

Position Title	Senior Lecturer / Associate Professor in Clinical Education Phase 2 and 3 Lead, Doctor of Medicine
Group/Portfolio	Health Group, School of Medicine and Dentistry, Griffith University (based at the Sunshine Coast Health Institute / Sunshine Coast University Hospital)
Classification	Senior Lecturer (Level C) / Associate Professor (Level D)
Position Number	00064270
Reports To	Dean of Medicine
Employment Type	Part-time 0.2 FTE, Continuing

1.0 Position Purpose

The Senior Lecturer / Associate Professor in Clinical Education is expected to make significant contributions to the teaching effort of the School of Medicine and Dentistry, as well as playing a major leadership role in the teaching, assessment, course convenorship and curriculum development activities relevant to the Doctor of Medicine (MD) program. In addition, they will provide academic leadership to foster teaching innovations and excellence in scholarship, service and/or professional activities.

A primary responsibility of this role will be clinical education of medical students in Phases 2 and 3 of the MD program based at the Sunshine Coast Health Institute and Sunshine Coast University Hospital, comprising the final two clinical years of the four-year curriculum. This will include coordinating the simulation and case-based learning, bedside teaching and assessment; and where needed, provision of academic support for students undertaking Phases 2 and 3 of the program.

Additionally, the position will also involve collaboration with the Clinical Sub-Dean of Sunshine Coast Hospital as well as other Phase Leads and academic colleagues across the campuses and sites at which the medical program is delivered to ensure a consistent, high-quality student learning experience.

2.0 Eligibility Requirements

- Possession of a medical degree from a recognised educational institution.
- Possession of a PhD or equivalent qualification in an appropriate discipline, or evidence of progress towards completion; and / or Professional Fellowship.
- Current registration or eligibility for registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a medical practitioner.
- Demonstrated expertise and experience in teaching medical students and/or junior doctors in academia or in clinical settings.

3.0 Key Responsibilities

This position description incorporates the full scope of academic responsibilities for this level. Actual expected responsibilities are applied in accordance with individual work profiles and in consultation with the incumbent's Academic Supervisor, the Dean of Medicine and MD Program Director:

- Foster an outstanding student experience and encourage active participation and engagement in learning and teaching in the MD program, facilitating high quality, student-centred learning activities.
- Support the MD program's overarching vision of promoting and supporting a focus on patients and the community.
- Contribute and work collaboratively to provide oversight of the delivery of the teaching and learning, assessment, and placement activities in Phases 2 and 3 of the MD program.
- Engage with, consult and support the hospital-based Clinical Sub-Deans, clinical teachers, community-based clinicians and other relevant stakeholders across all MD clinical placement sites to ensure the delivery of a high-quality learning experience which meets the required accredited program outcomes.
- Contribute to the development, delivery and quality assurance in clinical assessments including MCQ-based written assessments, OSCEs, written assessments, portfolio assessments and assessments which occur within clinical rotations.
- Contribute to improving overall assessment quality and rigor by engaging in quality assurance, moderation and evaluation practices and benchmarking of assessment standards nationally and internationally.
- Support the MD program's overarching vision of 'One-MD - 3-Sites' whereby the medical program is delivered across the Sunshine Coast, Gold Coast and Toowoomba/ Darling Downs Rural sites through collaborative and consultative teamwork to provide an equitable learning and training experience for medical students.
- Continuously improving teaching practice in the MD program through professional development and critical reflection informed by a range of evaluation approaches.
- Inform the quality, innovation, currency, and evidence-base of teaching and learning in the MD program through scholarly activities, commitments, and outputs.
- Support high quality learning and teaching strategies that facilitate improved student retention, employability and successful outcomes for students.
- Foster innovation and a future-focused approach to support high quality learning and teaching outcomes for students evidenced by technology enhanced learning, problem oriented, authentic learning and assessment practices.
- Provide educational contributions through responsibility for academic courses.
- Support a student-centred service culture and establishment of positive, respectful and supportive relationships between staff and students.
- Develop meaningful and impactful partnerships with the broader community, by actively engaging and collaborating with external stakeholders.
- Providing educational leadership and mentoring of teaching staff associated with Phase 2 of the MD program to develop, implement, and reflect on scholarly approaches to teaching.
- Supporting, ensuring, and maintaining compliance with relevant legislation and University policies and procedures, including equity and health and safety and exhibit good practice in relation to same.
- Being a leading example of the principles and values embodied in the [University's Code of Conduct](#) and the [Health Group Charter](#), and behave, act, and communicate at all times to reflect respect, fairness, ethics, and professionalism.

4.0 Key Capabilities

- Griffith University identifies the attributes of resilience, flexibility, creativity, digital literacy, and entrepreneurship as critical to our graduates' success, in the rapidly changing future world of work. We have established a Griffith University Capability Development Framework to provide a common language of some of the non-technical organisation skills that will support our staff

to thrive now and into the future. The Capability Development Framework will assist you to understand the current skill level of this position in the non-technical but critical skill domains that are increasingly important in a changing workplace context.

To read about some of the non-technical organisation skills for this position, please see the **Leads Self** section of our [Capability Development Framework](#).