

## POSITION INFORMATION

<b>Position Title</b>	Lecturer in Physiotherapy – Clinical Coordinator		
<b>Faculty</b>	Health Sciences		
<b>School</b>	Allied Health		
<b>Nominated Supervisor</b>	Deputy Head of School (VIC)	<b>Campus/Location</b>	Aquinas/Ballarat
<b>Academic Level</b>	Level B	<b>Academic Career Pathway</b>	Teaching-focussed
<b>CDF Achievement Level</b>	1 All Staff	<b>Work Area Position Code</b>	
<b>Employment Type</b>	Continuing, Part-time 0.4 FTE	<b>Date reviewed</b>	August 2018

## 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.*

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 this complex and national 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.

## ABOUT THE FACULTY OF HEALTH SCIENCES

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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](http://www.acu.edu.au/about_acu/faculties_institutes_and_centres)

## ABOUT SCHOOL OF ALLIED HEALTH

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

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

The Discipline Physiotherapy was established in 2010 at ACU and is located across three campuses – Ballarat, Brisbane and North Sydney. All Campuses host cutting edge facilities complete with anatomy wet laboratories and physiotherapy teaching laboratories. Students are taught all facets of the practice of physiotherapy and provided with ample opportunities and support to practice their emerging skills.

Physiotherapy staff include lecturers, researchers and clinicians, who contribute to the learning and teaching program and conduct research in a broad range of Physiotherapy related areas. The thorough education at ACU equips students for working across a variety of clinical areas and in a variety of settings.

We promote ethical practice and professional behaviour in our students, and aim to produce competent, confident beginning practitioners.

## POSITION PURPOSE

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The Bachelor of Physiotherapy is a four year undergraduate program; foundation units in the first three semesters provide the basis for the development of profession specific knowledge and skills. Students commence clinical placements in the first year.

This position will provide expertise and excellence in the teaching of physiotherapy clinical sciences and clinical education and provide a critical interface between the Discipline of Physiotherapy and health services offering clinical placements.

The incumbent will liaise with students, LICs and health agencies to source, plan and coordinate student placements that meet the APC accreditation requirements and allow students to demonstrate competence in key areas. The incumbent is responsible for allocation and monitoring of clinical placements, supervising the administrative tasks associated with clinical placements and engages in quality assurance processes.

## POSITION RESPONSIBILITIES

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### 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 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 Delivery Model
- 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 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.

### Key responsibilities

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies ( <a href="#">Capability Development Framework</a> )
Teaching, curriculum development and scholarship of teaching	<ul style="list-style-type: none"> <li>• Teach selected areas of content relevant to physiotherapy and assess students, including contributing to the Core Curriculum.</li> <li>• Contribute to the development of policies and procedures that underpin the philosophy and practice of clinical placement to ensure continuous improvement of systems and processes.</li> <li>• Project management of clinical placement allocation</li> <li>• Work individually and collaboratively to:               <ol style="list-style-type: none"> <li>a) Plan and implement learning and assessment programs in accordance with curriculum and required placement outcomes.</li> <li>b) Implement learning strategies which develop students' professional skills consistent with unit learning outcomes.</li> <li>c) Prepare quality learning and assessment resources for use by students and other teachers in program delivery and clinical placement</li> <li>d) Provide timely and constructive feedback to students on their performance and progress in their placement.</li> </ol> </li> <li>• Provide timely and constructive feedback to students on their performance and progress in their placement</li> <li>• Fulfill duty of care to ensure student safety, health and wellbeing.</li> <li>• Participate in strategic planning activities and contribute to the achievement of the strategic objectives as allocated in work planning processes.</li> <li>• Build and maintain positive on-going relationships with students, colleagues and providers of clinical placements</li> <li>• Provide documentation, reports and record keeping in accordance with policy and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Live ACU's Mission, Vision and Values</li> <li>• Collaborate Effectively</li> <li>• Communicate with Impact</li> <li>• Know ACU's work processes and systems</li> </ul>

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies ( <a href="#">Capability Development Framework</a> )
<b>Academic Leadership and Service</b>	<ul style="list-style-type: none"> <li>Provide leadership within a national teaching team to ensure high quality delivery of units.</li> <li>Sustained contribution to academic administration, quality improvement, risk management and/or governance which benefit the University.</li> <li>Effective coordination of one or more units and/or courses</li> </ul>	<ul style="list-style-type: none"> <li>Be responsible and accountable for</li> <li>Achieving Excellence</li> <li>Coach and Develop</li> </ul>

## QUALIFICATIONS AND CAPABILITY OF THE POSITION HOLDER

This section sets out the qualifications, skills, knowledge, experience and competencies expected of the position holder, collectively referred to as 'qualifications and capability'. These are informed by the evidence and performance standards for the relevant Academic Level and Academic Career Pathway and Academic Level drawn from the [Academic Performance Matrices and Evidence Framework](#) and the Core Competencies set out in the [Capability Development Framework](#).

Opportunities to develop capability are provided through the development programs coordinated by internal providers of professional development. See the [Training and Development website](#) for more information.

Qualifications and Capability		Selection Criteria?
<b>Qualifications and other credentials</b>		
1.	Registration with AHPRA as a Physiotherapist in Australia.	Yes
2.	Advanced knowledge or practice demonstrated in significant clinical experience, teaching experience (including clinical education) and/or in a higher degree (e.g. Masters or PhD or equivalent).	Yes
<b>Teaching, curriculum development and scholarship of teaching</b>		
3.	Demonstrated experience in sourcing, planning and coordinating student clinical placements.	Yes
4.	Ability to establish and maintain effective working relationships with internal and external stakeholders including development of clinical education partnerships.	Yes
5.	Demonstrated ability to plan and implement learning strategies and assessment programs in accordance with curriculum and clinical outcomes.	Yes
<b>Research</b>		
6.	Demonstrate evidence of the nexus between teaching and research in their approaches to teaching and learning, and to research and scholarship;	Yes
<b>Core Competencies</b>		
7.	Live ACU's Mission, Vision and Values: 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.	Yes

Qualifications and Capability		Selection Criteria?
Other attributes		
8.	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.	Yes