

## Teaching Focused Academic (Paramedicine)

<b>POSITION NUMBER</b>	950994
<b>COLLEGE / DEPARTMENT</b>	College of Sport, Health, and Engineering
<b>LOCATION/CAMPUS</b>	The position is currently located at the St Albans Campus of the University.
<b>CLASSIFICATION</b>	Teaching Focused Academic - Level B

### OVERALL PURPOSE

The overall purpose of the Teaching Focused Academic (Paramedicine) is to make significant contributions to the teaching components in the Paramedicine discipline and to contribute to the College through relevant academic, scholarship, administrative, and professional activities. An academic at this level is also expected to make significant contributions to research activities and supervision within the discipline.

### ORGANISATIONAL ENVIRONMENT

Victoria University has a bold and ambitious new vision and a seven-year strategic plan characterised by five strategic drivers. Victoria University's [Strategic Plan 2022-2028, Start Well, finish brilliantly](#), also commits the University to the ambition to be a global leader in dual sector learning and research by 2028.

VU has innovated a new pedagogic and curriculum approach: the VU Block Model. This, along with the VU First Year College, has been one of the leading learning and teaching innovations in the Australian tertiary education sector over the past decade. Our embedded VU Polytechnic is a leading TAFE provider, renowned for its industry collaboration and its digital innovation in delivery. As a result, Doing Dual Differently is one of our five core drivers and points of uniqueness.

At Victoria University, our research is focused on the development and sustained application of ethical knowledge in all its forms, done in partnership and collaboration, to address the challenges of people, places and planet. In 2022, VU launched its [Research and Impact Plan 2023-2028](#) and is one of the top ten sports science universities in the world with more recent, yet equally profound, achievements in health sciences; immunology; green engineering; the circular economy; and First Nations.

### STRATEGIC DRIVERS

To achieve our vision, we have identified five Strategic Drivers, with a high-level objective, and the goals to get us to our 2028 target. Our vision is big and ambitious. It is also achievable.

1. Doing Dual Differently
2. Partnering with Principle
3. Maximising Research with Impact
4. Protecting Country
5. A Thriving Place to Study and Work

People and Culture use only

## VISION

To be a global leader in dual sector learning and research by 2028.

## PURPOSE

Victoria University emboldens its people to design their future and has a deep commitment to Protecting Country.

The College of Sport, Health, and Engineering offers a variety of health and allied health courses ranging from undergraduate degrees through to doctoral studies, with the majority of the programs offering a clinical learning experience in close association with key industry partners. The Program areas covering the Health disciplines are:

- Allied Health
- Biomedical and Life Sciences
- Clinical Services
- Nursing and Midwifery
- Sport and Movement Sciences

The Paramedicine discipline is located within the Allied Health program.

The operations of the College of Sport, Health and Engineering are located at the Footscray Park campus, however this position is currently located at the St Albans campus of the University though this position may be relocated to any other existing or future University work location.

An organisation chart is attached.

## MAJOR CHALLENGES / FREEDOM TO ACT

This position reports to and receives broad direction from the Head of Program (Allied Health) and operates within the University policies, procedures and guidelines. Discipline support is provided by the Course Chair of the Paramedicine Discipline.

The level of responsibility consists of promoting excellence in teaching and learning, scholarship, and research in undergraduate and graduate programs in the Discipline of Paramedicine. They will normally undertake administration primarily relating to their activities at the institution and may be required to perform the full academic responsibilities of and related administration for convening units within Paramedicine courses, and/or chairing a smaller award course. The appointee will also be expected to contribute to the development of a strong collegial environment within the Paramedicine discipline and broader College. Supervision of sessional staff may be required.

## MAJOR DUTIES PERFORMED

In performing the following duties the incumbent is required to comply with quality assurance policies and procedures, and other relevant legislative requirements applicable to the University.

The major duties performed are:

- 1 Work with Paramedicine and relevant other staff to develop high quality materials to teach and convene units in the undergraduate Paramedicine course;

- 2 Participate in administrative duties and academic leadership such as course or unit convenor, attend discipline and college meetings and/or membership of committees.
- 3 Independently prepare and deliver curriculum content, including unit coordination, marking, assessment and consultation with students.
- 4 Consult with and provide advice, support and feedback to students.
- 5 Independently and in collaboration with other relevant staff, conduct and disseminate research in areas of expertise in accordance with the MORA (Measure of Research Activity) expectations for the level of appointment.
- 6 Identify, assess, prioritise and control risks to the health and safety of staff, students, visitors and contractors to the environment arising from the operation of the area under their responsibility, and ensure that a safe system of work is developed and followed through appropriate training, supervision and monitoring in line with the annual OH&S Plan.

## SELECTION CRITERIA

### Essential

- 1 Current or eligibility for AHPRA Paramedicine Board of Australia registration.
- 2 Masters qualification (or near completion) or equivalent accreditation and standing in a University/professional experiential equivalence as defined by VU policy  
<https://policy.vu.edu.au/download.php?id=415&version=1>
- 3 Established discipline expertise in the practice of Paramedicine.
- 4 Demonstrated competence in, or capacity to undertake high quality teaching in a higher environment, preferably including involvement in unit coordination and curriculum design relevant to Paramedicine practice.
- 5 Demonstrated knowledge of the Paramedic Board of Australia Accreditation Standards as they relate to the paramedicine work integrated learning (WIL) curriculum design, teaching and learning.
- 6 Demonstrated experience in simulation and/or clinical skills teaching in a higher education environment including the ability to develop appropriate interprofessional and culturally safe curriculum, systems and processes for the assessment of student professional competencies.
- 7 Demonstrated excellent oral and written communication skills and interpersonal skills, including the demonstrated ability to establish effective relationships with staff, students and industry partners.
- 8 Current satisfactory Working with Children Check and National Police Check (or ability to obtain).
- 9 Awareness of OHS responsibilities and willingness to attend OHS training as required.
- 10 Willingness to commit to Victoria University's values and behaviours which are:

Values – Access, Excellence, Respect

Behaviours – Engagement, Collegiality, Courage

## **Desirable**

- 1 Master of Paramedicine degree
- 2 Demonstrated experience and successful track record in supervision of honours and higher degree students to successful completion;
- 3 Enrolment in, or completion of, a Graduate Certificate in Tertiary Education or equivalent.

# ORGANISATIONAL CHART

