

<b>Position Title</b>	Lecturer – Pharmacy
<b>Group/Portfolio</b>	School of Pharmacy and Medical Sciences
<b>Classification</b>	Lecturer (Level B)
<b>Position Number</b>	00063512 / 00063513
<b>Reports To</b>	00050952 – Head of School
<b>Employment Type</b>	0.5 FTE Continuing

## 1.0 Position Purpose

This teaching focused position will require the appointee to undertake teaching in therapeutics, and related areas. In addition, the appointee will be required to work on pharmacy curriculum matters as part of the therapeutics team reporting to the Head of School. There are 2 part time 50% continuing positions.

## 2.0 Eligibility Requirements

- Hold a degree in Pharmacy and have a substantial level of professional experience relevant to the discipline, including at least 3 years working within a clinical pharmacy environment.
- Prior Experience with teaching therapeutics in a higher education setting, and technology enhanced learning is desirable.

Current professional registration as a Pharmacist with the Australian Health Practitioner Regulation Agency (AHPRA) or hold a registrable degree.

## 3.0 Key Responsibilities

*This position description incorporates the full scope of academic responsibilities for this level. Actual expected responsibilities are applied in accordance with individual work profiles and in consultation with the incumbent's Academic Supervisor.*

- Develop and deliver course material with current clinical knowledge for lectures and workshops in Pharmacotherapeutics and be involved In assessment related to these.
- Foster and engage in teaching & learning research activities and identify ongoing education Improvements and opportunities in consultation with program and course convenors.
- Foster an outstanding student experience and encourage active participation and engagement in learning and teaching across the spectrum of the University's undergraduate, and postgraduate program suite facilitating high quality, student-centred learning activities.
- Continuously improve teaching practice through professional development and critical reflection informed by a range of evaluation approaches
- Inform the quality, innovation, currency and evidence-base of teaching and learning through scholarly activities, commitments and outputs.

- Support high quality learning and teaching strategies that facilitate improved student retention, employability and successful outcomes for students.
- Foster innovation and a future-focused approach to support high quality learning and teaching outcomes for students evidenced by technology enhanced learning, problem oriented, authentic learning and assessment practices.
- Provide educational contributions through responsibility for academic courses.
- Contribute to the advancement of knowledge through a balanced research portfolio of high-quality outputs that demonstrate impact.
- Undertake research that has the potential to achieve impact on policy and practice in the wider community.
- Ensure consistently high-quality experiences and outcomes are achieved for higher degree research (HDR) candidates.
- Support a student-centred service culture and establishment of positive, respectful and supportive relationships between staff and students.
- Develop meaningful and impactful partnerships with the broader community, by actively engaging and collaborating with external stakeholders.
- Contribute to the enhancement of the School/Department standing and reputation by promoting educational and research activities with external communities.
- Promote and enhance student learning experiences through engagement with industry and broader community to develop work integrated learning opportunities and support employability initiatives.
- Support, ensure and maintain compliance with relevant legislation and University policies and procedures, including equity and health & safety and exhibit good practice in relation to same.
- Be a leading example of the principles and values embodied in the University's Code of Conduct, and behave, act and communicate at all times to reflect fairness, ethics and professionalism.

#### 4.0 Key Capabilities

- Griffith University identifies the attributes of resilience, flexibility, creativity, digital literacy and entrepreneurship as critical to our graduates' success, in the rapidly changing future world of work. We have established a Griffith University Capability Development Framework to provide a common language of some of the non-technical organisation skills that will support our staff to thrive now and into the future. The Capability Development Framework will assist you to understand the current skill level of this position in the non-technical but critical skill domains that are increasingly important in a changing workplace context.

To read about some of the non-technical organisation skills for this position, please see the Leads Self section of our [Capability Development Framework](#).