

POSITION DESCRIPTION

Position Title	Lecturer/Senior Lecturer (Speech Pathology)		
Organisational Unit	The Faculty of Health Sciences		
Functional Unit	Speech Pathology (Melbourne)		
Nominated Supervisor	Assistant Deputy Head, School of Allied Health, Melbourne		
Career Pathway	Teaching and Research		
Classification	Academic Level B/C		
CDF Level	B/C Teach Research CDF1	Position Number	10604060
Attendance Type	Part Time	Date reviewed	25-SEP-2025

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement: *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

An ACU education builds on the Catholic understanding of faith and reason working together in pursuit of knowledge and promotion of human dignity and the common good.

An ACU education seeks to transform lives and communities. Students are challenged to look beyond the classroom, solve real-world problems, develop their own search for meaning and cultivate strong professional ethics. They are invited to stand up for people in need and causes that matter.

ACU is open to all. As is common with great Catholic institutions the world over, the university is inclusive and supportive of everyone, every day – regardless of their faith or tradition.

ACU is a young university making a serious impact. Ranked in the top two per cent of universities worldwide and in the top 10 Catholic universities, we're also a leader in employability with 94 per cent of our graduates employed. The university has seven campuses around Australia, a campus in Rome, Italy, and an online campus – ACU Online.

ACU has four faculties, and several research institutes and directorates. We believe our number one asset is our people. It's the character, enthusiasm and dedication of our staff that make this a university like no other. All our staff contribute to the achievement of our goals set out in ACU's Vision 2033 and aim to provide high-quality services with a strong focus on service excellence.

To be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

The structure to support this complex and national university consists of:

- Vice-Chancellor and President
- Deputy Vice-Chancellor - Catholic Mission
- Provost and Deputy Vice-Chancellor (Academic)
- Deputy Vice-Chancellor (Corporate)
- Deputy Vice-Chancellor (Research and Enterprise)
- Deputy Vice-Chancellor (Education)

ABOUT THE FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences comprises three schools:

- Allied Health
- Behavioural and Health Sciences
- Nursing, Midwifery and Paramedicine

There are currently approximately 14,000 students (EFTSL) and 520 (FTE) staff in the faculty under the disciplines: occupational therapy, speech pathology, social work, exercise science, exercise physiology, nutrition science and dietetics, biomedical science, nursing, midwifery, paramedicine, digital health, physiotherapy, psychology and public health. The Faculty is represented across seven ACU campuses.

The faculty's research broadly addresses the Future Healthcare Worker, Health across the Lifespan, and Human Performance, with some of our current research focused on Cardiovascular Disease, Metabolism, Health Services Research, Nutrition, Sports Performance and Rehabilitation, Psychology and Mental Health.

An expanding portfolio of postgraduate courses is also available in coursework and research. Many postgraduate courses within the faculty have been developed in conjunction with industries to meet specific needs of the professions and industry. Some postgraduate units are offered in flexible learning mode by online study. All students have professional and clinical experience that is supervised by specially qualified practitioners. Catholic hospitals and other public, private and specialty organisations, as well as schools and the health and sports industry, are involved with preparing for, promoting, and offering this valued and essential experience.

The goals of the faculty are closely linked to and emanate from the Mission of the university. The areas of achievement by the faculty include the key areas of teaching and learning, research and scholarship, community engagement in addition to specific objectives regarding internationalisation, quality and resource management. It has well-established procedures for evaluating performance and ensuring quality which involve students and representatives of the various statutory registration authorities and professional organisations, as well as recent graduates and employers.

Further information about the faculty can be found at: <https://www.acu.edu.au/about-acu/faculties-directorates-and-staff/faculty-of-health-sciences>

ABOUT THE NATIONAL SCHOOL OF ALLIED HEALTH

The National School of Allied Health is located on six of the university's campuses: Brisbane, Strathfield, North Sydney, Canberra, Melbourne and Ballarat and is responsible for delivery of programs in four professional disciplines:

- Occupational Therapy
- Speech Pathology
- Physiotherapy
- Social Work / Human Services

Further information about the school can be found at: <https://www.acu.edu.au/about-acu/faculties-directorates-and-staff/faculty-of-health-sciences/school-of-allied-health>.

The school welcomes Aboriginal and Torres Strait Islander staff, students, and community perspectives in our commitment to culturally responsive classrooms and culturally safe environments. Substantial work has been undertaken over the last 10 years to embed Aboriginal and Torres Strait Islander ways of knowing, being, and doing in curricula, as well as to build cultural capability and responsiveness in staff. Our aim is to create sustained working and teaching environments where Aboriginal and Torres Strait Islander students, cultural mentors and academics can thrive. Underpinning this work is a strong ongoing focus on community engagement both within and external to ACU to truly privilege the voices of Aboriginal and Torres Strait Islander People within co-design, delivery, and evaluation of all of the School's activities. Support to undertake cultural activities is available and encouraged within the school, faculty and university for Aboriginal and Torres Strait Islander applicants.

ABOUT SPEECH PATHOLOGY

The Bachelor of Speech Pathology Program at ACU is offered on three campuses: Melbourne, North Sydney and Brisbane. The program aims to prepare students to assess and diagnose difficulties with communication and swallowing, and enables them to provide intervention and support that is person-centred, culturally-sensitive and evidence-based. Consistent with the mission of ACU, the program is underpinned by values including a respect for the dignity of the human person, commitment to social justice, equity, advocacy, and a responsibility to the common good. The program comprises speech pathology theoretical units, inter-professional units, and professional practice units. Meritorious students may be eligible to undertake an embedded Honours program in third and fourth year. The full course details can be found at: https://courses.acu.edu.au/undergraduate/bachelor_of_speech_pathology

The program utilises engaging and innovative learning and teaching activities, which are planned and delivered by a national team. Staff have a strong commitment to research and/or the scholarship of learning and teaching, and regard a commitment to these activities as essential to the successful delivery of the

program. The Bachelor of Speech Pathology has been fully accredited across all campuses by Speech Pathology Australia.

POSITION PURPOSE

A Lecturer/Senior Lecturer in Speech Pathology is expected to make significant contributions to the development and implementation of the Bachelor of Speech Pathology at Australian Catholic University by providing theoretical and clinical teaching and research, and where applicable, input into the professional practice program. The Lecturer/Senior Lecturer will teach into and/or coordinate units of study within the speech pathology program that align with their experience and expertise and contribute to the leadership of the program's activities (teaching, scholarship, research). They will consult with the Head of School and Assistant Deputy/Deputy Head of School of Allied Health, National Head of Discipline, the Course Coordinators of Speech Pathology on other campuses and other staff as required, ensuring that the delivery of the Speech Pathology curriculum is comprehensively managed. The Senior Lecturer will lead others in the provision of innovative engaging learning environments at a course, discipline and school level.

KEY RESPONSIBILITIES

Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- [ACU's Vision 2033](#)
- [Catholic Identity and Mission](#)
- [Code of Conduct for all staff](#)
- [ACU Capability Development Framework](#)
- [Higher Education Standards Framework](#)
- [ACU Staff Enterprise Agreement 2022-2025](#)
- [ACU Staff Reconciliation Action Plan](#)

The following two frameworks are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

- The [Academic Performance Matrices and Evidence Framework](#) which describes the performance standards in areas of academic activity.
- The [Capability Development Framework](#) which describes the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

- Teaching
- Curriculum Development and Scholarship of Teaching

- Research
- Academic Leadership/Service.

Responsibility	Broad Area of Academic Activity
Provide high quality innovative teaching, informed by reflective practice and empirical research, at undergraduate level.	Teaching/curriculum development/scholarship of teaching
Level B: Contribute to the effective supervision of Honours and/or HDR students; Level C: Effectively supervise Honours and/or HDR students.	Teaching/curriculum development/scholarship of teaching
Level B: Undertake assessment of students using well-designed tasks aligned with the expected learning outcomes and provide students with opportunities for consultation and feedback; Level C: Support students by designing assessments and providing feedback/guidance that enables achievement of learning outcomes, encourages self-reflection and enhances the learning experience.	Teaching/curriculum development/scholarship of teaching
Work with relevant academic and professional staff to contribute to curriculum, unit and program administration, development, delivery and review to ensure consistency between academic units and clinical teaching, including professional practice units as required.	Teaching/curriculum development/scholarship of teaching
Level B: Demonstrate excellence and innovation in curriculum design and the creation of supportive and engaging learning environments; Level C: Demonstrate leadership in curriculum design, and in the creation/enhancement of supportive and engaging learning environments.	Teaching/curriculum development/scholarship of teaching
Maintain professional competency and eligibility for membership of Speech Pathology Australia.	Teaching/curriculum development/scholarship of teaching
Level B: Work towards a coherent program of quality research demonstrated by high-quality research outputs aligned with National and/or ACU priorities; Level C: Establish and sustain a coherent program of quality research demonstrated by high-quality research outputs aligned with National and/or ACU priorities.	Research
Level B: Effectively coordinate one or more units and/or courses; Level C: Provide leadership within a national teaching team to ensure high quality delivery of units and the program.	Academic Leadership and Service

Responsibility	Broad Area of Academic Activity
Level B: Contribute to academic administration and quality improvement, risk management and/or governance within the school; Level C: Make sustained contributions to academic administration, quality improvement, risk management and/or governance which benefit the University.	Academic Leadership and Service
Participate in school, faculty and university committees and related activities as appropriate.	Academic Leadership and Service

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	• Qualification - A postgraduate qualification in Speech Pathology; a doctorate or substantial progress towards a doctorate. • Experience - Advanced knowledge or practice demonstrated in significant teaching experience and a higher degree (e.g. Masters or PhD or equivalent). • Experience - Level B: Demonstrated capacity to implement effective teaching and learning at the higher education level. Level C: Demonstrated ability to implement innovative and effective teaching, assessment and learning experiences at the higher education level. • Knowledge - Level B: Ability to implement new program initiatives that strive for excellence in the delivery of speech pathology services and professional practice experiences. Level C: Demonstrated leadership and/or excellence in designing curriculum and innovative learning environments for students. • Experience - Level B: Demonstrated capacity to implement high quality research, including collaborative research and to supervise research students. Level C: Demonstrated ability to implement and disseminate high quality research, including collaborative research and to supervise research students. • Experience - Level B: Demonstrated understanding of the nexus between teaching and research in approaches to teaching and learning, and to research and/or scholarship. Level C: Demonstrated capacity to provide academic leadership at the School or University levels in areas of teaching and learning, research and quality improvement. • Skill - Demonstrated excellence in interpersonal skills to contribute to positive relationships in an academic team and within the School, University and professional community. • Knowledge - Level B: Demonstrated capacity to contribute to academic administration at the School, University, and/or professional levels in areas of teaching, research and quality improvement. Level C: Demonstrated ability to manage a range of educational and administrative processes including planning, marketing and continuous
--	---

	quality improvement of programs and courses.
Core Competencies:	• Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values. • Keep stakeholder interest at the core of ACU business decisions and ACU service excellence as a top priority. • Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. • Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University. • Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.
Essential Attributes:	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.
Working with children and vulnerable adults check	Evidence of the ability to work with children and/or vulnerable adults, and contribute to and protect their safety and wellbeing. The successful applicant of this position will be required to hold a valid working with children clearance for the State or Territory in which the position is located.

REPORTING RELATIONSHIPS

For further information about the structure of the University, refer to the Organisation Chart
<https://www.acu.edu.au/about-acu/leadership-and-governance/leadership/organisational-structure>

