



Position Description

Position Title: Simulated Participant (First Nations)	Classification: Bond Level 3
Faculty/School/Office: Faculty of Health Sciences and Medicine	Date Position Classified/Updated: June 2026

Purpose of the Position:

Bond University Faculty of Health Sciences and Medicine provides education to students in degrees including but not limited to Medicine, Physiotherapy, Nutrition and Dietetics and Occupational Therapy. Bond has a personalised teaching model with emphasis on providing small class sizes as often as possible, and for clinical students this may be in a “simulated” or “role play” environment where students can learn or demonstrate a skill.

A Simulated Participant is a staff member who portrays a patient (simulated patient), family member or client to meet the objectives of the simulation; a Simulated Participant may also be referred to as a standardised patient if they have been formally trained to act as real patients to simulate a set of symptoms or problems used for health care education, evaluation, and research.

Simulated Participants are employed on a casual basis to do a variety of roles. This can include simple, complex or emotional cases - activities such as being physically examined, or complex, emotional cases that require high levels of role play and interaction. Simulated Participants often contribute to exams and frequently provide feedback to the learner (Palaganas, et al., 2012).

Participation in Physical Examinations (PES) is an inherent requirement for this role to enable clinical students to perform the simulation and fulfil the educational objectives of the program. The inherent requirements of this role involve consenting to and participation in role-appropriate physical examinations by students under supervision, and in line with approved educational protocols. Reasonable adjustments will be considered and assessed against objective criteria on a case-by-case basis. In cases where reasonable adjustments cannot be made to enable an individual to participate in PES, fulfilment of certain role requirements may be impacted.

Simulated Participants must take reasonable care to proactively manage their own risk to health and safety by, but not limited to, notifying the University of any risks, both physical and psychosocial, to themselves and others when performing the duties of the role.

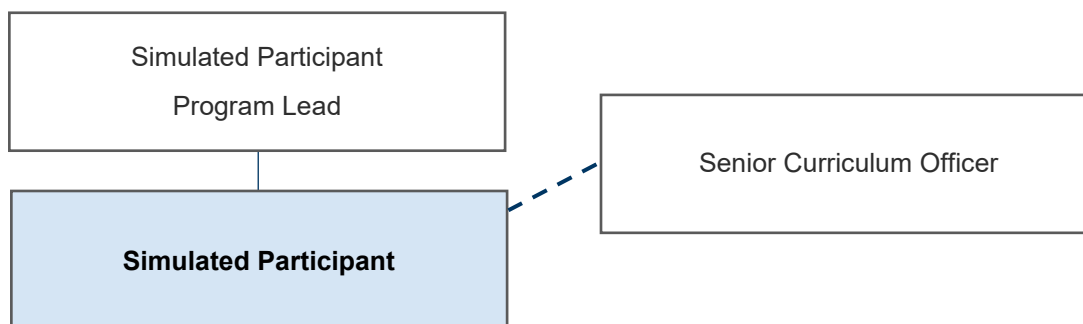
Simulated Participants will partner with various programs for a variety of educational activities. The names of these activities reflect the level of involvement and training required prior to participating. At Bond, these are categorised into 3 main groups – Examination and History Taking, Portraying the Sick Participant and Advanced Role Portrayal. Simulated Participants are allocated to these roles based on their suitability and ability.

The faculty operates at three sites in Robina – Bond University Main Campus, Bond Institute of Health and Sport, and Bond University Clinical Education and Research Centre, and also contracts with external hospitals and health facilities within the Gold Coast Region and Northern New South Wales Region.

This is an Aboriginal/Torres Strait Islander identified position which is a genuine occupational qualification and is authorised under section 25 of the Anti-Discrimination Act 1991 (Qld).

Reporting Relationship:

Simulated Participant will report to the Simulated Participant Program Lead, however, also receives direction from the Senior Curriculum Officer.



Selection Criteria:

- Identify as Aboriginal and/or Torres Strait Islander.
- Apply knowledge of the history, context, and purposes of Simulated Participants.
- Provide a high quality, supportive environment for students and staff, including confidentiality.
- Apply and adapt performance skills to the requirements of the simulation at hand, including accurate and consistent simulated histories, simulated physical and mental state signs.
- Demonstrate competence in the provision of feedback to student health professionals as prescribed by the tutor.
- Demonstrate the ability to work and build positive relationships with diverse teams (health practitioners, teaching staff, laboratory staff and other Simulated Participants).
- Adhere to the relevant legislation and policies set by the university.

Desirable Criteria:

- Previous experience working as a Simulated Participant or Standardised Patient.
- Formal Simulated Participant or Standardised Patient training.
- Previous experience working in simulated settings.

Competency	Responsibility
Teaching	<ul style="list-style-type: none"> • Roleplay Simulated Participant (SP) for scenarios across a variety of settings including (but not limited to) history taking, special communications and patient assessment. • Participate in Physical Examinations when required. • Participate in student examinations across the required programs in a standardised way. • Portray roles (e.g. patient/carer/ relative) in complex (physical, mental, psychosocial) scenario portrayals for training of undergraduate and postgraduate students. • Portrayal of acute physical or mental illness in complex scenarios. • Contribute to the development of teaching or research resources (including videos), such as a role portraying a client, patient, or care giver. • Provide feedback to the learner related to their experience as the client, patient and/or care giver. • Support the Lead Academic in the review of Indigenous case studies and learning materials to ensure culturally safe, respectful, and authentic representation of Indigenous peoples, perspectives, and experiences.
Training	<ul style="list-style-type: none"> • Participate in orientation and training programs in preparation for the role. • Participate in regular training and up-skilling sessions when required. • Participate in calibration sessions in preparation for training and assessments.

Quality Assurance and Continuous Improvement	<ul style="list-style-type: none"> • Demonstrate an understanding of, and contributes to, quality assurance and continuous improvement activities relevant to the role. • Perform duties in alignment with the Bond University Strategic Plan, University policies, and established quality assurance and review processes.
Cultural Safety, Inclusion and Respect	<ul style="list-style-type: none"> • Demonstrate respect for diversity and contribute to a culturally safe, inclusive and discrimination free workplace. • Engage respectfully with staff, students and stakeholders from diverse cultural, linguistic and social backgrounds, including Aboriginal and Torres Strait Islander peoples. • Comply with University policies and applicable anti discrimination and workplace behaviour legislation. • Participate in relevant training or development activities that support cultural safety and inclusive practice.
Work Health and Safety Responsibilities	<ul style="list-style-type: none"> • Take reasonable care for own health and safety and that of others, in accordance with the Work Health and Safety Act 2011 (Qld). • Comply with University WHS policies, procedures and instructions, including those relating to psychosocial health and safety. • Promptly report hazards, incidents and risks to their manager or through established reporting mechanisms. • Where the role has supervisory or managerial responsibilities, ensure risks are assessed, appropriate controls are implemented, and workers are consulted in accordance with WHS legislation. • Complete mandatory and assigned WHS training. • Comply with return-to-work program requirements following injury/illness.

It is not the intent of this position description to limit the scope of this position in any way but to give an overview of this role at Bond University. You may at times be required to work at other tasks and areas as directed by the Management.