



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

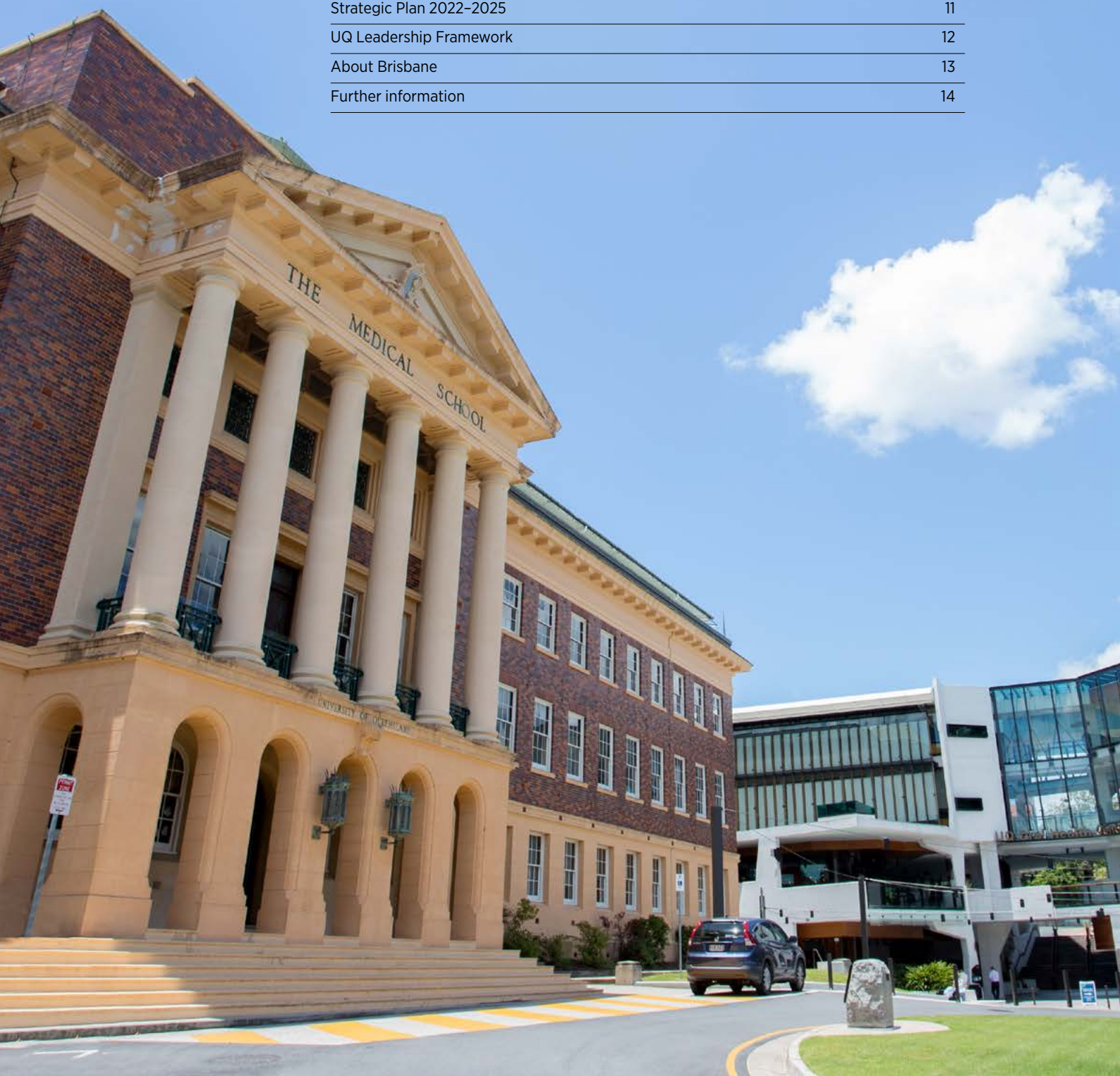
Appointment of

# Senior Lecturer / Associate Professor and Course Coordinator in Medicine



# CONTENTS

Welcome message	01
Faculty of Medicine	02
Mayne Academy of Medicine	02
Role of the Senior Lecturer / Associate Professor and Course Coordinator in Medicine	03
About you	07
Conditions of employment	08
How to apply	08
The University of Queensland	09
Governance	10
Strategic direction	10
Strategic Plan 2022–2025	11
UQ Leadership Framework	12
About Brisbane	13
Further information	14



## Welcome message



Professor Stuart Carney  
Dean, UQ Medical School

Welcome to the forefront of medical education innovation! We are seeking a dynamic Senior Lecturer / Associate Professor and Course Coordinator to join the team within the University of Queensland's MD program. As the orchestrator of medical learning, our Senior Lecturer / Associate Professor and Course Coordinator oversees the delivery of essential elements vital for tomorrow's physicians.

Embark on a journey where clinical placements serve as the cornerstone of experiential learning, nurturing future doctors in diverse hospital settings. While traditionally focused on 3rd and 4th-year medical education, our pioneering MD Design course, gradually unfolding, promises integrated clinical learning across all specialties from Year 1.

Beyond teaching and research, our appointee is a beacon of leadership, driving administrative and service roles aligned with their expertise. They champion UQ's vision of transformative learning, shaping a curriculum that prepares graduates for the challenges ahead.

Join us in revolutionising medical education with research-driven teaching, active learning methodologies, and cutting-edge assessment techniques. Together, we'll forge robust connections between students, faculty, and the broader university community, enriching the educational experience at every turn.

Explore the possibilities within these pages and envision yourself as a vital part of our mission to shape the future of medicine.



## Faculty of Medicine

With three research-intensive schools and five hospital-based institutes, The University of Queensland (UQ) Faculty of Medicine is positioned to link pre-clinical and clinical sciences with population and global health.

Across our entire community, there is a shared ambition and commitment to making a difference. The Faculty has a gross budget allocation of \$330 million of UQ's total \$2.0 billion budget, employs more than 1000 of UQ's 6600 staff and has a community of more than 4200 non-salaried academic appointees.

Further details are available [here](#).

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## Mayne Academy of Medicine

The Mayne Academy of Medicine encompasses teaching and research in all aspects of medicine. This includes the various internal body systems, such as haematology, cardiology, endocrinology, geriatric medicine, gastroenterology, renal medicine, clinical pharmacology, respiratory medicine, general medicine, rheumatology, neurology, and immunology. The Mayne Academy has a presence within the following hospitals: RBWH, TPCH, Redcliffe, Caboolture, Nambour, PAH, Redlands, QEII, Mater, Greenslopes, Ipswich, Wesley, St Andrews, Ipswich, Hervey Bay, Bundaberg, Toowoomba, Rockhampton and Ochsner. The Mayne Academy's academic staff members are involved in education, patient care, research, and community service.



## Role of Senior Lecturer / Associate Professor and Course Coordinator in Medicine

### About this opportunity

The primary purpose of the Course Coordinator component of this position is to coordinate the delivery of the Medical elements of the UQ MD program. The course is delivered via clinical placements in various hospital locations, which provide a framework for clinical learning in this discipline. While the focus of Medical learning is the 3rd and 4th years of the course, the new MD Design course, to be introduced progressively over coming years, will see integration of clinical learning in all specialties from the commencement of Year 1. The Course Coordinator will be an important part of the team designing and delivering this new MD Design program.

The appointee is expected to teach components of the MD Program in areas relevant to their expertise. The appointee will pursue a strong and productive program of research relevant to their appointment. The appointee will be expected to undertake administration, service and leadership roles commensurate with their level of appointment.

The Course Coordinator will contribute to UQ's vision of creating change through transformational learning by helping to develop and implement an innovative medical program that prepares graduates for their future. The Course Coordinator will facilitate the integration of research-informed teaching, utilise active learning strategies including online resources, and develop effective assessment and feedback for enhanced learning outcomes. The Faculty of Medicine is committed to enhancing the student experience and this position is uniquely placed to create and nurture strong connections between students, the Faculty and the University. The incumbent will be required to visit sites where students are placed.

#### *Level C – Clinical Academic*

A Clinical Senior Lecturer will make a commensurate contribution to the work and strategic advancement of the University and its students. They will have an established record of achievement in the academic domains, recognising there may be higher contributions in some domains that compensate for lesser achievements in other areas. An advanced professional qualification or higher degree by research is desired.

#### *Level D – Clinical Academic*

A Clinical Associate Professor will have a significant reputation for excellence in their professional area and make a commensurate contribution to the work and strategic advancement of the University and its students. They are expected to demonstrate leadership in fostering or facilitating clinical excellence in the academic domains, recognising there may be higher contributions in some domains that compensate for lesser achievements in other areas. An advanced professional qualification or higher degree by research is expected.



## Duties

Duties and responsibilities include:

### Teaching

- Develop a cooperative working relationship with the relevant Head of Mayne Academy of Medicine that ensures the delivery of an appropriate and high-quality course across all sites.
- Have relevant disciplinary knowledge and effectively represent that knowledge to different audiences.
- Develop teaching strategies, approaches and materials as required.
- Teach the course directly at one or more clinical sites.
- Work with eLearning and library staff in the development and maintenance of course-specific learning resources, including Blackboard sites and library resources.
- Work to ensure effective integration with teaching activities in other courses in the MD program, including in the planning for the MD Design course.
- Coordinate the development and delivery of orientation material and training for clinical supervisors of students on Clinical Placements.
- Provide academic support, including individual feedback, and mentorship for students as required.
- Prepare and deliver lectures and tutorials, contribute to the writing of examination materials and undertake assessment and marking.
- Working with the Course Administrator and other Academy academic staff, coordinate the clinical teaching within the Academy.
- Actively contribute towards educational practice and innovative curriculum design, in particular working with colleagues in the Mayne Academy of Medical Education.
- Actively work with colleagues to seek internal or external funding for projects related to the scholarship of teaching and learning.
- Coordinate and monitor student evaluations and feedback about their learning in the course.
- Establish a partnership with student body representatives to further enhance the student experience during the rotation.
- Attend the Phase 2 and Assessment Subcommittee meetings or any other meetings as requested by the relevant Head of the Mayne Academy.
- Understand and apply University Rules relevant to teaching and learning practice.
- Develop a knowledge of effective discipline-specific pedagogical practices.
- Develop online resources relevant to the discipline.



### Scholarship Related to Teaching

- Collaborate in the development and execution of projects that explore, test, practice and/or communicate ways to improve teaching and learning in the discipline.
- Actively work with colleagues to seek internal or external funding for projects related to the scholarship of teaching and learning.

### Research

- Whilst the primary purpose of the Course Coordinator is to support teaching and learning, it is expected that the successful applicant will actively support research. For example:
- Maintain an active record of producing quality clinical research outputs consistent with discipline norms as lead contributor, by publishing in research journals, other appropriate refereed publications and/or state/national guidelines for clinical practice.
- Contribute as chief investigator in applications for significant research funding to support projects and activities, which includes actively seeking, obtaining and managing research funding.
- Contribute to progressing towards transfer of knowledge, technology and practices to research end users through translation, including commercialisation of UQ intellectual property.

### Supervision and Researcher Development

- Act as Principal Supervisor to Higher Degree by Research students.
- Contribute to the supervision of students in advanced or speciality training programs (who may or may not be formally enrolled in Higher Degree by Research programs).
- Lead others in the responsible conduct of research.
- Demonstrates personal effectiveness in supervision and management and development of researcher capability and skill.
- Lead the facilitation of engagement opportunities for supervisees.
- Effectively lead and develop employee performance and conduct by providing feedback, coaching, and professional development.
- Manage staff effectively throughout the employee lifecycle in accordance with University policy and procedures. Working to promptly resolve conflict and grievances when they arise in accordance with University policy and procedures.

### Citizenship and Service

- Consistently demonstrate behaviours that align to the UQ values.
- Contribute to a respectful, inclusive and culturally safe workplace and learning environment.
- Complete all necessary mandatory training and professional development activities in a timely manner.
- Actively and respectfully engages in School, Faculty and University initiatives.
- Contribute to School, Faculty and/or University governance.



## Other

Ensure you are aware of and comply with legislation and University policy relevant to the duties undertaken, including but not exclusive to:

- The University's [Code of Conduct](#).
- Requirements of the Queensland occupational health and safety (OH&S) legislation and related [OH&S responsibilities and procedures](#) developed by the University, Faculty, Institute or School.
- The adoption of sustainable practices in all work activities, and compliance with associated legislation and related University [sustainability responsibilities and procedures](#).
- Requirements of the *Education Services for Overseas Students Act 2000*, the *National Code 2007* and associated legislation, and related [responsibilities and procedures](#) developed by the University.

## Organisational relationships

This position will report to the Head of Mayne Academy, Medicine.





## About you

### Key selection criteria

- Medical qualification and eligibility for registration as a medical practitioner in Australia, with a specialist qualification recognised by Royal Australasian College of Physicians.
- PhD or equivalent in the disciplinary area, or an appropriate combination of professional and academic service relevant to the field.
- An established profile in clinical teaching and/or clinical research in the discipline area.
- Expert discipline knowledge and extensive experience in a general or specialist capacity, including evidence of dissemination of new and innovative clinical techniques.
- A record of peer reviewed publications in reputed refereed journals and presenting at conferences, in conjunction with evidence of contribution towards successful applications for external research funding.
- Evidence of a substantial senior contribution to quality clinical teaching at undergraduate postgraduate and/or professional entry level.
- A strong track record of course coordination and participation in the development and continuous innovation of new programs, curriculum design and course material in the discipline area.
- A solid record of contribution to the supervision of students in advanced or specialty training programs.
- A growing record of meaningful internal service roles in conjunction with demonstrated leadership roles in external activities that foster links within the profession and the relevant specialty, including developing consultancies in specialty areas.

#### *In addition to Level C, a Level D academic is expected to have:*

- A sustained record of excellence in teaching and the scholarship of teaching and learning, demonstrated institutional leadership in these areas and impact at national and international levels.



## Conditions of employment

### Employment type and classification

This is a part time (40% FTE), continuing position at Academic Level C/D.

At **Level C** The full time equivalent base salary will be in the range of \$132,201 – \$152,202 plus super of up to 17%. The total FTE package will be in the range of \$154,676 – \$178,076.

At **Level D** The full time equivalent base salary will be in the range of \$158,869 – \$174,870 plus super of up to 17%. The total FTE package will be in the range of \$185,876 – \$204,598.

Please note the successful candidate's appointment may be progressed as a Conjoint/ Secondment through Queensland Health.

### Qualification verification

An appointment to this position is subject to the verification of the highest academic qualification from the conferring institution.

### Vaccinations and immunisation

It is a condition of employment for this role that if you are required now or in the future, to work or interact in a Queensland Health clinical facility, or in an equivalent clinical health facility, or in a health care role, or will be required to perform work tasks that put you at risk of exposure to vaccine-preventable disease you are required to be immunised against, and remain immunised against, certain vaccine preventable diseases (VPDs) in accordance with the University's Vaccinations and Immunisation Guidelines (PPL 2.60.08). The employee is required to provide evidence of immunisation against VPDs. This may include the COVID-19 vaccine.

### Work rights

To apply you must have unrestricted work rights in Australia for the duration of this appointment. Visa sponsorship is not available for this appointment.

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## How to apply

To discuss this role, please For more information about this opportunity, please contact Professor Dan Chambers, [d.chambers2@uq.edu.au](mailto:d.chambers2@uq.edu.au) or Helen Chard (Talent Advisor, Talent Acquisition) on 0448 276 110 or [talent@uq.edu.au](mailto:talent@uq.edu.au).

To submit an application for this role, use the apply button. All applicants must supply the following documents:

- Cover letter
- Resume
- Responses to the key selection criteria

To satisfy prerequisite questions and ensure your application can be considered in full, all candidates must apply via the [UQ Careers](#) portal by the job closing deadline. Applications received via other channels including direct email will not be accepted.



## The University of Queensland

For more than a century, The University of Queensland (UQ) has created positive change for society by delivering knowledge leadership for a better world.

UQ ranks among the world's top universities, as measured by several key independent rankings, including the CWTS Leiden Ranking (35), U.S. News Best Global Universities Rankings (36), the Performance Ranking of Scientific Papers for World Universities (33), QS World University Rankings (43), Academic Ranking of World Universities (51), and Times Higher Education World University Rankings (70).

At UQ, we're changing the way higher education is imagined and experienced. Our students enjoy a rich campus experience, including a range of accommodation options, as well as innovative and flexible learning pathways, diverse and dynamic partnership opportunities, and an integrated digital and campus learning environment.

More than 55,000 students – including the majority of Queensland's highest academic achievers as well as top interstate and overseas students – study across UQ's 4 beautiful campuses in South East Queensland at St Lucia, Herston and Gatton. They include around 20,000 postgraduate and approximately 21,500 international students who contribute to a diverse, supportive and inclusive campus community.

With a strong focus on teaching excellence, having won more national teaching awards than any other Australian university, UQ is committed to providing students with the best opportunities and practical experiences during their time with us, empowering them with transferable knowledge and skills that will prepare them to exceed expectations throughout their careers.

UQ's 332,000 graduates are an engaged network of global alumni spanning 184 countries, and include more than 17,700 PhDs.

UQ's 6 faculties, 8 globally recognised research institutes and more than 100 research centres attract an interdisciplinary community of 2,500 scientists, social scientists and engineers, who champion research excellence and continue UQ's tradition of research leadership. This is reflected in UQ being the number one recipient of Australian Research Council Fellowships and Awards nationally across all scheme years (452 awards worth \$339 million).

UQ has an outstanding track record in commercialising innovation, with major technologies employed across the globe and gross product sales of more than \$57 billion.

UQ is one of only 4 Australian members of the global Universitas 21, a founding member of the Group of Eight (Go8) universities, a member of Universities Australia, and a member of the Association of Pacific Rim Universities (APRU).

UQ employs more than 7,500 academic and professional staff (full-time equivalent) and has a \$2.47 billion annual operating budget.



## Governance

The University of Queensland is governed by a 22-member Senate representing University and community interests. Senate is led by the Chancellor, elected by the Senate. The University of Queensland Act 1998 grants Senate wide powers to appoint staff, manage and control University affairs and property, and manage and control finances to promote the University's interests.

[uq.edu.au/about/governance](http://uq.edu.au/about/governance)

## Strategic direction

By 2032, UQ will be known as a university that:



Delivers highly sought-after graduates, who are prepared for future success through rich and broad educational experiences



Leads as a premier provider of high-quality postgraduate and lifelong learning opportunities



Leverages the breadth and depth of its research capabilities and vibrant precincts to address the world's most pressing challenges



Is a trusted and agile partner widely regarded as a leader in entrepreneurship, knowledge exchange and commercialisation



Has an extensive global reach in education and research with a strong commitment to capacity building in the Indo-Pacific



Breaks down barriers to education through the targeted and effective Queensland Commitment



Is values-led, deeply committed to delivering for the public good and supporting our people, leading reconciliation, and embracing different life experiences and perspectives



## Strategic plan 2022-2025

### Our vision

Knowledge leadership for a better world.

### Our mission

Our core purpose is to deliver for the public good through excellence in education, research and engagement with our communities and partners: local, national and global.

### Our values

#### *What we strive for*

#### **Creativity**

We apply our creativity as a way of seeking progress. We value new ideas, seek fresh perspectives and pursue game-changing innovations and opportunities

#### **Excellence**

We strive for excellence in everything we do. We apply the highest standards to our work to achieve the greatest impact for the benefit of communities everywhere.

#### *Central to what we do*

#### **Truth**

Truth is central to all that we do as a university. We seek truth through our focus on the advancement and dissemination of knowledge, and our deep commitment to academic freedom and freedom of expression.

#### *How we work together*

#### **Integrity**

We always act with integrity. As stewards of the University's resources and reputation, we are honest, ethical and principled.

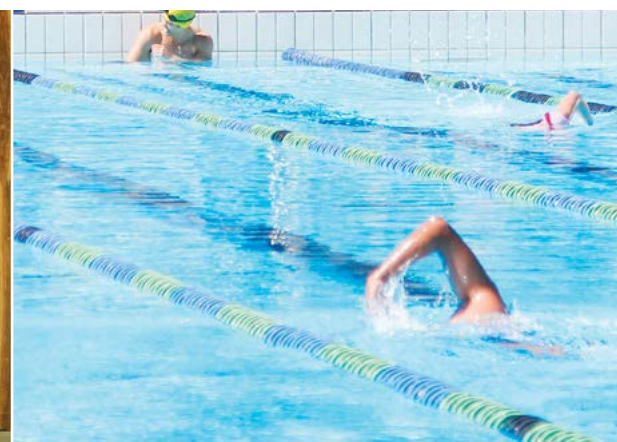
#### **Courage**

We are courageous in our decision-making. We are ambitious, bold and agile. We demonstrate moral courage, so that we are always guided by a sense of what is right.

#### **Respect and inclusivity**

We provide a caring, inclusive and empowering environment for all. We engage respectfully with one another and promote the value that our diversity brings to our whole community.

[about.uq.edu.au/strategic-plan](https://about.uq.edu.au/strategic-plan)

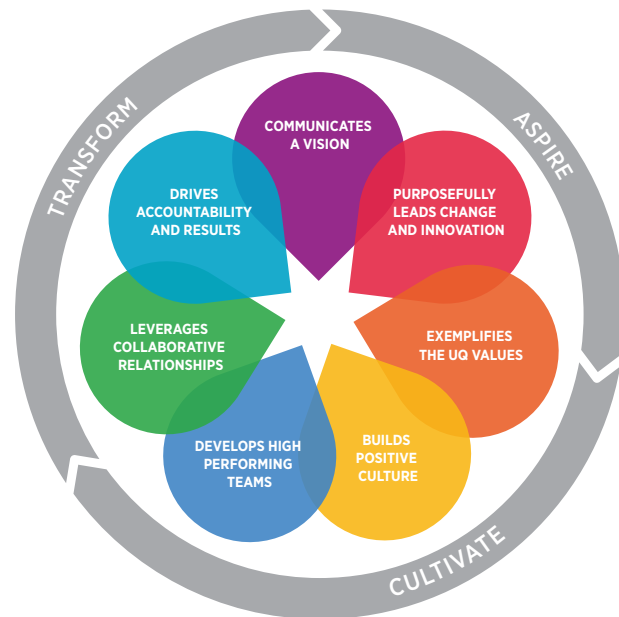


## UQ Leadership Framework

As a leader at UQ you are a role model for our values.

Our leaders act with integrity and prioritise the development and growth of our people to ensure excellence for the long term.

**The Leadership Framework is underpinned by seven capabilities expected by all UQ leaders.**



### Aspire

*Enact UQ's vision, anticipate change and leverage innovation.*

#### 1. Communicates a Vision

Develops and communicates a clear vision and direction for the future, aligned with UQ's vision, values and aspirations.

#### 2. Purposefully leads change and innovation

Remains agile and effectively manages change and unexpected disruption by finding innovative solutions.

### Cultivate

*Exemplify the UQ values and develop high performing teams and positive culture.*

#### 3. Exemplifies the UQ Values

Role models UQ values and demonstrates loyalty to the University.

#### 4. Develops high performing teams

Develops empowered and high performing teams, investing time, energy and resources into helping people achieve their potential.

#### 5. Builds positive culture

Creates respectful and constructive workplaces where people feel safe and valued, and addresses unacceptable behaviours.

### Transform

*Deliver results that make a difference and create long-term value.*

#### 6. Leverages collaborative relationships

Identifies opportunities to collaborate and forges partnerships, embracing the ethos of 'One UQ'.

#### 7. Drives accountability and results

Holds self and others accountable for delivering against objectives and is focused on creating long-term value for UQ.



## About Brisbane

Brisbane is the sunny, sophisticated capital city of Queensland and gateway to many famous attractions. Australia's third largest city and fastest-growing capital with a population of more than 2.5 million, it offers a safe, friendly, multicultural environment characterised by the Brisbane River, parklands, convention facilities, museums, theatres, art galleries, a casino, malls, shopping districts, and a host of cosmopolitan restaurants and cafes.

Selected as host city for the 2032 Olympic and Paralympic Games, visitors can expect unbeatable sports experiences in 37 world-class venues, set against a backdrop of iconic beachfronts, breath-taking rural hinterland, and an exciting city rich in culture and entertainment.

Brisbane also offers a range of lifestyle benefits. Combine artistic and outdoor adventures at South Bank, where cultural institutions and restaurants meet riverside gardens and a lagoon. Take a paddle steamer or ferry down the Brisbane River, abseil Kangaroo Point cliffs, or bike ride through the City Botanic Gardens. Or enjoy a day trip to Moreton Island, Noosa, the Sunshine Coast or Gold Coast, or visit beautiful national parks, rainforests and tourist attractions such as Australia Zoo, Dreamworld and other theme parks.

The perfect place to raise a family, Brisbane has been dubbed a food and drink lover's paradise, and is also one of Australia's most liveable and affordable capital cities, with sunny days almost all year round and enough rainfall to keep the city and suburbs cool and green.

A few hours drive north from Brisbane is the Great Barrier Reef, one of the 'natural wonders of the world'. As the largest World Heritage Area, it stretches more than 2,000 kilometres alongside the coast, and is home to around 1,500 species of fish and 350 types of coral. Stradbroke and Fraser Islands are also world-famous attractions close to Brisbane, featuring some of the largest sand dunes in the world.

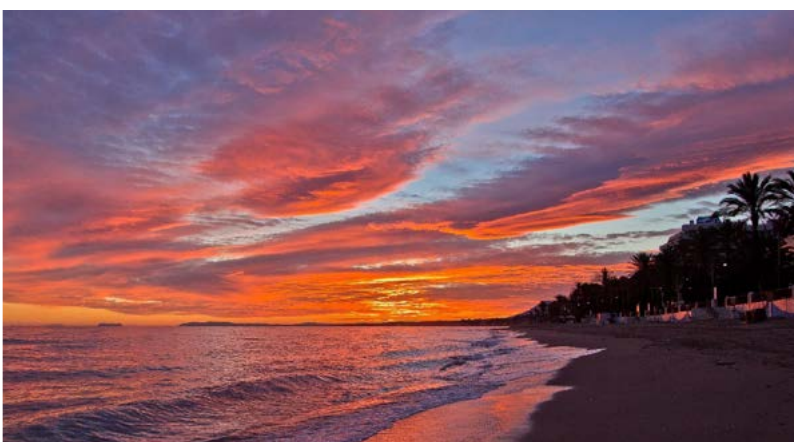
### A leader in education

Brisbane has a wide range of high-quality schools at primary and secondary level, religious and non-denominational, single-sex and co-educational, with many offering excellence programs or other specialty features such as the International Baccalaureate. Brisbane also offers some of the greatest learning institutes in Australia, with 3 internationally recognised universities covering all areas of study from law and medicine through to business, marketing, tourism, IT and biotechnology. The University of Queensland (UQ) is one of Australia's leading research and teaching institutes, ranking among the world's top universities.

### Lifestyle

In the heart of Brisbane city, Queen Street Mall is a vibrant shopping and lifestyle precinct and is Australia's most popular pedestrian mall. Brisbane is also the home for many of Queensland and Australia's major sporting events in rugby league, rugby union, AFL and cricket.

Brisbane residents have excellent access to health care in both public and private sectors, covering hospitals, general practitioners, dentists, and other allied healthcare professionals. The numerous public and private hospitals include the Princess Alexandra Hospital, the Mater Hospital network, the Queensland Children's Hospital, and the Royal Brisbane and Women's Hospital. Urgent and emergency medical care is readily available to everyone.

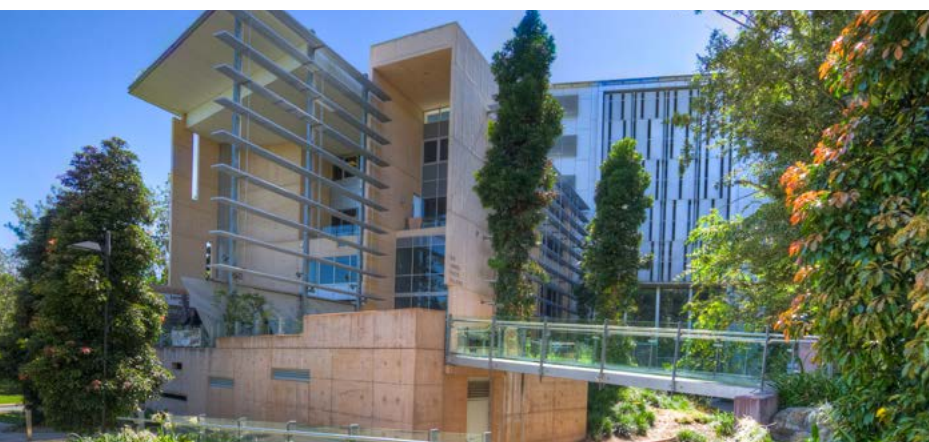


## Further information

General information on the University is available through the University's website:  
[uq.edu.au](http://uq.edu.au)

Other documents which you may wish to refer to include:

- Annual Report:  
[about.uq.edu.au/organisation/policies-procedures-guidelines/annual-reports](http://about.uq.edu.au/organisation/policies-procedures-guidelines/annual-reports)
- Governance:  
[about.uq.edu.au/governance](http://about.uq.edu.au/governance)
- Key statistics:  
[pbi.uq.edu.au/ClientServices/UQStatistics/index.aspx](http://pbi.uq.edu.au/ClientServices/UQStatistics/index.aspx)
- Organisation chart:  
[about.uq.edu.au/files/5643/org-chart.pdf](http://about.uq.edu.au/files/5643/org-chart.pdf)
- Research at UQ:  
[research.uq.edu.au](http://research.uq.edu.au)
- Strategic Plan 2022–2025:  
[about.uq.edu.au/strategic-plan](http://about.uq.edu.au/strategic-plan)
- UQ Global Strategy:  
[global-strategy.uq.edu.au](http://global-strategy.uq.edu.au)
- UQ Reconciliation Action Plan:  
[about.uq.edu.au/reconciliation/plan](http://about.uq.edu.au/reconciliation/plan)
- UQ Aboriginal and Torres Strait Islander Employment Strategy:  
[staff.uq.edu.au/files/24066/uq-indigenous-employment-strategy-2019.pdf](http://staff.uq.edu.au/files/24066/uq-indigenous-employment-strategy-2019.pdf)







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