

Position Title	Lecturer (Level B) in Nursing
Group/Portfolio	Health Group / School of Nursing and Midwifery
Classification	Lecturer (Level B)
Position Number	00060692
Reports To	Head of School, School of Nursing and Midwifery
Employment Type	Continuing

1.0 Position Purpose

A Lecturer is expected to make contributions to the teaching effort of the University and to carry out activities to maintain and develop scholarly, research and/or professional activities relevant to the discipline. A Lecturer may be expected to carry out independent and/or team research and may supervise postgraduate research students.

A Lecturer will undertake teaching, course and program coordination and curriculum development at both undergraduate and postgraduate levels and will contribute to the development of nursing knowledge through research and/or scholarship. Level of appointment will be dependent on qualifications, clinical expertise, teaching experience and research and publication track record.

2.0 Eligibility Requirements

- Unrestricted Registration with the Australian Health Practitioner Regulation Agency (Ahpra) as a registered nurse.
- Possess a Masters qualification in nursing (or equivalent) and/or hold or be nearing completion of a PhD in nursing or related area.
- You will have a track record in tertiary teaching and experience in course coordination.

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.

- 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 portfolio of high-quality scholarly outputs.
- Undertake research that has the potential to achieve impact on teaching and practice in the wider community.
- Ensure consistently high-quality experiences and outcomes are achieved for higher degree research (HDR) candidates (if eligible).
- 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 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](#).