

Lecturer / Senior Lecturer (Speech Pathology)

POSITION NUMBER	953674
COLLEGE / DEPARTMENT	Allied Health Program, College of Sport, Health and Engineering
LOCATION/CAMPUS	The position is currently located at the Footscray Park Campus of the University.
CLASSIFICATION	Academic Level B/C (Teaching and Research)

OVERALL PURPOSE

This Senior Lecturer (Speech pathology) will act as the **Practice Education Lead**. This role will ensure that students have access to appropriate learning experiences, meeting both curriculum and accreditation requirements. The position has responsibility for the coordination of practice education in the Speech Pathology Courses, with a focus on organisation of student practice education throughout the course and responsibility for student clinical assessment. This role includes liaison with practice education partners in hospitals, education and community clinics. The appointee will develop and maintain strong partnerships and will expand opportunities for student clinical learning, ensuring the ongoing sustainability of practice education. The successful applicant will also contribute to excellence in practice teaching and will support and provide ongoing professional education and training for practice educator partners.

In addition, when required they will act as unit convenor, which involves the preparation of materials, curriculum design and teaching in a small number of discipline-based college speech pathology units. Teaching may be focused on practice education or specialist areas of speech pathology expertise. As Practice Education Placement Lead, they serve as a key point of contact for students, as well as internal and external stakeholders, in the administration and coordination of the practice education placements program. The Senior Lecturer will have supervisory responsibilities for Practice Educators on staff and sessional staffing in practice and simulation workshops.

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 bold 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 focuses 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

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

This role sits within the Allied Health Program within the College of Sport, Health, and Engineering. The mission of the Allied Health Program at Victoria University is to enhance health and quality of life through discovery, dissemination, and application of evidence-based knowledge regarding relevant health disciplines. This mission will be achieved through empowering students from diverse countries and cultures, socioeconomic and educational backgrounds, to be successful lifelong learners, grow their skills and capabilities for the changing world of work. Students will grow to be confident, creative, ethical, and respectful, local and global citizens. The operations of the Allied Health disciplines and this position are currently located at the Footscray Park Campus of the University though this position may be relocated to any other existing or future University work location. It is expected that staff travel to various campuses and partner sites for meetings, teaching classes and other required activities as necessary.

An organisation chart is attached.

MAJOR CHALLENGES / FREEDOM TO ACT

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

The level of responsibility consists of promoting excellence in teaching and learning, scholarship, and research in undergraduate and graduate programs in the Discipline of Speech Pathology. 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 our

speech pathology courses. The appointee will also be expected to contribute to the development of strong relationships that link the discipline with relevant external professional, industrial, and government organisations, as well as the ongoing cultivation of these relationships. Supervision of Practice Educators on staff and sessional staff will 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:

PRACTICE EDUCATION TEACHING AND LEARNING

- Responsibility for coordination of student practice education placements, working alongside the Clinical Learning Office to ensure that placements meet student learning needs, compliance and accreditation requirements;
- Coordinate academic units tied to practice education placements, including delivery of relevant, practice focused workshops to students, and assessment of students in these units;
- Provide support to students and practice educators in relation to practice placements, including management of marginal students who require extra support;
- Contribute to clinical preparedness of students through involvement in clinical teaching;
- Contribute to the ongoing development of the practice education program in the Speech Pathology programs, with support from senior staff members;
- Maintain up-to-date information about the practice education program as required for Accreditation of the Speech Pathology degrees;
- Design and implement professional practice educator training for external and internal professional practice educators at Victoria University;
- Contribute to the review and development of curriculum across the Speech Pathology courses, including integration and evaluation of new modes and methods of practice teaching and learning;
- Actively review the needs of course regarding practice education, taking into account emerging trends and issues, and contribute to the ongoing development of the practice education program to meet projected needs;
- Contribute to the supervision and management of research projects for students undertaking research in speech pathology;
- Teaching and convene annually a small number of theory units in the speech pathology courses in the area of the candidates expertise.

ENGAGEMENT

- Actively seek and foster new relationships and manage existing partnerships with external Practice education partners;
- Provide training to Practice Educators and Speech Pathologists, including COMPASS™ training;
- Engage in activities promoting the discipline in the wider University and external communities, through participation in activities such as Open Day, and others;
- Contribute to the discipline through membership of professional societies, participation in Interest groups and similar and engaging in professional activity in the field.

LEADERSHIP AND SERVICE

- Make active contributions to Discipline, program and College meetings and committees;
- Provide leadership to contribute to best practice and innovation in Practice Education within the Speech Pathology courses;
- Contribute to evaluation of the effectiveness of the Practice Education Program;
- Contribute to strategic planning of the discipline;
- Actively engage and participate in interdisciplinary collaboration with various health disciplines and Colleges at Victoria University;
- Independently and in collaboration with other relevant staff, conduct and disseminate research in areas of expertise.

RESEARCH AND SCHOLARSHIP

- Publish academic papers in high quality peer reviewed journals;
- Present research outcomes at relevant high-quality conferences;
- Gain external research funding to support research;
- Supervise higher degree students to timely completion.

SELECTION CRITERIA

Essential

1. Bachelor or postgraduate degree in Speech Pathology or equivalent, with eligibility for membership of Speech Pathology Australia.
2. Demonstrated knowledge and understanding of speech pathology management and service provision across a range of practice settings.
3. Masters or Doctoral qualification or significant progress toward completion, or experiential equivalence as defined by VU policy <https://policy.vu.edu.au/download.php?id=415&version=1>.
4. Demonstrated competence in, or capacity to undertake high quality teaching in a tertiary environment, including unit coordination and curriculum design relevant to speech pathology practice.
5. Demonstrated knowledge of the Speech Pathology Australia accreditation standards as they relate to speech pathology practice education curriculum design, teaching, and learning.
6. Demonstrated experience in simulation and/or clinical skills teaching in a tertiary environment including the ability to develop appropriate interprofessional and culturally safe curriculum, systems, and processes for the assessment of practice education.
7. Demonstrated evidence of a growing research track record (for career stage).
8. Demonstrated excellent oral and written communication skills and interpersonal skills, including the demonstrated ability to establish effective relationships with staff, students, industry partners, and

practice education placement providers.

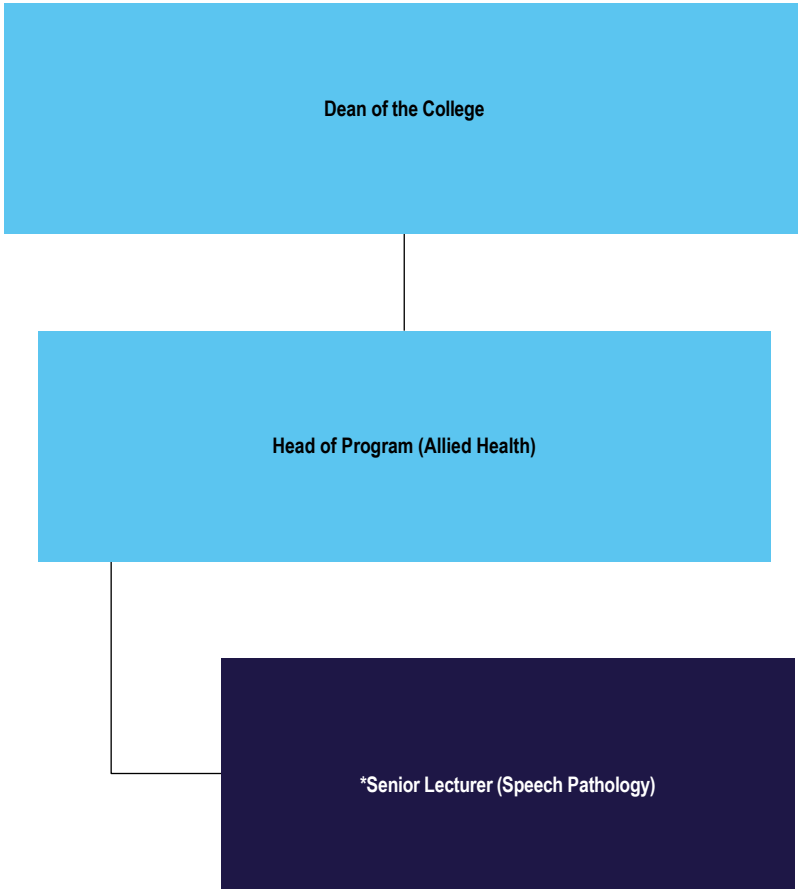
9. Current satisfactory Working with Children Check and National Police Check (or ability to obtain).


Desirable


10. Demonstrated experience and successful track record in supervision of Honours and higher degree by research students to successful completion.
11. Enrolment in, or completion of, a Graduate Certificate in Tertiary Education or equivalent.
12. History of managing practice education partnerships with placement providers.
13. A drivers license.

Organisational Chart

College of Sport, Health, and Engineering



 Management Positions

 *Denotes the Vacant Position Advertised