

## GSM POSITION DESCRIPTION

Position Title:	<b>Academic Leader: Community-Based Health Education</b>
Level:	<b>Level B (Lecturer) or Level C Snr Lecturer</b>
Duration /Type	<b>Continuing Appointment</b>
Faculty:	<b>Graduate School of Medicine (GSM)</b>
Load:	<b>1.0 FTE(or 2 X 0.5 FTE)</b>
Location:	<b>One of the GSM rural campus sites, either Shoalhaven or Southern Highlands</b>

### Primary Purpose of the Position:

This position takes leadership in the delivery of all aspects of community-based health education, including the longitudinal integrated clinical placements in the Graduate School of Medicine's MBBS degree; providing academic support to the rural clinicians who contribute to the teaching and supervision of students. The role will also support research initiatives into hospital-based health care in regional, rural and remote Australia. The position may be primarily located in one of the established campus locations, but will involve travel to the other regions throughout the state on a regular basis to confer with staff, support students and to deliver Faculty Development Programme (FDP) modules where appropriate. The appointee will make significant contributions to GSM committees and work closely with the Associate Dean: Community, Primary, Remote & Rural Health.

### Graduate School of Medicine:

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 12 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.	Support the Associate Dean: Community, Primary, Remote & Rural Health in the delivery of clinical education components of the curriculum	The GSM delivers efficient and effective clinical education that is consistent with the vision for the MBBS degree	
2.	Undertake curriculum development informed by research evidence and extensive clinical experience.	Planning and delivery of the MBBS curriculum is informed by the best evidence from research and clinical practice.	
3.	Assist with the recruitment, development and retention of clinical placement sites, and ensure ongoing positive relationships with all personnel at these sites. Contribute to the Faculty Development Programme (FDP) at these locations.	Ensure students on clinical placement are appropriately supervised in a process that is educationally sound, and effectively integrated within the MBBS curriculum	
4.	Work with regional staff of the GSM and others to ensure that clinical placements provide students with a professionally and personally satisfying experience. Contribute to evaluation of programme.		
5.	Function as a member of relevant GSM Committees at the request of the Dean.	To ensure the objectives of the relevant committees are achieved in a timely manner.	
6.	Oversee the formative and summative assessment processes related to clinical skill-related aspects of the curriculum.	Ensure effective assessment of the competencies of students.	
7.	Participate in the development of a research programme affiliated or related to the GSM.	Contribute to the scholarly activities of the University.	
8.	Observe principles and practices of Equal Employment Opportunity.	To ensure fair treatment in the workplace	
9.	Have OH&S responsibilities, accountabilities and authorities as outlined in the <a href="#">OHS Roles and Responsibilities Document</a>	To ensure a safe working environment for self & others.	

## Reporting Relationships:

Position Reports to:	Associate Dean: Community, Primary, Remote & Rural Health.
Other Key Contacts:	Dean Associate Dean: Teaching & Learning Academic Leaders of Themes and Case-based Learning, Phase Committee Chairs, Manager: Community, Primary, Remote & Rural Health. GSM Facilities Development Manager Curriculum Manager FDP Academic Co-ordinator Executive Manager Administrative Assistants in the Community, Primary, Remote & Rural Health Team Regional Academic Leaders and Placement Facilitators
Supervision	Not applicable

## Key Relationships:

### Contact/Organisation:

### Frequency of contact:

Associate Dean: Community, Primary, Remote & Rural Health.

Weekly / as required

Associate Dean: Teaching & Learning

Monthly / as required

Academic Leaders of Themes and Case-based Learning

As Required.

Curriculum Phase and Block Committee chairs

As Required

Manager: Community, Primary, Remote & Rural Health

Daily

As Required

GSM Facilities Development Manager

As Required

Administrative Assistants of the Community, Primary, Remote & Rural Health Team

As Required

Curriculum Manager

As Required

Executive Manager

As Required

Assessment Officer

As Required

## Key Challenges:

1. To ensure the GSM delivers maximum high quality opportunities for clinical teaching and learning as an integrated component of the MBBS curriculum.
2. To ensure the optimal delivery and sustainability of the MBBS in clinical placements sites throughout NSW.
3. To guide and foster the processes used to develop and maintain the engagement of the medical community with the process of student learning

## Selection Criteria: Knowledge & Skills

### Essential:

- Knowledge and experience of community based health education issues.
- A record of scholarship and excellence in teaching and learning.
- Enthusiasm and advocacy and care for student learning.
- Demonstrated mentoring skills, teamwork and a capacity to collaborate with colleagues at all levels.
- Well developed interpersonal and communication skills.

### Desirable

- Record of achievements in health-related research in regional/rural health and demonstrated capacity to lead and develop an agenda for research in CBHE.

## Selection Criteria: Education & Experience

### Essential:

- Eligibility for unrestricted registration as a medical practitioner within Australia and New Zealand.
- Successfully completed post-graduate training in a specialist branch of medicine, including general practice.
- Demonstrated excellence and substantial experience in clinical leadership of health care delivery in a rural community.
- A record of excellence in teaching medical students and/or registrars.
- Strong planning and organisational skills.
- Strong capacity to work with and lead others.

## Selection Criteria: Personal Attributes

### Essential:

- Demonstrated enthusiasm for regional/rural health care
- A strong commitment to community based health education and to the GSM's curriculum model

## Special Job Requirements:

Regular travel to all campuses plus other rural, regional training and clinical placement sites of the GSM will be required.

## Organisational Chart: #108

Available on request.

## Approval Position

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.