

POSITION INFORMATION

Position Title	Lecturer in Nursing		
Faculty	Faculty of Health Sciences		
School	School of Nursing, Midwifery and Paramedicine		
Nominated Supervisor	State Head of School	Campus/Location	North Sydney
Academic Level	B	Academic Career Pathway	Teaching focussed
CDF Achievement Level	2 Management (Line)	Work Area Position Code	
Employment Type	Full time continuing	Date reviewed	August 2018

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Our Mission: 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.

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University, and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order 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.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

The structure to support the University consists of:

- Provost
- Chief Operating Officer & Deputy Vice-Chancellor
- Deputy Vice-Chancellor, Research
- Deputy Vice-Chancellor, Students, Learning and Teaching
- Vice President
- Pro Vice-Chancellor Assisting the Vice-Chancellor and President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the Mission of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

ACU is committed to diversity and social inclusion in its employment practices. Applications from Aboriginal and Torres Strait Islander people, people with disabilities and people from culturally diverse groups are encouraged.

ABOUT THE FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences offers courses in biomedical science, clinical education, clinical exercise physiology, exercise and cancer, exercise science, health administration, healthcare simulation education, high performance sport, mental health, midwifery, nursing, nutrition science, occupational therapy, paramedicine, physiotherapy, psychology, public health, rehabilitation, social work and speech pathology.

Our vision is to provide caring and prepared graduates who promote health and prevent illness for Australia's health and sports industries, and provide quality healthcare for vulnerable communities such as the Indigenous, elderly and disabled.

The Schools are:

School of Nursing, Midwifery and Paramedicine (National)

School of Allied Health (National)

School of Behavioural and Health Sciences (National)

The Faculty's courses are developed within the Catholic intellectual tradition with the goal of preparing graduates in health with an emphasis on social justice and equity, and sustainability.

Further information about the Faculty can be found at:

http://www.acu.edu.au/about_acu/faculties_institutes_and_centres

ABOUT THE SCHOOL OF NURSING, MIDWIFERY AND 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 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 currently consists of over 8,600 students (headcount) and is located on five campuses: Brisbane, North Sydney, Melbourne, Ballarat and Canberra.

Further information about the Faculty 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

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/ Midwifery / Paramedicine at undergraduate and postgraduate levels. Make 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.

POSITION RESPONSIBILITIES

Introduction

A number of frameworks and standards reflect the University's expectations for the conduct, capability, participation and contribution of staff including:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- Learning For Life Framework 2014-2017
- ACU Teaching Criteria and Standards Framework
- Research Quality Standards
- Academic Performance Matrices and Evidence Framework
- ACU Capability Development Framework
- Minimum Standards for Academic Levels (MSALs)
- Higher Education Standards Framework
- ACU Service Principles
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.

The following two frameworks in particular 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 support 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.

Key responsibilities

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies (Capability Development Framework)
Teaching, curriculum development and scholarship of teaching	<ul style="list-style-type: none"> • Develop and deliver high quality, innovative teaching informed by reflective practice • Contribute to the effective supervision of honours, and/or masters and/or PhD students • Contribute to excellence and innovation in curriculum design and review acknowledged at a faculty and/or University level • Introduce innovation in the creation and/or enhancement of an engaging learning environment using various delivery methods • Provide experience based and student-centred learning opportunities • Contribute to supporting students and creating supportive, inclusive learning environments through initiative or innovation in practice • Use of variety of well-designed assessment tasks aligned with the expected learning outcomes • Participate in moderation assessment, normally at unit level • Provide students with clear assessment criteria with timely and consequential feedback • Provide students with timely, effective, formal and informal consultation and feedback opportunities • 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 • Contribute to research into practices of teaching, learning and curriculum development, including publications, presentations or workshops. • Take an active role in obtaining funding to support individual and/or team projects and in delivering project outcomes. 	<ul style="list-style-type: none"> • Collaborate Effectively • Communicate with Impact • Be Responsible and Accountable for Achieving Excellence

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies (Capability Development Framework)
Academic Leadership and Service	<ul style="list-style-type: none"> • Contribute to academic administration, quality improvement, risk management and/or governance which benefit the School and University • Demonstrate initiative and ability to contribute to processes at least within the immediate academic unit. • Effectively coordinate of one or more units and/or courses. • Effectively coordinate of staff • Contribute to knowledge sharing with staff and/or students in order to benefit the academic unit • Actively participate in strategically aligned external service and engagement activities relevant to the discipline / profession / expertise • Contribute to productive relationships which facilitate the achievement of the University’s strategic goals, between the University and external groups. • Coordinate or lead the activities of other staff and show potential for leadership within at least one area of academic activity • Be self-managed and make an independent contribution to the academic unit consistent with the University’s Strategic Plan 	<ul style="list-style-type: none"> • Adapt to and Lead Change • Deliver Stakeholder Centric Service • Make Informed Decisions • Know ACU Work Processes and Systems • Collaborate Effectively • Adapt to and Lead Change • Coach and Develop

SELECTION CRITERIA

Qualifications and Capability		Selection Criteria?
Qualifications and other credentials		
1.	Completed Masters degree in relevant discipline (or substantial progress or completion of a PhD or Doctorate).	Yes
2.	Current registration with AHPRA (as a Registered Nurse).	Yes
Teaching, curriculum development and scholarship of teaching		
3.	Demonstrated tertiary teaching experience in undergraduate and or post graduate units and or courses.	Yes
4.	Demonstrated capacity to contribute to curriculum design and implementation of units and courses at an undergraduate and postgraduate level.	Yes
5.	Demonstrated experience in developing and or implementing innovative and pedagogically contemporary teaching and assessment activities.	Yes

Qualifications and Capability		Selection Criteria?
6.	Displays evidence of scholarship of teaching and or a research profile to support the delivery of teaching excellence.	Yes
Academic leadership/service		
7.	Demonstrated experience in the effective coordination of staff in one or more units and/or courses.	Yes
Core Competencies		
8.	Demonstrated confidence and courage to achieve ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.	Yes
9.	Demonstrated ability to work collaboratively with stakeholders internal and external to the organisation to capitalise on all available expertise in pursuit of excellence.	Yes
10.	Demonstrated ability to communicate with impact and purpose to gain the support of a wide range of stakeholders, both internal and external to create positive impact and successful outcomes.	Yes