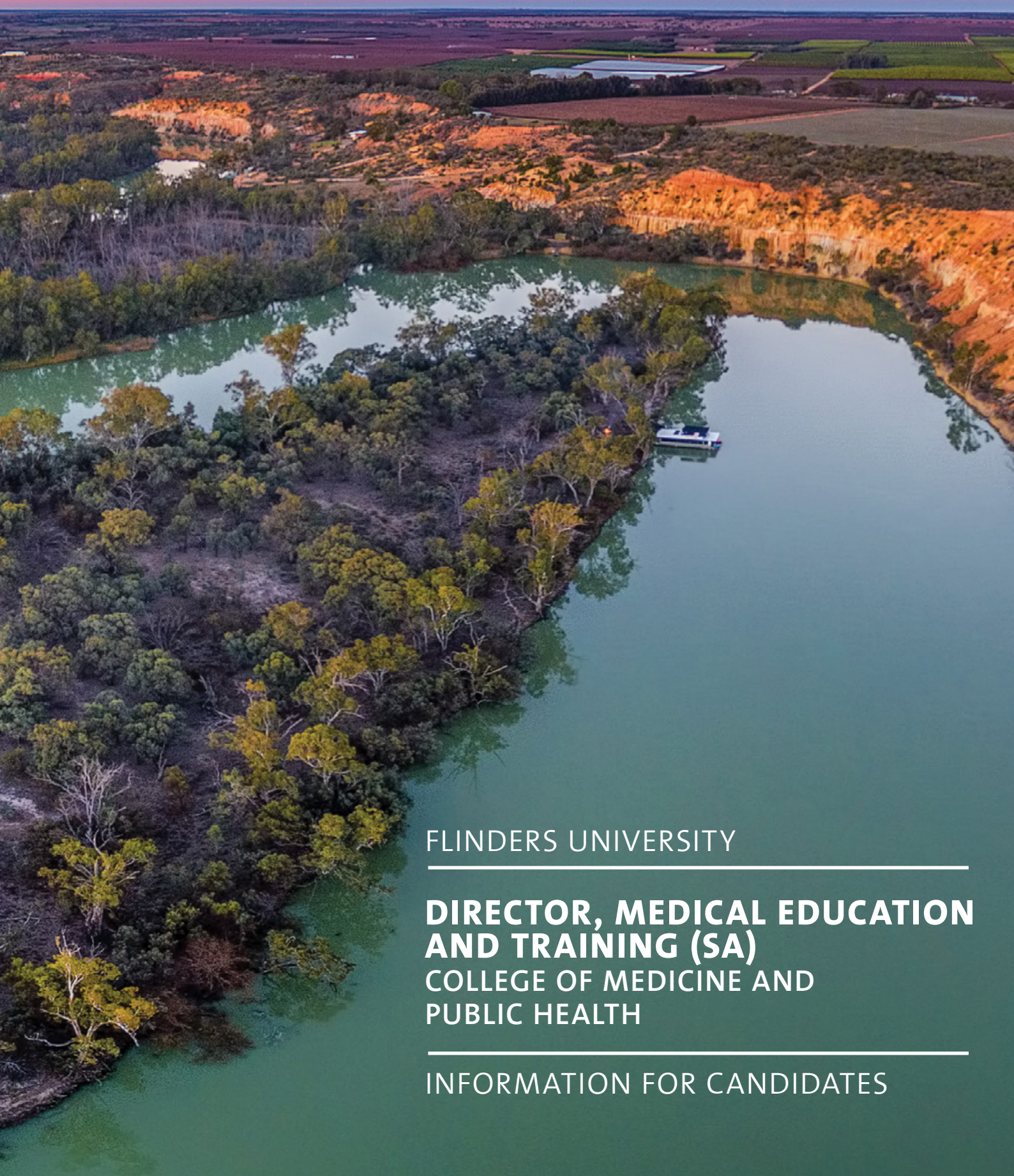




**Flinders**  
UNIVERSITY

College of Medicine  
& Public Health



FLINDERS UNIVERSITY

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**DIRECTOR, MEDICAL EDUCATION  
AND TRAINING (SA)**  
COLLEGE OF MEDICINE AND  
PUBLIC HEALTH

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INFORMATION FOR CANDIDATES



# FLINDERS FAST FACTS

## PEOPLE

1966 - UNIVERSITY ESTABLISHED ON THE LANDS OF THE KAURNA NATION

**1966**

90 STAFF  
400 STUDENTS

**2021**

2,592 STAFF  
26,138 STUDENTS

**ALUMNI**

OVER 106,000  
IN 120 COUNTRIES

**619**

RESEARCH-ACTIVE  
STAFF

Staff, student and enrolment numbers are preliminary figures based on data collected 16 December 2020 and subject to change.

NEARLY 5,106 INTERNATIONAL STUDENTS FROM 90 COUNTRIES  
MAKE UP 13% OF OUR ON-CAMPUS POPULATION

## RANKINGS & RESEARCH

**NO. 1 IN  
AUSTRALIA**  
IN MEDICINE FOR FULL-  
TIME EMPLOYMENT

The Good Universities Guide 2022 (postgraduate)

**NO. 1 IN  
AUSTRALIA**  
IN MEDICINE FOR  
LEARNING RESOURCES  
AND STUDENT SUPPORT

The Good Universities Guide 2022 (undergraduate)

## INTERNATIONAL

**OVER 100**

PARTNER INSTITUTIONS

ACROSS



**33**

COUNTRIES

**10 OFFSHORE PROGRAMS**

**NO.1 SA UNIVERSITY**  
FOR LEARNER ENGAGEMENT, SKILLS  
DEVELOPMENT, STUDENT SUPPORT AND STARTING  
SALARY

The Good Universities Guide 2022 (undergraduate), public SA-founded universities only

## INNOVATION & ENTERPRISE

FLINDERS NEW VENTURE INSTITUTE HAS TRAINED OVER 2,800 INDIVIDUALS  
IN INNOVATION AND ENTERPRISE, ASSISTED IN THE DEVELOPMENT OF  
MORE THAN 320 START-UPS

**NEW VENTURE INSTITUTE  
TOP CHALLENGER**

Asia-Pacific UBI Global World Ranking Report 19/20

## INTRODUCTION

The College of Medicine and Public Health demonstrates outstanding strengths in the collegiality of its people and their commitment to Flinders. There are strong traditions in innovation in teaching and a longstanding partnership between the University and Flinders Medical Centre, and continuous development of partnerships with healthcare institutions in South Australia, all the way to Darwin in the Northern Territory, and through the Australian Central Corridor.

We promote research in health services, systems improvements, public and population health, improved clinical care and laboratory and precision medicine. This approach has seen us investigate everything from community health problems to the smallest of molecules that influence human disease. Our research and teaching aims to equip the next generation of leaders and innovators with the skill, commitment and vision to protect vulnerable communities and truly advance health outcomes. Our fundamental vision is to improve the health of our communities.

Our ambition is that University life should be enjoyable and enriching for all of our staff and students, and our campuses should be energising places to work - that's why we've been transforming, and investing in cutting edge facilities to ensure learning and workspaces are stimulating and satisfying, friendly and fun. Flinders is the destination for those committed to teaching and research excellence, and student success.

We aim to be recognised as the global leader in rural and remote health research and as a global leader in the development of an appropriately skilled, competent rural and remote health workforce. As such, members of the College of Medicine and Public Health are in an enormously privileged position – to make a difference to the health of the communities we serve through the transformative power of research, education and healthcare. We look forward to you joining Flinders University and making a difference together.



**PROFESSOR JONATHAN CRAIG**  
**Vice President & Executive Dean**  
College of Medicine and Public Health





 **Flinders**  
UNIVERSITY

“EXPERIMENT  
*and experiment bravely*”

Professor Peter Karmel, founding Vice-Chancellor

## OUR STRATEGIC PLAN AND CORE VALUES:

*Making a Difference – The 2025 Agenda* sets out an ambitious vision for Flinders to become an Australian top ten university, and amongst the top 1% in the world.

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## FOUNDED ON FOUR PILLARS



PEOPLE  
AND CULTURE



RESEARCH



EDUCATION



ENGAGEMENT  
AND IMPACT

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## OUR VISION

To be internationally recognised as a world leader in research, an innovator in contemporary education, and the source of Australia's most enterprising graduates.

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## OUR MISSION

Changing lives and changing the world.

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## OUR VALUES AND ETHOS

- Student Centred
- Integrity
- Courage
- Innovation
- Excellence





## ABOUT FLINDERS

**Flinders University is a globally focused, locally engaged institution where a focus on our people and culture, engagement and impact drives world-class education and research.**

Flinders offers our students the opportunity to learn at a university recognised for an innovative approach to visionary research and education. Our research is contributing to discoveries in biomedical and clinical sciences, culture and society, health and human behaviour, molecular science and technology, and water and the environment.

With 90 per cent of this research rated world-class or above by the Australian Government's Excellence in Research for Australia, our students know they are exposed to internationally renowned academic expertise while enjoying a challenging and inspiring student experience.

Ours is an innovative, creative and collaborative institution that works with government and industry partners to solve real-world problems.

Flinders has some 25,000+ students enrolled in more than 150 undergraduate and almost 300 postgraduate courses, as well as higher degree research supervision across all disciplines. Nearly 5,000 International students from almost 90 countries make up 13 per cent of our on-campus population; 1,500 are enrolled in our numerous offshore programs.

Flinders is committed to equity and provides a range of special access schemes to encourage and support all students. Our focus on contemporary teaching is reflected in the many Flinders courses that provide students with best-practice technologies and teaching methods to suit their fields, lifestyles and study preferences. Virtual and digital technologies support face-to-face teaching and enable students to study when and how they prefer, whether they are full-time or part-time students, and whatever the demands of their professional and personal circumstances.



## A COMMITMENT TO INNOVATION

**Flinders University was opened by Her Majesty Queen Elizabeth, the late Queen Mother, on 25 March 1966, as the Bedford Park campus of the University of Adelaide.**

Just 18 days earlier, however, the South Australian Parliament had passed legislation to create an independent institution. The state's second university officially came into being on 1 July 1966.

The Kurna people are the traditional owners of the land on which Flinders was established. Its namesake is the British navigator Matthew Flinders, who explored and surveyed the South Australian coast in 1802. The University's coat of arms includes an image of Flinders' ship HMS Investigator and an extract from his book *A Voyage to Terra Australis*.

In 1966 the University began with four schools, 90 staff and just over 400 students. Professor Peter Karmel was the inaugural Vice-Chancellor and Sir Mark Mitchell the first Chancellor.

Within a decade a significant decision was made to build the Flinders Medical Centre on land adjacent to the campus and locate the University's Medical School within – the first such integration in Australia.

In 1990 the University experienced a growth spurt with the addition of three new buildings – Law and Commerce, Engineering, and Information Science and Technology.

The following year Flinders merged with the adjacent Sturt campus of the former South Australian College of Advanced Education, and in 1992 a four-faculty, 14 school structure was adopted.

During the 1990s, Flinders expanded into the Northern Territory. In the 2000s, our footprint extended into rural South Australia and south-west Victoria.

In 2002, the Australian Science and Mathematics School was established at the foot of the Bedford Park campus, the first school in Australia to be fully integrated with a university.

New School of Education and Health Sciences buildings were completed in 2010, the same year as a state-of-the-art Science Innovation Learning Centre was opened as a dedicated first-year teaching facility for science and engineering students.

In 2015, the University's vision for a science and technology hub at Tonsley was realised when the \$120 million School of Computer Science, Engineering and Mathematics opened its doors. The site is also home to the Flinders New Venture Institute, the Medical Device Research Institute and the Centre for NanoScale Science and Technology, all of which are generating alliances and business opportunities with other education providers and national and global companies.

Flinders' commitment to student-centred growth continued in 2016 with the unveiling of a \$63 million Student Hub and Plaza at the heart of the Bedford Park campus. Drawing on the latest research into best educational practice, the Hub's intelligent design encourages collaborative learning and social interaction.

In 2017 Flinders implemented a simplified six College model to encourage interdisciplinary research and teaching.

Flinders University is now even easier to get to with the opening of the new Flinders Railway Line and Flinders Station, offering students and other commuters a faster, smoother journey from the CBD, in just 22 minutes.



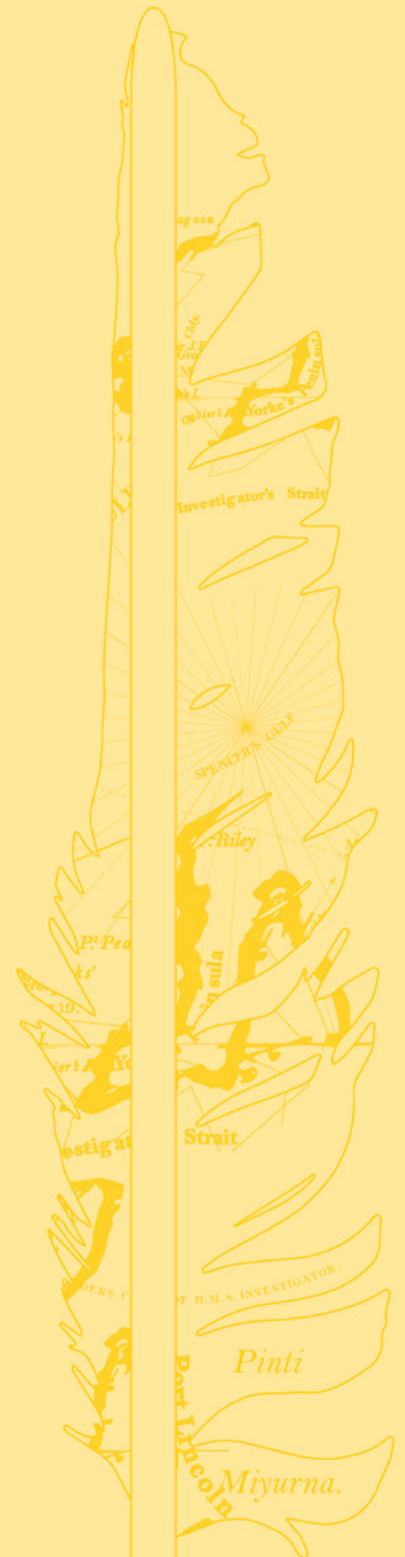
*Matthew Flinders maquette*

## We acknowledge traditional owners

Flinders University was established on the lands of the Kaurna nation, with the first University campus, Bedford Park, located on the ancestral body of Ngannu near Warriparinga. Teaching and Research across the Australian Central Corridor also occurs on the traditional lands of the Arrernte, Boandik, Erawirung, Jawoyn, Larrakia, Ngarrindjeri, Ngadjuri, Peramangk, Ramindjeri, Warumungu and Yolgnu people.

Flinders University acknowledges the Traditional Owners and Custodians, both past and present, of the various locations the University operates on, and recognises their continued relationship and responsibility to these Lands and waters.

**TODAY, OVER 300  
ABORIGINAL AND  
TORRES STRAIT  
ISLANDER STUDENTS  
ARE ENROLLED  
IN COURSES AT  
FLINDERS UNIVERSITY.**





# Rural and Remote Health: Our Vision

Through education, research and workforce development, Flinders University will contribute to improved health outcomes for all Territorians, with a special focus on remote communities and Aboriginal and Torres Strait Islander peoples.

## How we will get there

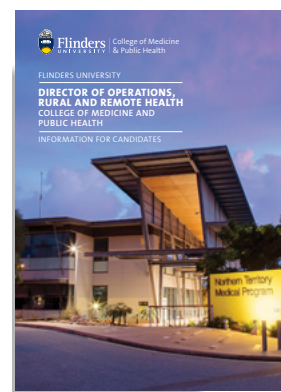
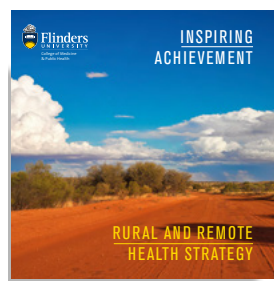
- Grow the number of Aboriginal and/or Torres Strait Islander students and graduates by 20% in 5 years
- Grow the number of NT graduates of health programs by 25% in 5 years
- Expand our activities into more remote communities and in ways that increase access to education, training and research
- Co-design our projects and strategies with Northern Territory communities, health services and partners, embedding local priorities and culturally safe practices
- Develop evidence-based strategies that support a sustainable and flourishing health workforce for the NT.

## Engaging our Clinical Partners

- We will establish Community Advisory Groups
- We will create a Clinical Academy with: Faculty, Chapters, Events, Grants, Fellowships.

## How we work

- Guided by overarching strategies.





# GEOGRAPHIC FOOTPRINT

Flinders University has a geographic footprint throughout the Australian Central Corridor. The University has Australia's widest network of remote and rural campuses and community partnerships, encompassing the Limestone Coast, Barossa-Hills-Fleurieu; Riverland Murray-Coorong; Adelaide; Alice Springs, Central Australia and the Barkly Katherine and East Arnhem and Darwin regions in the Northern Territory.

The College of Medicine and Public Health's collective vision is to be recognised as the global leader in producing a committed, highly skilled and culturally safe rural and remote health workforce, and rural and remote health research; both of which pay attention to the needs of our First Nations communities.



## ADELAIDE

- BEDFORD PARK
- TONSLEY
- VICTORIA SQUARE

## SOUTH AUSTRALIA

- BAROSSA
- BERRI
- MOUNT GAMBIER
- MURRAY BRIDGE
- RENMARK
- VICTOR HARBOR

## NORTHERN TERRITORY

- ALICE SPRINGS
- DARWIN
- KATHERINE
- NHULUNBUY
- TENNANT CREEK



# FLINDERS UNIVERSITY:

## DIRECTOR, MEDICAL EDUCATION AND TRAINING (SA)

### POSITION DESCRIPTION

#### POSITION SUMMARY

The Director, Medical Education and Training (SA) is a senior academic and member of the leadership team in the Discipline of Rural and Remote Health in the College of Medicine and Public Health. The Director provides strategic leadership for the medical workforce education pipeline in rural South Australia. This includes but is not limited to the educational implementation of the Doctor of Medicine (MD) in SA Regional Training Hub.

This Teaching Specialist (Clinical/Practitioner) position has a primary focus on teaching and teaching-related activities drawing on contemporary/professional practice and has an important role to play in the University's achievement of its strategic plan, Making a Difference: The 2025 Agenda.

The University is committed to a student-centred ethos and to developing creative, enterprising, career-ready graduates prepared to become lifelong contributors to society. In accordance with the strategic plan, the University seeks to:

- deliver a richly interactive and personalised approach to learning focussed on student success;
- be an international leader in educational innovation, advanced learning technologies and learning analytics; and
- develop enterprising graduates equipped with the skills required for success in the knowledge economy.

The position will be responsible for providing sustained leadership in teaching and scholarship of teaching through original and innovative contributions which deliver excellence in teaching. The incumbent will also make a significant contribution to leadership and managerial activities of the College and/or University and be recognised for their contribution to the profession at the local, national and international level. The Director facilitates a culture of academic excellence and fosters positive workplace values and culture.

The Director will be actively involved in community engagement, develop partnerships opportunities and promote activities that aim to improve Aboriginal and Torres Strait Health consistent with the *Rural and Remote Health Strategy 2020*.

The Director achieves these teaching, scholarship and community service outcomes by working collaboratively with the Dean and Deputy Deans Rural and Remote Health, the Dean Education, Director of the Doctor of Medicine, Director Poche SA+NT and fellow members of the Rural and Remote Health Leadership team across the Australian Central Corridor including Program and Regional Directors.

#### UNIVERSITY EXPECTATIONS AND VALUES

All staff at Flinders are responsible for understanding their obligations and responsibilities as set out in the University's code of conduct and are expected to:

- demonstrate commitment to the University's values of Integrity, Courage, Innovation, Excellence and the underlying ethos of being Student Centred;
- contribute to the efficient and effective functioning of the team or work unit in order to meet the University's objectives. This includes demonstrating appropriate and professional workplace behaviours, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisor;
- promote and support an inclusive workplace culture which values diversity and embraces the principles of equal opportunity and advances the Reconciliation Action Plan (RAP);
- perform their responsibilities in a manner which reflects and responds to continuous improvement; and
- familiarise themselves and comply with the University's Work Health and Safety, Injury Management and Equal Opportunity policies.

*It is a requirement of this position that the incumbent maintain a current Working With Children Check which is satisfactory to the University in accordance with the Child Safety (Prohibited Persons) Act 2016 (SA).*

*A National Police Certificate which is satisfactory to the University will be required by Flinders University before the successful applicant can commence in this position.*

*COVID-19 vaccination in accordance with the Flinders University COVID-19 Vaccination Policy (2022) is a condition of employment with The University. Any offer of employment will be subject to the successful candidate presenting their COVID-19 Digital Certificate as evidence of vaccination or showing evidence of a valid medical exemption where relevant.*

# FLINDERS UNIVERSITY:

## DIRECTOR, MEDICAL EDUCATION AND TRAINING (SA)

### POSITION DESCRIPTION

#### KEY POSITION RESPONSIBILITIES

This position is predominantly concerned with providing leadership and direction related to teaching and teaching-related duties involving the creation, delivery and continuous quality improvement of university-led medical education. It includes (but is not limited to): direct teaching informed by approaches that enhance the student experience; clinical educational leadership; curriculum design and review; delivery innovation; advancements in education technologies; and leadership in ensuring internal and external compliance and accreditation of the program. The position is also expected to make a leadership contribution to high-quality university, professional and community service, which may extend from the local level to national or international. The position includes research and scholarship contributions relevant to the medical workforce pipeline including the MD Rural Stream (MDRS) and Regional Training Hubs.

#### Teaching:

- Work with the Dean RRH, Deputy Dean RRH, Dean Education and Program Directors to ensure the effective delivery of contemporary, high quality medical education and training programs, focussing on student success, educational experience, and meeting the community needs in rural and remote.
- Create, coordinate and conduct inspiring teaching informed by approaches that enhance the student experience, with a focus on the MD Rural Stream and Regional Training Hubs.
- Contribute to the planning and evaluation of the MD Rural Stream and Regional Training Hubs.
- Play a lead role in the review, renewal, development and design of curricula for medicine in a rural and remote context that are attractive to existing and new cohorts of students and that nurture critical-thinking skills.
- Provide support, academic counselling and professional advice to students concerning their studies, professional development and career opportunities.
- Make effective use of innovations and technologies in teaching practice.
- Provide educational leadership and dissemination of best practice, ensuring awareness and utilisation of contemporary education principles.
- Engage in coaching, mentoring, supervising student projects and research higher degree supervision.

#### University, Professional and Service:

- Undertake leadership and managerial level administrative activities relevant to the MD Rural Stream and regional training hubs.
- Undertake a leadership and managerial role to mentor colleagues and involve industry mentors in academic and professional development activities.
- Significant involvement in and/or leading activities relating to internal and external compliance and professional accreditation of the MD and SA regional training hub.
- Maintain professional knowledge relevant to the medical discipline through scholarship and professional development.
- Engage in activities within a relevant external professional domain such as professional associations, conferences and workshops, and within a wider community context at local, national or international level.
- Provide leadership in, coordination of, development of and/or leading teams in activities which include a focus on social accountability, Indigenous health, internationalisation of curricula and ensuring the relevance of curricula that enhance intercultural skills development in students.
- Provide high quality contribution to community service with a focus on opportunities that maintain clinical skills currency, on behalf of the College and University.
- Undertake activities that promote the development of productive partnerships to provide opportunities for students and promote graduate employability.
- Some rural SA, Northern Territory, interstate and overseas travel, may be required.
- Any other responsibilities in line with the level of the position as assigned by the Supervisor and/or the University.



# FLINDERS UNIVERSITY:

## DIRECTOR, MEDICAL EDUCATION AND TRAINING (SA)

### POSITION DESCRIPTION

#### KEY POSITION CAPABILITIES

- Completion of a PhD and/or equivalent qualifications in medicine such as fellowship in a medical specialty College.
- Currently registered or eligible for registration with the Medical Board of Australia as a medical practitioner through the Australian Health Practitioner Regulation Agency (AHPRA).
- Demonstrated commitment to fostering a positive workplace culture, and role modelling behaviours that support the University's Reconciliation Action Plan (RAP) and commitment to enhancing educational opportunities for Aboriginal and Torres Strait Islander people.
- Evidence of a strong understanding and application of educational theory and contemporary educational practice relevant to medicine.
- Significant and sustained evidence of excellence in clinical teaching performance at a tertiary level, inclusive of the relevant professional setting with evidence of a distinguished personal contribution.
- Significant and sustained evidence of leadership in the successful development, delivery and evaluation of learning and teaching innovations in medicine, including both in the classroom and in the professional education and workplace setting.
- Demonstrated evidence of sustained capability of providing a distinguished contribution to scholarship in teaching through participation in teaching and learning strategies and in professional development in higher education or workplace-based teaching.
- Evidence of management of a teaching or training program including ability to lead teams of staff and mentor such individuals in the delivery of innovation and excellence in clinical teaching.
- Experience supervising, coaching, and mentoring staff, including the management of academic performance and workload in accordance with agreed workload models.
- Significant leadership of academic quality at course or clinical training program level.
- A demonstrated track record of establishing effective teaching collaborations with cross-University or external clinical stakeholders.
- Demonstrated excellent interpersonal, collaborative and communication skills, including the ability to establish and maintain effective relationships with staff, students and industry.
- Experience in leadership roles relating to teaching or clinical practice in rural and remote health and Indigenous health (desirable).

#### SELECTION OF CANDIDATES

Candidates will be evaluated on merit against all of the various components that make up this Position Description. Assessment will take into account all information that is determined to be appropriate, e.g. written application, qualifications, interview and referee reports. The final decision regarding appointment to this position will be based on an assessment of the requirements of the total Position Description.

#### INFORMATION FOR PROSPECTIVE APPLICANTS

For further information and initial enquiries, please contact Associate Professor Christine Dennis, Interim Deputy Dean, Rural and Remote Health SA at [christine.dennis@flinders.edu.au](mailto:christine.dennis@flinders.edu.au) or on +61 8 7421 9834.

*This position is located at one of the Flinders University Rural and Remote Health Campuses in South Australia (SA), including Mt Gambier, Renmark, Victor Harbor, Murray Bridge, and the Barossa Valley.*

#### SUBMITTING AN APPLICATION

Applications should be lodged via [flinders.edu.au/employment](http://flinders.edu.au/employment)

Applications should consist of:

- A letter briefly describing why the position is of interest and what the candidate believes they can bring to the role
- A statement concisely and systematically addressing each of the selection criteria
- A full curriculum vitae detailing qualifications, full employment history and relevant achievements
- Names and contact details of at least three potential referees. These referees will not be contacted without the prior consent of the candidate.



Rural and  
Remote Health  
SA & NT

[Flinders.edu.au](http://Flinders.edu.au)