Learning and Teaching Portfolio Role Descriptors

Associate Dean Undergraduate Learning and Teaching

The Associate Dean Undergraduate Learning and Teaching’s primary roles are strategic leadership and management of operations in undergraduate education in the Faculty of Health Sciences.

- Promotion of learning quality and teaching excellence through monitoring processes and strategic intervention and support at the postgraduate level
- Provision of professional development for teachers, promotion of collegial exchange and research led teaching at the undergraduate level

Management Role

- Supervision of the Subdean UG and co-supervision of the Director of CE
- Supervision of Course Directors
- Co-supervision of Manager, Learning and Teaching
- Keeping the Dean and the Faculty Executive informed of Learning and Teaching initiatives, challenges and risks

Responsibilities

Ensure/undertake:
- Appropriate professional support for the activities of the Learning and Teaching Portfolio
- Undergraduate health sciences curricula are contemporary and effective
- Undergraduate health sciences curricula meet the accreditation requirements of relevant regulatory bodies
- Undergraduate health sciences curricula use contemporary pedagogies and fully utilise learning and teaching technologies
- Recognition of teaching excellence through faculty teaching awards
- Coordination of inter-professional education across the Faculty
- Support for undergraduate clinical education
- Fair and transparent teaching workload allocation (with A/Dean (Staff Dev))
- Recruitment of students into undergraduate courses (with Marketing team via Exec Dir)
- Support and mentoring of course directors (with A/Dean (Staff Dev))
- Promotion of scholarship in learning and teaching
- Support for learning and teaching funding applications
- Represent the Faculty at Learning and Teaching Committee
- Creation, variation and deletion of undergraduate courses
- Strategic advice to the Faculty Executive on learning and teaching matters
- Promotion of UG student engagement with the Faculty (with Exec Dir)
- Liaison with Student Central, via Exec Director
- Form a dynamic external course advisory process that includes leaders from each profession
- Development of criteria and priorities for timetabling system

Accountability

The Associate Dean Undergraduate Learning and Teaching is accountable to the Dean of the Faculty of Health Sciences

Key Performance Indicators - DRAFT
• Improvement in USE survey results
• Percentage of overall satisfaction in units improve so that 90% score over 3.5 in year one, 95% year 2 and 98% year 3. In addition improvement in units over 4.5- in year one 20% year 2 25% year 3 30%
• Improvement in CEQ results so overall satisfaction increases by 25% in year 3 of term.
• All course accredited by the appropriate professional bodies without major modification being demanded
• Increase of number of inter-professional units and experiences in each of three years. Establish a baseline measure in Year 1
• Increase of number of ALTC applications over three years: 1 in year one, 3 in year 2 and 4 in year 3.
• Number of successful ALTC grants: year 1, 1, year 2, 1 year 3, 2
• Number of articles in teaching and learning submitted by staff increases by 100% in year 1, 200% in year 2 and 300% in year 3
• All new continuing staff at Levels B and C complete Grad Cert in Higher Ed within 3 years.
• Costs of teaching reduced by 5% each year
• With help from Learning Solutions 360 degree feedback undertaken and improvement on LSI scores achieved each year
• Conduct expert review of each course within 3 years.
• Hold meetings of external course advisory committee that includes leaders from relevant profession at least once each two years.
• Timetable proposal to be completed by March 2010
• Maintain personal research productivity

Subdean Undergraduate Learning and Teaching

The Subdean Undergraduate Learning and Teaching is responsible for a range of course and student focused initiatives, activities and processes.

• Assist Associate Dean in course development and approval processes
• Provide leadership in integrating the educational objectives and assessments of academic and clinical units of study
• Provide assistance to the Associate Dean in quality assurance/quality improvement

Responsibilities

Ensure:
• Investigation of academic dishonesty cases and student appeals
• Development of processes for increasing number of honours students
• Overseeing the work of student liaison staff in the management of non-standard students
• Assistance for course directors and student liaisons in the management of the show cause procedures and student appeals board processes
• Supervision of student disability officers
• Represent the Faculty at the Undergraduate Studies Committee
• Chair program administrators’ meeting
• Assessment results processing and particularly approving changes of results
• Provide academic oversight of orientation programs for UG students
• Approval of handbook changes
• Assist with marketing courses within the Faculty including liaison between course directors and marketing department, as well as presenting at functions representing the Faculty.
• Develop and oversee a dynamic first year experience program.
• Undertake special projects and operationalise policies as directed by the A/Dean (UG) to ensure alignment with faculty objectives, for example review of admissions policy, review of unit enrolment numbers.
Accountability

The Subdean Undergraduate Learning and Teaching is accountable to the Associate Dean Undergraduate Learning and Teaching.

Key Performance Indicators

- Increase in number of honours enrolments: year 1, 5% of total UG student cohort, year 2, 15% of total UG student cohort, year 3, 30% of total UG student cohort.
- Overseer equivalent Units of study for non standard students to avoid all low enrolment Units of study. No Units of study especially catering for non-standard students to be offered in 2010 and thereafter.
- Decrease in number of non standard students. Establish baseline measure by June 2010. Reduce by 30% each year.
- Development of robust processes for academic dishonesty detection and appeals, and evidence of decrease in academic dishonesty and student appeals. Establish base line measures for academic dishonesty and students appeals by June 2010. Reduce by 30% each year.
- Identify students at risk for failure and develop processes to assist them. Establish base line measures of at risk students by June 2010. Reduce attrition rates by 30% each year.
- Develop effective mentoring system for first year students. Establish attrition rate by June 2010. Reduce attrition rates by 30% each year.
- Improve, rationalize and reduce size of UG handbook
- Maintain personal research productivity

Associate Dean Postgraduate Learning and Teaching

The Associate Dean Postgraduate Learning and Teaching’s primary responsibilities are strategic leadership and management of operations in Postgraduate education in the Faculty of Health Sciences.

- Promotion of learning quality and teaching excellence through monitoring processes and strategic intervention and support at the postgraduate level
- Provision of professional development for teachers, promotion of collegial exchange and research led teaching at the postgraduate level

Management Role

- Supervision of the Subdean PG and Co-supervision of the Director of CE
- Supervision of Course Directors
- Co-supervision of Manager, Learning and Teaching
- Keeping the Dean and the Faculty Executive informed of Learning and Teaching initiatives, challenges and risks

Responsibilities

Ensure/ undertake:
- Appropriate professional support for the activities of the Learning and Teaching Portfolio
- Postgraduate health sciences curricula are contemporary and effective
- Postgraduate health sciences curricula meet the accreditation requirements of relevant regulatory bodies
- Postgraduate health sciences curricula use contemporary pedagogies and fully use learning and teaching technologies
- Recognition of teaching excellence through faculty teaching awards
- Coordination of inter-professional education across the Faculty
- Support for postgraduate clinical education
- Fair and transparent teaching workload allocation (with A/Dean (Staff Dev))
- Recruitment of students into postgraduate courses (with Marketing team via Exec Dir)
- Support and mentoring of course directors (with A/Dean (Staff Dev))
- Promotion of scholarship in learning and teaching
- Support for learning and teaching funding applications
- Represent the Faculty at Learning and Teaching Committee
- Creation, variation and deletion of postgraduate courses
- Strategic advice to the Faculty Executive on learning and teaching matters
- Promotion of PG student engagement with the Faculty (with Exec Dir)
- Liaison with Student Central, via Exec Director
- Increase proportion of PG students in the Faculty in both specialist and advanced learning courses
- Form a dynamic external course advisory process that includes leaders from each profession.
- Development of criteria and priorities for timetabling system

Accountability

The Associate Dean Postgraduate Learning and Teaching is accountable to the Dean of the Faculty of Health Sciences

Key Performance Indicators - DRAFT

- Improvement in USE survey results
- Percentage of overall satisfaction in units improves so that 90% score over 3.5 in year one, 95% year 2 and 98% year 3. In addition improvement in units over 4.5- in year one 20% year 2 25% year 3 30%
- Improvement in PG CEQ results so overall satisfaction increases by 25% in year 3 of term.
- All course accredited by the appropriate professional bodies without major modification being demanded
- Increase of number of inter-professional units and experiences in each of three years. Establish a baseline measure in Year 1
- Increase of number of ALTC applications over three years: 1 in year one, 3 in year 2 and 4 in year 3.
- Number of successful ALTC grants: year 1, 1, year 2, 1 year 3, 2
- Number of articles in teaching and learning submitted by staff increases by 100% in year 1, 200% in year 2 and 300% in year 3
- All new continuing staff at Levels B and C, complete Grad Cert in Higher Ed within 3 years.
- Costs of teaching reduced by 5% each year
- With help from Learning Solutions 360 degree feedback undertaken and improvement on LSI scores achieved each year
- Conduct expert review of each course within 3 years.
- Hold meetings of external course advisory committee that includes leaders from relevant profession at least once each two year period.
- Increase proportion of PG students in the Faculty in both specialist and advanced learning courses each year, as directed by Dean
- Timetable proposal to be completed by March 2010
- Maintain personal research productivity

Subdean Postgraduate Learning and Teaching

The Subdean Postgraduate Learning and Teaching is responsible for a range of course and student focused initiatives, activities and processes.
• Assist Associate Dean in course development and approval processes
• Provide leadership in integrating the educational objectives and assessments of academic and clinical units of study
• Provide assistance to the Associate Dean in quality assurance/quality improvement

Responsibilities

Ensure:
• Investigation of academic dishonesty cases and student appeals
• Overseeing the work of student liaison staff in the management of non standard students
• Assistance for course directors and student liaisons in the management of the show cause
• Procedures and student appeals board processes
• Supervision of student disability officers
• Represent the Faculty at the Postgraduate Studies Committee
• Chair program administrators’ meeting
• Assessment results processing and particularly approving changes of results
• Provide academic oversight of orientation programs for PG students
• Approval of handbook changes
• Assist with marketing courses within the Faculty including liaison between Course Directors and marketing department, as well as presenting at functions representing the Faculty.
• Undertake special projects and operationalise policies as directed by the A/Dean (PG) to ensure alignment with faculty objectives, for example review of admissions policy, review of unit enrolment numbers.

Accountability

The Subdean Postgraduate Learning and Teaching is accountable to the Associate Dean Postgraduate Learning and Teaching

Key Performance Indicators

• Oversee equivalent Units of study for non standard students to avoid all low enrolment units of study. No units of study especially catering for non-standard students to be offered in 2010 and thereafter.
• Decrease in number of non standard students. Establish baseline measure by June 2010. Reduce by 30% each year.
• Develop of robust processes for academic dishonesty detection and appeals, and evidence of decrease in academic dishonesty and student appeals. Establish base line measures for academic dishonesty and students appeals by June 2010. Reduce by 30% each year.
• Identify students at risk for failure and develop processes to assist them. Establish base line measures of at risk students by June 2010. Reduce attrition rates by 30% each year.
• Develop effective mentoring system for students. Establish attrition rate by June 2010. Reduce attrition rates by 30% each year.
• Improve, rationalize and reduce size of PG handbook
• Maintain personal research productivity

Course Directors
In usual circumstances course directors will serve a three year term in this leadership role and will be level C, D or E colleagues. In association with the appropriate Associate Dean, Course Directors will generally be expected to undertake the following:

- Provide leadership in course approval processes with support from the A/Deans and Subdeans.
- Provide leadership in curriculum development and ensure alignment between faculty, course and unit objectives and assessment practices with support from the A/Deans and Subdeans.
- Provide leadership in aligning educational outcomes and assessments (with support from the Subdean UG or PG).
- Provide leadership in integration of academic and clinical units of study (with support from the Subdean UG or PG).
- Provide leadership in quality assurance / quality improvement with support from the Subdean UG or PG.

Responsibilities

- Implement the Faculty’s teaching and learning plan / priorities at the course level
- Ensure the University of Sydney graduate attributes are represented and assessed in the course
- Facilitate the uptake of innovative teaching and learning practices by Init of Study Coordinators
- Ensure clinical education and/or fieldwork units are an integrated part of the course,
- Ensure students meet professional competency requirements and sustained engagement with field educators occurs
- Co-supervise and lead professional staff to ensure effective implementation of course management, including enrolment, variations, graduation etc
- Monitor and report on course improvements to appropriate UG/PG course committees and Associate Deans (including USE data and other evaluation instruments such as CEQ)
- Develop annually a course improvement plan for presentation to the Associate Dean
- Develop and/or implement processes to ensure:
  - Units of study are staffed adequately with assistance from the A/Dean Learning and Teaching and A/Dean Staff Development
  - Information on course is up to date
  - Marketing team is informed of course changes
  - Student feedback on the course and units of study are reported back to students
  - Retention rates and reasons for student withdrawal monitored with assistance from Student Central
  - Marks are processed in accordance with faculty and university policy with assistance from the program administrator
  - Student grievances are dealt with effectively at a local level wherever possible
  - Documentation of all exceptional issues related to individual students
  - Meet regularly with unit of study coordinators and student liaison officers to ensure they follow faculty wide policies
  - Ensure student representation and consultation regarding assessment programming and course changes and revisions
  - Liaise with BIO and BSSH staff to ensure quality teaching, integration and coherence of these areas into the overall course objectives/outcomes.
  - Model excellence in learning and teaching to other staff
  - Organise teaching team meetings
  - Ensure provision of pastoral care to students, including, in association with Sub Dean identification of students at risk and provision of advice on course/career options
  - Ensure a contact point for future applicants seeking advice
  - Assess appropriateness of background for entry into PG courses.
• Encouragement of inter-professional learning opportunities.
• Liaison with other Course Directors within and outside their Discipline on relevant matters

Accountability

Course directors are directly accountable to the relevant Associate Dean Learning and Teaching. Heads of Discipline should be consulted regarding disciplinary content issues, accreditation or any issues relating to external stakeholders.

Key Performance Indicators

• Course outcomes that incorporate university graduate attributes and faculty outcomes completed by mid 2010 (and reviewed in subsequent years)
• Development of a plan (by mid2010) to improve teaching and Learning practices in the course, including integration of clinical education and/or fieldwork units as part of the course, for implementation in 2011. The plan must be consistent with the Faculty-wide frameworks for curriculum and clinical education.
• Evidence of monitoring of plan in report to Associate Dean by end of first year
• Evidence of improvements in Units of study (and any other) evaluations by end of year 1 so <10% year 1 are below 3.5 and <5% year 2.
• BIO and BHSS have satisfaction levels of above 3.5 in year 1, 4 in year 2.
• Hold course team meetings at least twice per semester which include relevant BIO and BSSH colleagues
• Update course web pages by March and August each year
• Meet with marketing and communications team manager
• Provide evidence of mentorship of early career members of the teaching team
• Maintain personal research productivity

Student Liaison Academic

Student liaison leaders (SLs) are primarily responsible for student engagement with the cohort of students they are assigned to.

Responsibilities

• Ensure election of student representatives
• Ensure student representatives are included in teaching team meetings
• Elicit and receive feedback from the students regarding their current university experience and communicate the feedback to colleagues, act on feedback and report back to students about outcomes
• With students’ permission communicate with relevant staff regarding student circumstances
• Encourage students to participate in course, Faculty and University events and opportunities, for example the student ambassador program and student representation on committees
• In conjunction with program administrator advise students on enrolment issues
• In conjunction with program administrator process requests for Special Consideration
• Provide individual student pastoral care

Accountability

Student liaisons leaders are accountable to the relevant Course Director.

Key Performance Indicators
• Students members of appropriate bodies elected
• Evidence that students have been informed of important teaching and learning matters
• Process developed for ascertaining student satisfaction with faculty responding to their feedback
• Report to Course Directors annually on pastoral care activities
• Maintain personal research productivity

**Unit of Study coordinators**

Units of study coordinators are responsible for the development, preparation, delivery and assessment of units of study. Units of study coordinators are also expected to monitor and improve the quality of the learning and teaching provided in their units and to elicit and act on student, peer or external feedback.

**Responsibilities**

Ensure/undertake

• Unit of Study student outcomes are consistent with overall faculty and course outcomes.
• Assessment is consistent with unit/course objectives
• Assessment tasks (number and size) meet university guidelines.
• Effective organisation of learning and teaching resources for the unit (including materials and objectives/outcomes for tutorials, where appropriate)
• Tutors/PG fellows/discipline specialists are well prepared and supported
• Chair regular meetings of teaching team within the unit
• Monitoring of the quality of tutors/DSs and PG fellows teaching in the unit
• Annual evaluation of the unit using ITL form and reporting to the course director and to students on changes associated with feedback
• Effective team work with professional staff and course director to ensure the smooth operation of the unit including timetabling issues, assessment problems, review of grades
• Improvement of the unit through the gradual development of online materials and increased use of available teaching technology
• Regular collaboration with course director and entire teaching team to ensure coherence and integration of content across the course
• FHS units of study outline requirements are met
• Provide feedback to student liaison leaders regarding students at risk in their cohort

**Accountability**

units of study coordinators are directly accountable to the relevant Course Director

**Key Performance Indicators**

• Comply with Faculty standards for learning and teaching
• By mid 2010 plans in place for online material to support student learning
• Evaluation of tutor/PGF performance planned and undertaken during 2010.
• Meet with units of study teaching team before and during the semester, and after teaching is complete
• Attend course meetings
• Maintain personal research productivity

Faculty Director of Clinical Education

Management role
The Faculty Director of Clinical Education is responsible for academic leadership curriculum development and management in clinical education across the Faculty. This role is also responsible for promoting, managing and initiating strategic external relationships related to clinical education opportunities.

Responsibilities

• Leadership of Discipline clinical coordinators
• Disseminate evidence and innovation in the area of learning and teaching in clinical and professional fieldwork
• Promote the integration of academic content with clinical and fieldwork experiences
• Promotion, management and initiation of strategic external relationships
• Design efficient processes for meeting placement requirements
• Design efficient processes for allocating and tracking placements
• Represent the Faculty on clinical and fieldwork issues
• Chair the clinical and professional fieldwork subcommittee

Accountability

The Faculty Director of Clinical Education is accountable to the Associate Deans Undergraduate and Postgraduate.

Key Performance Indicators

• Increase of number of inter-professional placement opportunities in each year. Establish a baseline measure in Year 1
• Implement clinical supervisor reward program
• Develop coordinated approach to clinical education training for external supervisors
• Review assessment tools and processes in all courses
• Reduce the number of academic appeals related to clinical units by 5% each year
• Improve student satisfaction in clinical units
• Maintain personal research productivity

Clinical Educator

Discipline clinical educators are responsible for:

• Implement the clinical and professional fieldwork component of the relevant courses
• Provide education and pastoral support for students
• Provide education and support for external educators
• Where appropriate work inter-professionally

Responsibilities

Curriculum delivery and management
In liaison with course and clinical and professional fieldwork directors
• Act as Unit of Study Coordinator for clinical fieldwork units at undergraduate and graduate level;
• Develop learning material for clinical/fieldwork units of study including learning outcomes and assessment policy/procedures;
• Evaluate clinical/fieldwork units of study through the use of student and educator feedback mechanisms to enhance curriculum.

**Education and pastoral support of students**
• Ensure students are adequately prepared for clinical placements (viz., meet regulatory requirements and have an understanding of the purpose of clinical experience – the learning outcomes and the assessment criteria for the clinical/fieldwork placements).
• Review and monitor student progressing through and after clinical/fieldwork placement and institute tailored remediation educational plan for at risk students. Where appropriate deliver education and remediation inter-professionally.
• Review and mark student clinical fieldwork assignments and pass these to the clinical administrator(s).
• Maintain effective communication between Faculty, placement sites and students to ensure student’s and clinical educators are supported during placement (viz., site visits, phone call or electronic communication/discussion).
• Mediate conflict between student and educator.
• Ensure that student appeals/complaints, are addressed within delegated authority and liaise with course and clinical and professional fieldwork directors where appropriate.

**Educational and pastoral support of clinical educators**
• Conduct clinical educator workshops to enhance skill in educating and assessing students.
• Devise and implement strategies that support clinical educators to fulfill their role in supervising and assessing clinical students (incl., mentoring of clinical/fieldwork educators, set up buddy system between educators and providing feedback to clinical educators).

**Relationship management with clinical/fieldwork providers**
• Ensure that Faculty has a range of high quality clinical/fieldwork placements that are discipline specific and facilitate achievement of stated unit of study learning outcomes and contribute to gaining the graduate attributes for the award program.
• Maintain effective networks with clinical/fieldwork providers in order to source innovative new placement opportunities and that student have access to a broad range of healthcare delivery practices.
• Educate clinical/fieldwork providers of relevant developments within higher education sector’s clinical/fieldwork provision and secure provider input into curriculum renewal and innovations.
• Conduct formal meetings with external providers as necessary.

**Administration**
In close liaison with clinical administrator(s) undertake and assign tasks within the clinical and fieldwork team to ensure that:
• Yearly discipline-specific and semester clinical/fieldwork workflow plans are developed and monitored.
• University/Faculty policy and procedure is consistently applied to all students particularly in determination of special consideration applications.
• Allocation of students to clinical placements by matching placement sites with student learning needs in accordance with relevant Faculty policies and procedures (viz., ensures equity across the student cohort (i.e. rural and out of Sydney, formal placement requests)).
• Clinical results are processed and checked and comply with University submission timelines.

**Professional Development**
• Engage in discussions regarding the role of clinical and fieldwork experiences and the requirements for professional recognition.
• Develop new ways to enhance own knowledge and learning – actively participate in professional development activities to ensure own knowledge and skills are kept up to date.
• Contribute to the development of a positive and productive team environment.

Accountability

Clinical educators are accountable to Clinical Coordinators and the Faculty Director of Clinical and Professional Fieldwork Operations Manager.

Key Performance Indicators

• Clinical unit templates meet faculty standards.
• Student report high level of support in clinical units.
• Provide report on activities to support fieldwork educators to Director with evidence of curriculum renewal, improvement in quality of provision and innovation replacements
• Communication with students and placement educators is effective and efficient (in particular educators and students obtain notice of a placement at least 4 weeks prior)
• Evidence of professional development provided to Faculty Director
• Maintain personal research productivity

Clinical Coordinators

Discipline Clinical Coordinators are responsible for integrating students’ academic and clinical learning and ensuring high quality learning experiences in clinical and professional fieldwork units.

Responsibilities

• Develop clinical and professional fieldwork curricula for the discipline specific courses that meet professional accreditation standards.
• Ensure Clinical and professional curricula is in line the FHS strategic priorities
• Regularly review curricula to keep pace with changes in health and education sectors
• Member of the Faculty clinical and professional fieldwork sub-committee of FHS learning and teaching committee
• Ensure students are well prepared for clinical or fieldwork experiences
• Develops new and innovative placement opportunities
• Supervises clinical education staff to ensure placements are sourced and supported

Accountability

Clinical coordinators are accountable to Course Directors and the Faculty Director of Clinical and Professional Fieldwork.

Key Performance Indicators

• The required number of quality placements are available each year
• Good relations are maintained with external placement providers
Majority of students report feeling well prepared and supported on placements
Curricula are aligned with the changing health and education sectors
Maintain personal research productivity

Clinical and Professional Fieldwork Operations Manager

Overall responsibilities
1. Manage the Clinical Educator (coordinators) and Clinical Administrators to ensure that the Clinical and professional fieldwork components of courses are delivered
2. Member of FHS clinical and professional fieldwork sub-committee

Responsibilities

Logistics Management
- Ensure that Yearly discipline-specific and semester clinical/fieldwork operational plans are developed in consultation with Directors of CPF and CE coordinators, promulgated and monitored to ensure quality and timely delivery of services.
- Based on the agreed operational workflow plans assign work schedules following work requirements within and across discipline clinical teams.
- In consultation with the Sub Dean and Manager (L&T) develop operational and/or project plans in response to agreed Faculty strategic initiatives.
- Inspect work areas and equipment to ensure operations conform to established professional standards and comply with legislation requirements.
- Meet with clinical teams to stay informed of changes affecting operations including effective management of staff leave.
- Develop budget proposals for clinical operational requirements incl., equipment, consumables and services.
- Approve expenditure within agreed annual budgets for clinical education accounts
- provide logistical support as required Faculty/Discipline specific on campus clinics

Professional and Human Relationship Management
- Develop strategies that builds service-focused culture that is based on client needs and a builds a clinical and professional fieldwork team that responds effective and consistently to stated client needs
- Develop processes and manage all relevant staff matters in liaison with the Manager (L&T), Faculty’s HR Relationship Manager and the Sub Dean in the management of performance within clinical team
- Conduct formal meetings with external providers as necessary
- Mediate conflict between team members
- Develop new ways to enhance own knowledge and learning – actively participate in professional development activities to ensure own knowledge and skills are kept up to date with professional registration obligations.
- Contribute to the development of a positive and productive team environment.

Planning for Quality
- Develop processes that ensure University/Faculty policy and procedures are consistently applied to all students and across all disciplines and programs
- Apply stakeholder and client feedback to Faculty’s clinical service improved efforts
- Analyse and record personnel and operational data that support faculty’s service objective of continuous improvement and regularly submit related activity reports
- Develop and promulgate project management methodologies to all aspects of the clinical and professional fieldwork operations
• Devise and deliver group based activities that support all clinical team members applying proper operational procedures and functions incl., protocols for securing clinical placement sites, capturing student learning needs and ensuring equity in the matching processes, and records management.

• Apply knowledge management strategies to the maintenance of learning material for clinical/fieldwork units of study including learning outcomes and assessment

Accountabilities

• Faculty Director Clinical and Professional Fieldwork
• Discipline Coordinators
• Manager Learning and teaching

Clinical Administrators

Lines of responsibility
• Clinical and Professional Fieldwork Operations Coordinator

Key responsibilities

• Provide inter-professional administrative support to ensure the smooth delivery of the clinical and professional fieldwork components of the courses
• Plan to organise support around administrative function
• Key areas
• Database/records management team
• Communications Team
• Maintain personal research productivity