responsibilities:

Responsibilities		Outcome	Office Use Only
1.	Lead the GSM's participation in the UOW Learning Management System implementation, participating in pilot trials and site redesign for the new system based on strong pedagogic principles.	Quality design and implementation of e.learning sites for all GSM students.	
2.	Develop and facilitate research in medical education, especially in relation to the use of educational technology to support student learning in medicine, facilitating the involvement of other staff in research into teaching and learning methods, and disseminating research and current practice through publications.	The GSM maintains national recognition for excellence in education and achieves international recognition in the area of medical education research.	
3.	Design, implement and facilitate educational technology sessions for the Faculty Development Programme and other in-house training incorporating appropriate educational theory and pedagogy.	GSM staff are appropriately skilled to work with educational technology in any GSM course.	
4.	Lead the development and implementation of technology-based delivery of curriculum materials to facilitate student learning by: <ol style="list-style-type: none"> Participating in the development and delivery of medical curriculum content and learning activities. Translating traditional methods of teaching into new and innovative ways of facilitating student learning using interactive electronic and online resources. Working with other staff involved in curriculum development to facilitate widespread adoption of optimally effective methods of teaching and learning for geographically distributed curriculum delivery. 	GSM attains an international reputation regarding the use of educational technology within medical education. The GSM curricula are recognised for their educational excellence, are consistent with educational theory and best evidence, and facilitate achievement of the mission of the School.	
5.	Work with all staff located at GSM distributed sites to enhance and support the use of educational technology in the delivery of the curriculum at these locations.	Effective support of the delivery of the curriculum at both local and remote locations.	
6.	Provide advice to the GSM senior executive on the development of advances in technology relevant to education.	Ensure the GSM remains at the forefront of delivery of educational materials in any setting.	
7.	Undertake other duties at the direction of the Dean or Associate Dean.	All responsibilities are met by staff.	
8.	Observe principles and practices of Equal Employment Opportunity	There is fair treatment in the workplace.	
9.	Have OH&S responsibilities, accountabilities and authorities as outlined in the OHS Roles and Responsibilities Document	There is a safe working environment for self & others.	

Reporting Relationships:

Position Reports to:	Associate Dean: Learning & Teaching
Other Key Contacts:	Manager: Educational Technology Members of the Educational Technology team, Educational Technology Consultant Dean, other Associate Deans Academic Leaders of Themes and Phases, Curriculum Manager

Key Relationships:

The appointee is expected to have regular communications with key contacts as detailed below:

Contact/Organisation:	Frequency of contact
Associate Dean: Learning & Teaching	Weekly
Manager: Educational Technology	Regular
Members of the Educational Technology team, Educational Technology Consultant	As required
Dean & Associate Deans	Weekly
Academic Leaders of Themes and Phases	As required
Curriculum Manager	As required

Key Challenges:

1. Provide to the GSM an academic perspective on the application of educational technology to the delivery of the MBBS and other curricula.
2. Foster the development of a programme of educational research activities focused upon educational technology.
3. Demonstrate the innovative use of technology through participation in teaching and learning activities. Working with other staff involved in curriculum development to facilitate more effective methods of teaching and learning for geographically distributed curriculum delivery.
5. Establishing academic credibility by developing and delivering student learning activities and curriculum materials in an area of curriculum content.

Selection Criteria - Knowledge & Skills:

Essential:

- Demonstrated understanding of the educational theory, pedagogy and research relevant to the delivery of education in face-to-face and technological environments.
- Well-developed, effective interpersonal and communication skills
- A demonstrated research profile
- Demonstrated ability to work in a team environment
- Ability to motivate and engender team work
- Demonstrated ability to facilitate large and small group learning activities

Selection Criteria - Education & Experience:

Essential:

- A PhD completed or nearing completion in a relevant discipline
- Experience of implementing educational technology, preferably in medicine or a related health discipline
- Demonstrated ability in developing and implementing research in education and educational technology
- Experience in teaching at a tertiary level, preferably in education, medicine or a related health discipline

Selection Criteria - Personal Attributes:

- A personal commitment to high quality education.
- A personal commitment to medical education in regional, rural and remote settings.

Job Requirements:

Position is based on the Wollongong campus but will require travel to and work on Shoalhaven campus as well as the GSM's distributed, rural locations.

Organisational Chart: Position # 5

Available on request

Approval:

Approved by Head of Unit: _____

Date: _____

Approved by Personnel: _____

Date: _____



POSITION CLASSIFICATION STANDARD - Teaching and Research

Level: B
Title: Lecturer

Description

A position classification standard describes the broad categories of responsibility attached to academic staff at different levels. The standards are not exhaustive of all tasks in academic employment, which is by its nature multi-skilled and involves an overlap of duties between levels. **Therefore the standards should not be applied mechanistically. Quality of performance is the principal factor governing level of appointment of individuals, and a broadly-worded skill base is set out for each level.**

All levels of academic staff can expect to make a contribution to a diversity of functions within their institutions. Such functions include teaching research participation in professional activities and participation in the academic planning and governance of the institution. The balance of functions will vary according to level and position and over time.

- General Standard
- Specific Duties
- Skill Base

General Standard

A Level B academic is expected to make contributions to the teaching effort of the institution and to carry out activities to maintain and develop her/his scholarly, research and/or professional activities relevant to the profession or discipline.

Specific Duties

Specific duties required of a Level B academic may include

- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- Initiation and development of subject material.
- Acting as subject coordinators.
- The preparation and delivery of lectures and seminars.
- Supervision of the program of study of honours students or of postgraduate students engaged in course work.
- Supervision of major honours or postgraduate research projects.
- The conduct of research.
- Involvement in professional activity.
- Development of course material with appropriate advice from and support of more senior staff
- Marking and assessment.
- Consultation with students.
- A range of administrative functions the majority of which are connected with the subjects in which the academic teaches.
- Attendance at departmental and/or faculty meetings and/or membership of a number of committees.

Skill Base

A Level B academic shall have qualifications and/or experience recognised by the institution as appropriate for the relevant discipline area. In many cases a position at this level will require a doctoral or masters qualification or equivalent accreditation and standing. In determining experience relative to qualifications, regard is had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement.



POSITION CLASSIFICATION STANDARD - Teaching and Research

Level: C
Title: Senior Lecturer

Description

A position classification standard describes the broad categories of responsibility attached to academic staff at different levels. The standards are not exhaustive of all tasks in academic employment, which is by its nature multi-skilled and involves an overlap of duties between levels. **Therefore the standards should not be applied mechanistically. Quality of performance is the principal factor governing level of appointment of individuals, and a broadly-worded skill base is set out for each level.**

All levels of academic staff can expect to make a contribution to a diversity of functions within their institutions. Such functions include teaching research participation in professional activities and participation in the academic planning and governance of the institution. The balance of functions will vary according to level and position and over time.

- General Standard
- Specific Duties
- Skill Base

General Standard

A Level C academic is expected to make significant contributions to the teaching effort of a department, school, faculty or other organisational unit or an interdisciplinary area. An academic at this level is also expected to play a major role in scholarship, research and/or professional activities.

Specific Duties

Specific duties required of a Level C academic may include

- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- Initiation and development of course material.
- Course co-ordination
- The preparation and delivery of lectures and seminars.
- Supervision of major honours or postgraduate research projects.
- Supervision of the program of study of honours students and of postgraduate students engaged in course work.
- The conduct of research.
- Significant role in major research projects, including, where appropriate, leadership of a research team.
- Involvement in professional activity.
- Consultation with students.
- Broad administrative functions.
- Marking and assessment.
- Attendance at departmental and/or faculty meetings and a major role in planning or committee work.

Skill Base

A Level C academic will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A position at this level will normally require a doctoral qualification or equivalent accreditation and standing. In determining experience relative to qualifications, regard shall be had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement. In addition a position at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.