

Position Description – Lecturer in Medical Education
Updated 27 May 2026

POSITION DETAILS	
College	College of Medicine and Public Health
Organisational Unit	Medical Education
Supervisor	Clinical Lead, MD OSCE
Classification	Teaching Specialist (Clinical/Practitioner) Level B
Employment Type	Fixed-term, part-time

POSITION SUMMARY
<p>This Teaching Specialist (Clinical/Practitioner) position, with its primary focus on teaching and teaching-related activities drawing on contemporary/professional practice, has an important role to play in the University's achievement of its strategic plan, Making a Difference: The 2025 Agenda.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>The Lecturer in Medical Education will contribute to excellence in teaching and learning across the suite of topics in the Doctor of Medicine (MD) course. This position involves being part of a new initiative to support MD students in preparing for their clinical Objective Structured Clinical Exam (OSCE). Under direction of the Clinical Lead of the MD OSCE and project team, the Lecturer in Medical Education will be involved in the writing and testing of new OSCE cases alongside the development of an innovative Virtual Classroom that will be made available to students to assist in preparation for their final clinical exam. The Lecturer will also be involved in developing an evaluation to assess the impact of the Virtual Classroom on student preparedness and assessment outcomes.</p> <p>The Lecturer in Medical Education will be responsible for making an independent contribution to teaching and the scholarship of teaching using innovations in teaching practices and technologies to deliver excellence in teaching.</p>

UNIVERSITY EXPECTATIONS AND VALUES
<p>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:</p> <ul style="list-style-type: none"> • 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;
- 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.

Flinders University is committed to providing a safe, respectful and inclusive environment, free from gender-based violence. Appointment to this role is conditional on the completion of required pre-employment checks and declarations, each of which must be satisfactory to the University. This includes a Gender-Based Violence declaration, in accordance with the National Higher Education Code to Prevent and Respond to Gender-Based Violence (2025), and a Nationally Coordinated Criminal History Check.

Staff working in a health care setting are strongly recommended to be fully vaccinated against COVID in line with the SA Health policy

KEY POSITION RESPONSIBILITIES

This position is predominantly concerned with teaching-related duties involving the creation, delivery and continuous quality improvement of university-level education. It includes (but is not limited to): direct teaching informed by approaches that enhance the student experience; curriculum design and review; delivery innovation; advancements in education technologies; and making an independent contribution to maintaining internal and external compliance and accreditation of courses. Appointees bring recent, ongoing (concurrent) or extensive experience and knowledge of contemporary clinical/professional practice to the position. The position is also expected to make an independent contribution to high-quality university, professional and community service. The position does not include making a research contribution

It will suit individuals with a clinical background and interest in medical education, particularly as this relates to general and prevocational medicine. Individuals who are currently within or have recently completed specialty training programmes (including General Practice) are also welcome.

Responsibilities of the position will include:

Teaching:

- Developing exemplar OSCE cases modelled on the Flinders University MD OSCE for use in a new Virtual Classroom project
- Working alongside clinical partners and student representatives from the Flinders Medical Student Society in co-designing a debrief strategy for recorded OSCE cases
- Developing an evaluation plan around implementation of a new Virtual Classroom across students and examiners
- Supporting the development of a new Virtual Classroom platform to aid student preparation for the MD OSCE.
- Contribute to the planning and evaluation of these topics, undertaking the role of Topic Coordinator as required.
- Make an independent contribution to the review, renewal, development and design of curricula and courses that are attractive to existing and new cohorts of students and that nurture creativity and critical-thinking skills

- Provide support, academic counselling and professional advice to students concerning their studies, professional development and career opportunities.
- Provide supervision, support and mentorship to students undertaking clinical placements.
- Make effective use of innovations and technologies in teaching practice

University, Professional and Service:

- Participate in the College's administrative activities such as membership of committees and working groups and attendance at College meetings.
- Maintain professional knowledge relevant to teaching within their 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 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.
- Any other responsibilities in line with the level of the position as assigned by the Supervisor and/or the University.

KEY POSITION CAPABILITIES

- Completion of a PhD, EdD, and/or a medical degree and equivalent professional experience in a relevant area.
- Current general registration with the Australian Health Practitioner Regulation Agency (AHPRA).
- Evidence of recent clinical experience including at least two postgraduate years of medicine (PGY3+)
- Evidence of significant teaching and learning experience and excellence at a tertiary level.
- Evidence of use of learning and teaching approaches which enhance student success.
- Evidence of successful and independent innovation in learning and teaching delivery or design, including use of e-learning technologies.
- Evidence of professional development of teaching including peer or supervisor reviews of teaching and/or external accreditation processes.
- Demonstrated contribution to academic quality assurance processes, such as topic or course reviews.
- Demonstrated understanding of the nexus between teaching and learning, research and scholarship and contemporary clinical practice.
- Evidence of student-centred approach.
- Good understanding of context appropriate assessment techniques – including feedback.
- Demonstrated experience or capability to engage with students (and deliver teaching modules) via online learning platforms.
- Demonstrated excellent oral and written communication skills and interpersonal skills, including the demonstrated ability to establish effective relationships with staff, students and industry.

- Experience with engagement within a relevant external professional domain and within a wider community context at local, national or international level which could include professional associations
- Demonstrated engagement with a relevant external professional organisation and commitment to ongoing professional development.

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Agenda 2035

