

POSITION DESCRIPTION

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| Position Title | Lecturer (Nursing) | | |
| Organisational Unit | Faculty of Health Sciences | | |
| Functional Unit | School of Nursing, Midwifery & Paramedicine QLD | | |
| Nominated Supervisor | Deputy Head, School of Nursing, Midwifery & Paramedicine QLD | | |
| Career Pathway | Teaching Focussed | | |
| Classification | Academic Level B | | |
| CDF Level | CDF1 | Position Number | 10600058 |
| Attendance Type | Full Time | Date reviewed | 15-AUG-2024 |

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
- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer and Deputy Vice-Chancellor
- Deputy Vice-Chancellor (Research and Enterprise)
- Deputy Vice-Chancellor (Education)
- Vice President and Director (Mission and Identity).

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, biomedical science, nursing, midwifery, paramedicine, physiotherapy, psychology and public health. The Faculty is represented across seven ACU campuses.

The Faculty's current research priorities focus on Cardiovascular Disease and 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 in order 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 NATIONAL SCHOOL OF NURSING, MIDWIFERY & PARAMEDICINE

The National School of Nursing, Midwifery and Paramedicine formed in 2012 from the amalgamation of ACU's state-based Schools. It has the largest intake of nursing, midwifery and paramedicine students in Australia.

The National School of Nursing, Midwifery and Paramedicine comprises a team of highly motivated and dedicated academic and professional staff who have built a strong teaching and learning environment as evidenced by student demand, entry levels and student course evaluation over several years. The School is located on six campuses: Brisbane, Blacktown, North Sydney, Canberra, Melbourne and Ballarat.

Further information about the School can be found at:

http://www.acu.edu.au/about_acu/faculties,_institutes_and_centres/health_sciences/school_of_nursing_midwifery_and_paramedicine

POSITION PURPOSE

The Lecturer is accountable for high quality teaching and learning outcomes through the development, delivery and continuous improvement of lectures, tutorials and laboratory classes in core subjects in the discipline of Nursing at undergraduate and postgraduate levels. The position makes a significant contribution to teaching, curriculum development and the scholarship of teaching and research performance, and to the academic and administrative functions of the School of Nursing, Midwifery and Paramedicine.

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 |
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| Contribute to academic administration, quality improvement, risk management and/or governance which benefit the School and University. | Academic Leadership and Service |
| Effectively coordinate one or more units and/or courses including the management of staff. | Academic Leadership and Service |
| Coordinate or lead the activities of other staff and show potential for leadership within at least one area of academic activity. | Academic Leadership and Service |
| Develop and deliver high quality, innovative teaching informed by reflective practice. | Teaching/curriculum development/scholarship of teaching |
| Contribute to supporting students and creating supportive, inclusive learning environments. | Teaching/curriculum development/scholarship of teaching |
| Participate and contribute to the development of the unit assessments moderation and unit evaluation. | Teaching/curriculum development/scholarship of teaching |
| Use current disciplinary research, including ACU research, in teaching and curriculum that facilitates student engagement in research, encourages inquiry-based learning, and develops students understanding of a culture and skills within the discipline. | Teaching/curriculum development/scholarship of teaching |
| Take an active role in the scholarship of teaching and learning by contributing to research into practices, including publications, presentations, workshops and grant obtaining grant funding. | Teaching/curriculum development/scholarship of teaching |

SELECTION CRITERIA

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| Qualifications, skills, knowledge and experience: | <ul style="list-style-type: none"> • Qualification - Essential: Completed Masters degree in relevant discipline Desirable: Higher Research Degree (PhD/Prof Doc). • Experience - Current unrestricted registration with AHPRA (as a Registered Nurse). • Experience - Demonstrated experience in developing and or implementing innovative and pedagogically contemporary teaching and assessment activities. • Experience - Displays evidence of scholarship of teaching and or a research profile to support the delivery of teaching excellence. • Experience - Demonstrated experience in the effective coordination of staff in one or more units and/or courses. • Skill - Demonstrated tertiary teaching experience in undergraduate and or post graduate units and or courses. • Skill - Demonstrated capacity to contribute to curriculum design and implementation of units and courses at an undergraduate and postgraduate level. • Skill - Demonstrated ability to work collaboratively with internal and external stakeholders to the organisation to capitalise on all available expertise in pursuit of excellence. |
| Core Competencies: | <ul style="list-style-type: none"> • 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. • Display openness and resilience, inspire others to change and act to make change happen with ACU's strategic goals and Mission at the heart of all outcomes. • Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. • Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness. • Make informed, evidence-based decisions by sourcing and interpreting University and business information. |
| Essential Attributes: | <p>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.</p> |

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| Working with children and vulnerable adults check | This role does not require a Working with Children Check. |
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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>

