



POSITION DESCRIPTION

Department of Rural Health
Faculty of Medicine, Dentistry and Health Sciences

Allied Health Educator

CODE AND CLASSIFICATION	To be negotiated based on applicant experience
AWARD	Allied Health Professionals (Victorian Public Sector) Single interest enterprise agreement 2016-2020
WORKING HOURS	Part time (0.6 FTE)
BASIS OF EMPLOYMENT	Fixed term contract (external funding) available to 31 st December 2018
HOW TO APPLY	Applications should be forwarded to: Human Resources Department PO Box 252 Cobram Victoria 3644

CONTACT FOR ENQUIRIES ONLY Keryn Bolte
Telephone: +61 3 5823 4508
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Please do not send your application to this contact

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

To work in collaboration with Allied Health Professional staff across the 4 Health Service organisations in Moira Shire and relevant educational institutions to manage and coordinate undergraduate placements in the Allied Health professions, and to support staff in the development and practice of their supervisory skills. This includes representation of the Moira Allied Health at the Ovens Murray Goulburn Allied Health Educators Group meetings.

The position will also work collaboratively to promote inter-professional education and provide high quality learning opportunities using a range of modalities, which enable students and graduates to practice as safe, confident and accountable professionals.

The position will report to the Director of Clinical Services and work closely with the Senior Education Coordinators to oversee student placements and promote placement opportunities to students.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ Tertiary qualifications in a relevant Allied Health profession
- ▶ Registration with the Australian Health Practitioner Regulation Agency (AHPRA) where relevant
- ▶ Certificate IV in Workplace Assessment and Training, post graduate qualifications or willingness to work towards the same
- ▶ Effective interpersonal and communication skills, including excellent verbal and written reporting skills
- ▶ Proven clinical knowledge and experience in the delivery of allied health services in a subacute or community setting
- ▶ Demonstrated ability to plan, coordinate and implement education programs, including a commitment to evidence based practice including promotion and utilisation of research and experience in program evaluation
- ▶ Ability to network and collaborate effectively with internal and external stakeholders
- ▶ Experience in provision of clinical supervision and support to Allied Health staff/ students and Allied Health Assistants
- ▶ Proven self-motivated individual, with demonstrated high level organisational and time management skills

1.2 DESIRABLE

- ▶ Experience in the delivery of education programs utilising a range of learning modalities

1.3 SPECIAL REQUIREMENTS

- ▶ As the position requires regular travel to remote locations not easily accessible by public transport, the incumbent will need to have a current Victorian Drivers licence
- ▶ A flexible approach to working hours is necessary as this role may require work outside normal hours and travel to support the operations of the Department of Rural Health during peak periods

2. Key Responsibilities

The following description of responsibilities is not exhaustive and may include others as directed from time to time:

Accountability 1: Business planning/ Customer focus

- ▶ Understand and review the education needs for allied health and clinical staff employed and students across the four health service organisations in the Moira Shire and develop plan for education
- ▶ Monitor and improve the experience of Early Graduate Allied Health staff, including the planning and implementation of the Moira Allied Health Early Graduate Support Program
- ▶ Monitor and improve the experience of students and staff providing supervision to student placements
- ▶ In conjunction with the Numurkah District Health Service (NDHS) Senior Education Coordinator, coordinate clinical placements as required for students and liaise with education providers using the PlaceRight student booking system
- ▶ Identify and initiate innovative student development programs

Accountability 2: Leadership and Teamwork

- ▶ Collaborate with the allied health education team to develop and implement clinical policies, procedures and guidelines relevant to allied health professionals and to promote maintaining evidence-based practice
- ▶ Provide allied health representation for Moira at organisational and department meetings, committees and working parties as required
- ▶ Communicate and collaborate professionally with internal and external peers, stakeholders and clients to promote allied health education with Cobram, Numurkah, Nathalia and Yarrawonga health service organisations.
- ▶ Undertake special projects or reports as required by the Student Placement Manager

Accountability 3: Professional Competence and Development

- ▶ Maintain annual professional registration (where relevant) and continuing professional development (CPD) standards as outlined by the Australian Health Practitioner Regulation Agency (AHPRA)
- ▶ Maintain knowledge and skills through participation in professional development activities, including sharing knowledge obtained with colleagues as appropriate
- ▶ Actively facilitate own professional and career development through participation in training and development reviews and performance appraisal
- ▶ Undertake annual mandatory training and online competencies as required by Cobram District Health, NDHS and University of Melbourne

Accountability 4: Quality, Risk and Safety

- ▶ Adhere to University of Melbourne Code of Conduct
- ▶ Understand the application of the National Safety and Quality Standards to ensure contribution to compliance with requirements for Accreditation
- ▶ Monitor and respond appropriately to student and staff feedback (complaints/compliments)
- ▶ Participate in quality improvement activities for allied health and across broader multi-disciplinary services as appropriate
- ▶ Take corrective actions to report and remedy safety hazards to ensure contribution to a safe and healthy work environment

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

The incumbent works under the direction of the Director of Clinical Services. The position has a high degree of independence, prioritizing tasks and developing procedures with discretion.

3.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent resolves problems independently and exercises judgement in consideration of sensitive and complex matters. The position involves a thorough understanding of the context within which the Department of Rural Health, Cobram and Numurkah Health services operate as well as a clear appreciation of the consequences and implications of decisions made.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The position requires extensive and in-depth knowledge of the wide range of services and programs offered by the Faculty, as well as the partner health services' capacity to meet clinical teaching capacity and quality requirements in the nursing and allied health professional and post-graduate disciplines.

The incumbent will have effective lines of communication with staff located across the DRH teaching locations and student placement sites, with Faculty academic program managers and with health service partners and potential partners.

The position is expected to have a high degree of computer literacy and to contribute to problem solving and developing innovative solutions to education support initiatives utilising ICT, video conferencing and web based system.

3.4 RESOURCE MANAGEMENT

Nil

3.5 BREADTH OF THE POSITION

The incumbent will undertake a range of professional tasks interacting with health services, several Victorian universities and other key stakeholders to support student placements.

The position works with Student Placement Manager in a range of health disciplines, as well as managers in a number of existing health service partners and potential partners for the development and delivery student placement initiatives.

The position represents the health services and University in a large number of strategically important regional health services and funding bodies such as the Commonwealth and State Departments of Health. Appropriate consultation with stakeholders and partners and competent delivery by the incumbent will have a significant impact on the success of the new initiatives and the reputation of the University, affecting current and future activities in the region.

Depending on the employment arrangements of the successful incumbent. The position has a formal reporting relationship to the Student Placement Manager and Director of Clinical Services at the employing health service.

4. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and

background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

5. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

DEPARTMENT OF RURAL HEALTH

<http://www.ruralhealth.unimelb.edu.au/>

The School of Rural Health was established in February 2002 and became the Department of Rural Health in 2010 when it was incorporated into the Melbourne Medical School. In 2015, the Centre was renamed the Department of Rural Health (DRH), Melbourne Medical School. It currently incorporates the Australian Government Department of Health and Ageing designated 'University Department of Rural Health' (1998) and the Rural Clinical School (2001). The Department attracts the majority of its funding from the Commonwealth Department of Health and Ageing through programs aimed at establishing a rural-focused national network of medical and health professional training. The Department enables undergraduate health professionals to undertake a significant period of their training in rural environments, and provides rural communities with greater access to teaching and research facilities and greater clinical support.

The Department of Rural Health's largest campus is at Shepparton, in buildings adjacent to Goulburn Valley Hospital. It has other major campuses at Ballarat, working closely with Ballarat Health Services, and at Wangaratta, with Northeast Health Wangaratta. Students are also placed in smaller towns. New facilities have been established as part of the Northern Victorian Rural Medical Education Network (NVRMEN) initiative include consulting rooms in general practice, and lecture and skills centre facilities across Northeast Victoria.

6.1 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based

industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>

6.2 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy Research at Melbourne: Ensuring Excellence and Impact to 2025 aspires to a significant advancement in the excellence and impact of its research outputs. <http://research.unimelb.edu.au/our-research/research-at-melbourne>.

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on

harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

6.3 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>