

Position Description – Senior Lecturer in Clinical Skills

Updated 30 June 2026

POSITION DETAILS	
College/Portfolio	College of Medicine and Public Health
Organisational Unit	Rural and Remote Health
Supervisor (Title)	Deputy Dean SA (or Delegate)
Classification	Teaching Specialist (Clinical / Practitioner) Level C
Employment Type	Fixed term, Part Time

POSITION SUMMARY
This Teaching Specialist (Clinical/Practitioner) position, with its primary focus on teaching and teaching-related activities, has an important role to play in the University's achievement of its strategic plan, Impact. With Purpose: 2035 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 new SA Rural Medical (SARM) Program is a Commonwealth funded, end-to-end rural medical program, based in our Rural SA campuses. The SARM Program is one of the components that forms the University's Rural Health Multidisciplinary Training (RHMT) program which sits within the College of Medicine and Public Health. The aim of the SARM Program is to contribute to strengthening the medical workforce in Rural South Australia. This is achieved through the delivery of a fully accredited 4-year Doctor of Medicine program that is supported by dedicated academic and professional staff based in our Rural SA campuses. The SARM Program will contribute to the development of the rural medical workforce and transform the landscape of Rural and Remote medical care in South Australia. The Senior Lecturer in Clinical Skills will provide leadership in delivering excellence in teaching and learning across the suite of medical topics in the South Australia Rural Medical (SARM) Program. The incumbent 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. They will be expected to draw upon their significant and senior roles in clinical practice to develop industry partnerships for work integrated learning, deliver innovate placement models and provide contemporary and high-quality placement education, both through clinical skills training, simulation and service provision. The Senior Lecturer will also have a key leadership role in service to the College and/or University. This position will be based in our Mount Gambier campus.

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 and Excellence
- demonstrate consistent alignment with the University's strategic priorities through daily decisions, teamwork and behaviours that reinforce the strategic intent.
- 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.

In addition, 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).

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 providing leadership and direction related to teaching and 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; educational leadership; curriculum design and review; delivery innovation; advancements in education technologies; and leadership in ensuring internal and external compliance and accreditation of courses. 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 does not include making a research contribution.

Teaching:

- Create, coordinate and conduct inspiring teaching informed by approaches that enhance the student experience, with a focus on SARM Program topics, particularly Clinical Skills and Communication, across all levels and modes, of the College and a focus on clinical skills training and/or supervision of students undertaking work integrated learning.

- Contribute to the planning and evaluation of these topics, undertaking the roles of Topic Coordinator and Course Coordinator as required.
- Play a lead role in the review, renewal, development and design of the SARM Program medical education curricula and courses that are attractive to existing and new cohorts of students and that nurture creativity and critical-thinking skills.
- Utilise team-based learning (TBL) methodologies to foster collaborative learning environments across the MD SARM program.
- Deliver medical curriculum to diverse postgraduate learners, employing effective pedagogical strategies.
- 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; research higher degree supervision as an Adjunct Supervisor.

University, Professional and Service:

- Contribute at a significant level in the College's administrative activities such as leadership on committees and working groups and attendance at and/or coordination of College meetings.
- Significant involvement in and/or leading activities relating to internal and external compliance and professional accreditation of courses.
- 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 leadership in, coordination of, development of and/or leading international activities including student mobility programs, internationalisation of curricula and ensuring the relevance of curricula to international students - that enhance intercultural skills development in students.
- Provide high quality contribution to community service on behalf of the College and University, with a focus on opportunities that maintain clinical skills currency.
- 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

- Doctorate in a relevant field or equivalent clinical experience and standing in Health.
- Relevant and contemporary clinical experience in a relevant field.
- Evidence of excellence in teaching performance at a tertiary level, inclusive of simulation and/or clinical setting.
- Currently registered or eligible for registration with the Australian Health Practitioner Regulation Agency (AHPRA).
- An understanding of pedagogical theory and contemporary education practice relevant to medical education.
- Significant and sustained evidence of excellence in teaching performance at a tertiary level, inclusive of simulation and/or clinical setting.
- Significant and sustained evidence of development, delivery and evaluation of innovative teaching and learning strategies both in the classroom and in clinical education.
- Demonstrated willingness and ability to contribute to scholarship in teaching through participation in teaching and learning strategies and in professional development in higher education teaching.
- Demonstrated strong understanding of the nexus between teaching and learning, research and scholarship.
- Proven ability to lead the design, delivery, and continuous improvement of curricula that foster clinical competence, professionalism, and student engagement across Years 1 and 2 of a medical program.
- Evidence of successful use of active and collaborative learning approaches (e.g. Team-Based Learning), simulation, and technology-enhanced teaching to improve learning outcomes in clinical and communication skills.
- Demonstrated excellent oral and written communication skills with a demonstrated ability to build positive relationships with students, colleagues, and health service partners in rural and remote settings.
- Evidence of upholding the values and ethos of the University.