Academic Roles and Responsibilities Policy

Section 1 - Purpose

(1) This policy delineates the roles and responsibilities and, where applicable, additional remuneration of academic staff employed on continuing or fixed-term contracts who are either covered under the ACU Staff Enterprise Agreement 2022-2025 or who are exempt from it at Senior Management or Executive levels. Aligned with ACU Mission, Identity and Values and supporting Vision 2033, this policy helps the University meet its legal obligations regarding quality assurance and governance of educational offerings, research, and service. The policy also enables clear understanding of staff duties for the purpose of workload allocation and, where relevant, payment of allowances.

Section 2 - Scope/Application

(2) This policy;

a. identifies and describes the key responsibilities of academic roles typically required in Faculties, Institutes, Centres, and Schools;
b. identifies roles that may be required in some organisational units, depending on their strategic and operational needs;
c. identifies roles that may be assigned to academic or professional staff; and
d. describes the minimum requirements for documentation related to new and existing roles not identified in this policy.

(3) Appointments to roles under this policy are made in accordance with the Delegations of Authority Policy and Register and, where relevant, must align with relevant university policies governing recruitment, selection, and appointment. Workload allocation for these roles is governed by the Academic Workload Allocation Policy, and where applicable, any additional remuneration is determined under the Higher Duties Allowance Policy. If a discrepancy exists between the description of roles in this policy and the Delegations of Authority Policy and Register the Delegations of Authority Policy and Register shall prevail as the authoritative source.

Section 3 - Definitions

(4) Terms used in this Procedure are consistent with the Glossary of Student and Course Terms. The following specific definitions also apply:

Term	Definition
Course	an approved program of study leading to an accredited higher education award.
Unit	each course is composed of course units, which may be specified (compulsory) or elective. Each unit is discrete in its aim and learning outcomes, content, methods and assessment, is identified by a unique unit code, and has a specified credit point value.

Term	Definition
Study Period	the period over which an individual unit of study is offered. It is inclusive of approved study breaks and assessment/examination times and may take the form of a standard or non-standard study period.
Class	any lecture, tutorial, seminar, laboratory, practical, field, or other teaching, learning or assessment activity, regardless of the medium in which it is conducted, for example, attendance, online.

Section 4 - Principles

(5) Quality and consistency: ACU is committed to providing quality coursework offerings to its students, with a consistent curriculum and standard of teaching and learning across all our campuses. This commitment to quality extends to the university's research (including research training) and service.

(6) Efficiency: To support efficient operations each role with the organisation has distinct responsibilities and overlap is avoided.

(7) Equity: The policy establishes a framework to support equitable allocation of workload for each role (and payment of higher duties allowances, where applicable).

Section 5 - Review

(8) In line with the University's Policy Development and Review Policy, this policy is scheduled for review every five years, or more frequently, if appropriate (e.g., to ensure compliance with the ACU Staff Enterprise Agreement).

Section 6 - Further Assistance

(9) For assistance, contact the Deputy Provost via the Executive Officer.

Section 7 - Roles and Responsibilities

Approval Authority (approves all new policies and major amendments to reviewed policies)	The Vice-Chancellor and President.
Governing Authority (endorses new policies and major amendments to reviewed policies; approves minor amendments to policy; approves procedures)	The Provost and Deputy Vice-Chancellor (Academic) is accountable for the application of principles in this policy to ensure that its purpose is achieved.
Responsible Officer (oversees the development and review of policies and procedures; approves minor amendments to procedures; approves editorial amendments to policies and procedures)	The Deputy Provost is responsible for the framework that supports implementation of the policy. The Deputy Provost considers and may approve implementation of roles described in Section 9 and the creation of roles described in Section 10.
Other Roles and Responsibilities	
Executive Dean	Provides academic and operational leadership across the Faculty and ensures consistent implementation of this policy within Schools, Institutes, and Centres. The Executive Dean considers and may endorse implementation of roles described in Section 9 and the creation of roles described in Section 10.

National Head of School	Implements this policy within their School, ensuring clarity of academic roles and equitable workload allocation. With endorsement from the Executive Dean and approval by the Deputy Provost, a National Head of School propose the implementation of roles described in Section 9 and the creation of roles described in Section 10.

Section 8 - Roles Typically Required in Faculties, Schools, Institutes, and Centres

(10) This section defines academic leadership, coordination, and implementation roles that are foundational to the effective operation of Faculties, Schools, Institutes, and Centres. These roles are typically expected to be in place across the university, with appointments aligned to core governance, management, and academic delivery functions. Each role includes a summary of its scope, expected working relationships, and the typical academic level of appointment.

(11) The roles in this section include:

a. Faculty Leadership Roles;
b. School and Institute/Centre Leadership Roles;
c. Coordination Roles; and
d. Implementation Roles.

8.1 Leadership Roles

(12) These roles provide strategic direction and oversight across the Faculty, supporting alignment with the university's mission, strategy, and institutional plans.

(13) They lead cross-School initiatives, ensure quality and compliance in teaching and research, and strengthen collaboration between Schools, Institutes, Centres, and central portfolios.

Table 1. Faculty Leadership Roles and Responsibilities

Role	Responsibilities	Notes
Associate Dean (Research)	This role: • provides strategic leadership of the Faculty's research, research training, and research engagement activities. • leads the implementation of the university's research plan within the Faculty and ensures alignment with Vision 2033 and Faculty plans. • fosters a culture of research excellence, integrity, and impact across Schools and Institutes/Centres within the Faculty. • supports the development of early- and mid-career researchers, including mentorship and succession planning. • oversees Faculty-level coordination of student research, including supervision quality, student progress, and training opportunities relevant to undergraduate, postgraduate, and HDR. • collaborates with the Industry and External Engagement teams to strengthen research partnerships with industry, government, and community organisations. • identifies and cultivates external funding opportunities, including research grants, consultancies, and collaborative projects. • monitors and reports on research performance metrics, including publications, grants, HDR completions, and engagement outcomes. • contributes to Faculty budget and resource planning with regard to research infrastructure, staffing, and workload allocation. • liaises with the Office of the Deputy Vice-Chancellor (Research and Enterprise), Research Services, and the Graduate Research School to support university-wide research initiatives. • contributes to internal and external reviews of research quality and compliance with research-related policies and regulatory frameworks.	This is a Faculty-level role reporting to the Faculty's Executive Dean. The role works in close collaboration with National Heads of School, Institute/ Centres Directors, Associate Deans in their own and other faculties, and relevant university offices supporting research and enterprise. The role is held concurrently with a substantive academic position, usually at Level E.

Role	Responsibilities	Notes
Associate Dean (Teaching & Learning)	This role: • provides strategic leadership in curriculum design, delivery, and quality assurance across the Faculty's coursework programs. • leads the implementation of the university's education plan within the faculty and ensures alignment with Vision 2033 and Faculty plans. • fosters a culture of teaching excellence and continuous improvement, including pedagogical innovation and inclusive practice. • supports the professional development of academic staff in learning and teaching, including mentoring and succession planning. • oversees academic quality assurance processes such as course reviews, student feedback, benchmarking, and accreditation. • works closely with National Heads of School and National Course Coordinators to ensure coherence and consistency across programs and campuses. • contributes to initiatives that enhance student success, progression, and retention, including curriculum renewal and digital learning innovation. • collaborates with the Office of the Deputy Vice-Chancellor (Education) and the Centre for Education and Innovation to advance institutional priorities. • collaborates with the Industry, Community Engagement, and ACU Online teams to ensure course offerings align with stakeholder needs and support graduate employability. • promotes and supports Work Integrated Learning (WIL), service learning, and professional placements, ensuring programs provide students with meaningful, well-supported, and high-quality practice-based learning experiences. • engages with the Academic Registrar's Office, Student Administration, and other central units to ensure effective academic operations and policy compliance.	This is a Faculty-level role reporting to the Faculty's Executive Dean. The role works in close collaboration with National Heads of School, Associate Deans in their own and other faculties, and relevant university offices supporting education and external engagement. The role is held concurrently with a substantive academic position, usually at Level D or E.

(14) Note: other Associate Dean roles may be developed in faculties where the Executive Dean deems them necessary.

8.2 School, Institute, and Centre Leadership Roles

(15) These roles provide academic and operational leadership within Schools and Institutes, ensuring alignment with Faculty and university priorities. They are responsible for the delivery and quality of the School's academic programs, research, and engagement activities, as well as people management and resource planning.

Table 2. School, Institute, and Centre Roles and Responsibilities

Role	Responsibilities	Notes
National Head of School	Within a School, this role: • is a key leadership role within a Faculty. • is a key representational and leadership role of the School internally, domestically and internationally. • provides leadership and oversight of the governance and management of the School's courses and programs including course accreditation, quality assurance and national consistency. • key leadership role in implementing Vision 2033 through the delivery of Faculty Plans. • is a key leadership role for driving and enhancing the performance of Schools in relation to Learning and Teaching, Research and Research Training, and Community Engagement. • provides key leadership of the operational implementation of Education, Research, and People plans. • undertakes key leadership of Workload and Workforce Planning including capability building across the School – including development of staff leadership and performance capability, administrative, and management expertise, succession planning, creating developmental opportunities, and supporting candidates for promotion. • has responsibility for the implementation of university policies, procedures, structures, and processes within the School. • is responsible for the School budget and relevant financial and People and Capability delegation for the National School. • has responsibility for people management in the context of university delegation.	This role reports to the Executive Dean of a Faculty. In some Schools this role is known as a Dean, rather than a National Head of School. The role works closely with the Faculty's Associate Deans, the Academic Registrar's Office, Institute Directors, the Office of the Provost, and other National Heads of School. The role engages regularly with professional staff in the School and Faculty, as well as in areas such as Student Administration, Finance, People & Capability, and external accreditation and regulatory bodies. The role is held concurrently with a substantive academic position, usually at Level D or E.

Role	Responsibilities	Notes
Deputy Head of School	Within a School this role: • Works with the National Head of School (or equivalent) to ensure overall coherence of state-based operations with national university priorities. • manages local campus-based matters related to infrastructure and Work Health and Safety requirements. • formally supervises the staff of the School, including building leadership and performance capability and administrative and management expertise. • contributes to the financial management of the National School through exercising relevant financial delegation. • contributes to people management in the context of university delegation, including management of casual staff (e.g., recruitment, induction, supervision).	This role reports to the National Head of School (or Dean in some Schools). The role is held concurrently with a substantive academic position, usually at Level C and above. Depending on the size, complexity, and requirements for state-based accreditation, requirements for State/local partnerships/relationships, a National School Structure may have State Head(s) and Deputy Head(s) of School. See Section II.
Institute Director	As per the Institutes and Centres Policy, this role: • leads an institute. • leads the university's research around key themes derived from ACU Values and Vision 2033 • is responsible for the financial stability and sustainability of the operations of an Institute. • is responsible for the sustained performance of Research Groups/Centres within an Institute.	This role reports to the Executive Dean of a Faculty. The role works closely with the Office of the Deputy Vice-Chancellor (Research and Enterprise), the National Heads of School, Associate Deans (Research) and other Institute Directors. The role also engages with Research Services, the Graduate Research School, and relevant external stakeholders to advance the university's research agenda. The role is held concurrently with a substantive academic position, usually at Level E.
Centre Director	As per the Institutes and Centres Policy, this role: • leads a Research Centre. • provides academic and strategic leadership for the Centre's research activities, aligned with ACU's Mission, Identity and Values and Vision 2033. • is responsible for the financial stability, sustainability, and effective operation of the Research Centre. • is responsible for the sustained performance and development of research groups and members within the Centre. • supports collaboration within ACU and with relevant external partners.	This role typically reports to the Institute Director, National Head of School, or Executive Dean depending on the organisational structure. The role works closely with Associate Deans (Research), National Heads of School, Research Services, and the Office of the Deputy Vice-Chancellor (Research and Enterprise). The role is typically held by a high-performing research-active academic staff member, or a respected non-academic leader, and may be held concurrently with a substantive appointment.

8.3 Coordination Roles

(16) Coordination roles focus on curriculum quality, academic integrity, and national consistency across programs and units. They lead processes for the design, review, and quality assurance of programs to ensure alignment with institutional and regulatory standards.

Table 3. Coordination Roles and Responsibilities

Role	Responsibilities	Notes
National Course Coordinator	Detailed descriptions of the responsibilities of a National Course Coordinator are provided in the following policies, procedures, and guidelines: • Academic Regulations • Course Accreditation and Amendment Procedure • Course and Student Monitoring Policy • Course and Student Monitoring Procedure • Course Review Procedure • Delegations of Authority Policy and Register • Development of ACU National Uni Step-up Programs Guideline • Employment of Sessional Academic Staff Policy • Examination Procedure for Staff • Student Evaluation of Learning and Teaching Survey Procedure • Timetabling of Learning and Teaching Activities Procedure In summary, within a course, and across all ACU campuses, this role: • leads curriculum design as well as the development of teaching resources and assessment. • typically leads quality assurance and national consistency processes, including Course Monitoring Committees and Course Reviews. • supports the National Head of School with course accreditation processes. • ensures a coherent approach across the course when engaging with relevant industry, local and state government and non-government organisations, state accreditation and/or registration processes, and relevant committees. • oversees the implementation of systems and processes which ensure students have access to relevant course-related material (e.g., curating the Course Site on Canvas) and course progression information (e.g., via Degree Works). • supports the National Head of School when appointing Course Advisers and determining how they will be organised to provide support for students across all courses and campuses in the discipline. • ensures that Course Advisers receive appropriate induction, complete any required ongoing professional learning, and keep appropriate records of their advice to students.	This is a national role working directly with the National Head of School (or equivalent), as well National Unit Leaders and Associate Deans (Learning & Teaching). In large disciplines, the Head of School may appoint multiple National Course Coordinators (NCC). Where more than one NCC has been appointed within a discipline, National Heads of School decide how responsibilities are assigned across the NCCs (e.g., Undergraduate NCC and Postgraduate NCC or NCC for Subdiscipline A and NCC for Subdiscipline B). However, the responsibilities associated with each NCC role must remain national (i.e., the division of responsibilities must not be made according to campus location). The role is held concurrently with a substantive academic position, usually at Level C and above.

Role	Responsibilities	Notes
National Unit Leader	Within a unit of study and across all campuses where it is taught, this role: • is responsible for assuring the currency, quality, and alignment with the approved curriculum of all teaching resources and assessments for the unit. • oversees the full cycle of unit delivery: commencing when the unit is prepared for delivery, continuing through teaching and assessment, and concluding with evaluation, review, and updates. • seeks input from the teaching team regarding standard annual updates that ensure unit currency. • consults with the teaching team and the National Course Coordinator to determine when more significant resource or assessment development work is required. • leads teaching resource development work, when required. However, each member of the teaching team typically contributes to resource development. Note: where specific local resource development is required the National Unit Leader still has overall responsibility for coordination and quality assurance for the resources which are developed. • ensures that all materials are available to students and staff through appropriate university systems and channels. This includes curating the unit's Canvas site. • leads new staff induction. • leads any required ongoing professional learning needs of teaching staff for the unit. • liaises with the relevant National Head of School or Deputy Head of School to ensure any casual academic staff contributing to the unit (teaching or marking) are recruited, inducted, and supervised appropriately. • leads assessment moderation. • leads the management and processing of assessment results for student within the unit for all campuses where the unit is taught. • manages all student enquiries which require significant academic input (e.g., providing alternate assessment tasks). Note: Academic staff with a National Unit Leader role are also expected to manage enquiries that do not require academic expertise. Where the total number of students enrolled in all the units the staff member leads exceeds the expectation outlined in the Academic Workload Allocation Policy, the National Head of School may make appropriate adjustments (e.g., providing a local unit facilitator role to support the administration of the unit).	This is a national role, working directly with a National Course Coordinator within a School. This role is typically held by one staff member who leads the unit during each period of study in which it is offered. However, the role may be held by multiple staff, especially when a unit is offered across many study periods each year. The staff member who is appointed as National Unit Leader typically also teaches into the unit. Depending on the size and complexity of the unit, academic staff at any level with a continuing or appropriate-length fixed-term appointment would typically be eligible for this appointment.

8.4 Implementation Roles

(17) Implementation roles focus on delivering programs and supporting students in line with approved curricula.

(18) They translate curriculum design into effective learning experiences, manage student progress, and maintain consistent standards across campuses and delivery modes. These roles ensure that students receive high-quality teaching, timely academic advice, and coordinated support across their studies.

Table 4. Implementation Roles and Responsibilities

Role	Responsibilities	Notes
Course Adviser	Detailed descriptions of the responsibilities of Course Advisers are provided in the following policies, procedures, and guidelines: • Academic Regulations • Admission to Coursework Programs Policy • Admission to Coursework Programs Procedure • Award Nomenclature Policy • Conferral of Awards Procedure • Course and Student Monitoring Policy • Delegations of Authority Policy and Register • Educational Partnerships Procedure Elite Athlete and Performer Program Policy Examination Policy Laboratory Safety Guideline Managing Student Misconduct Procedure Recognition of Prior Learning Policy Rescission, Revocation or Relinquishment of an Award Procedure • Special Consideration Procedure • Student Appeals Procedure • Student Conduct Policy • Support for Student Defence Reserves and Emergency Service Personnel Policy • Support for Students Policy • Timetabling of Learning and Teaching Activities Policy In summary, within the course(s), campus(es), and/or year level(s) assigned, this role: • provides students with appropriate advice and support regarding their course. • manages course progression issues and approves course completions. • Assesses applications for recognition of prior learning. • keeps appropriate records of their advice to students. • provides advice to the National Course Coordinator regarding relevant systems and processes. • determines whether a student has experienced a serious and unavoidable disruption to studies, for the purpose of granting special consideration. • This role does not have responsibilities for curriculum design, development of teaching resources or assessment or course-level quality assurance. These responsibilities rest with the National Course Coordinator.	This role works directly with a National Course Coordinator. The National Head of School appoints and determines how many Course Advisers are required, and how they will be organised to provide support for students across the School's disciplines and campuses. Academic staff at any level with a continuing or appropriate-length fixed-term appointment would typically be eligible for this appointment.

Role	Responsibilities	Notes
Lecturer or Tutor (scheduled teaching)	This role: • contributes to the national teaching team's development of resources for the unit (coordinated by the National Unit Leader). • prepares for classes by reviewing material which been reviewed by the National Unit Leader and meets quality assurance standards set by the National Unit Leader. The lecturer/tutor's review of this material may include some minor editing to personalise the resources, but they are not expected to develop bespoke teaching resources for their classes. • delivers scheduled lessons/activities, including feedback, during class time. • supports students outside class regarding academic/professional/pastoral care matters via: (i) a weekly online/hybrid 'office hour' with bookable timeslots for students from any class/campus and (ii) Canvas discussion board responses.	Academic staff at any level would typically be eligible for this appointment.
Online Learning Facilitator (unscheduled teaching)	This role: • contributes to the national teaching team's development of resources for the unit (coordinated by the National Unit Leader). • supports the delivery of online education by facilitating engaging and interactive virtual learning environments. • prepares for online sessions by reviewing and familiarising with the teaching materials provided and quality-assured by the National Unit Leader. Facilitators may adjust the presentation style to better suit the online format, though major content creation is not required. • facilitates discussions and learning activities within the designated learning management system (e.g., Canvas). • may conduct live online sessions, ensuring active participation and providing real-time feedback to students. • offers academic and professional support to students through scheduled virtual office hours and timely responses on discussion boards, ensuring accessibility across different time zones and student groups. • Collaborates with the teaching team to continuously improve online learning experiences.	Academic staff at any level would typically be eligible for this appointment.
HDR Supervisor	This role provides advice and feedback to Higher Degree Research students, as described in the Higher Degree Research Supervision Policy.	
Honours Thesis/Coursework Research Project Supervisor	This role: • provides advice and feedback to an undergraduate or postgraduate student completing a research thesis or research project (or a group of students completing related theses/projects). • typically includes thesis or project marking responsibilities.	

Section 9 - Roles that may be required in some Faculties, Schools, or Institutes

(19) This section describes academic roles that are not universally required but may be established in certain Faculties, Schools, or Institutes based on their size, complexity, or regulatory context. They ensure local responsiveness and effective management of specialised academic functions, while maintaining alignment with institutional standards and priorities. Implementation of the roles within a Faculty, School or Institute requires the endorsement of the Executive Dean and the approval of the Deputy Provost.

Table 5. Faculty Leadership Roles and Responsibilities

Role	Responsibilities	Notes
Deputy Dean	This role: • supports the Executive Dean in leading Faculty operations and strategic initiatives, ensuring alignment with university-wide strategic goals. • provides high-level oversight of Faculty planning, performance monitoring, and resource allocation in collaboration with the Faculty Executive. • assists in the coordination of Faculty-level input to university governance, accreditation, and compliance processes. • represents the Executive Dean when required, including at internal committees, external meetings, and formal events. • works closely with Associate Deans, National Heads of School, and Institute Directors to support coherence and consistency across Faculty learning and teaching, research, and engagement activities. • leads cross-School initiatives, including Faculty-wide curriculum innovation, research development, or external partnership programs, as delegated by the Executive Dean. • contributes to Faculty workforce planning, succession management, and staff capability development. • collaborates with the Industry, Community Engagement, and Advancement teams to strengthen Faculty-level relationships with external partners and stakeholders.	This is a Faculty-level role reporting to the Executive Dean. The role works in close partnership with senior academic and professional staff across the Faculty and university. The role is held concurrently with a substantive academic position, usually at Level D or E.

Table 6. School/Institute Leadership Roles and Responsibilities

Role	Responsibilities	Notes

State Head of School	This role: • works with the National Head of School to ensure overall coherence of the state-based operation and national university priorities. • represents the School in state-based settings and is responsible for local responsiveness to and with relevant industry, local and state government and non-government organisations, state accreditation and / or registration, and relevant committees. • leads implementation of the School's courses and programs including contributing to course accreditation and quality assurance. • leads and contributes to the performance of the School in relation to Learning and Teaching, Research and Research Training, and Community Engagement in the context of organisational and Faculty strategies. • leads laboratories/clinics/professional practice units and other organisational structures and for the associated Work Health and Safety requirements. • formally supervises the staff of the School who are located on their campus, including building leadership and performance capability and administrative and management expertise. • contributes to the financial management of the School through relevant financial delegation. • contributes to people management in the context of university delegation.	A National School structure may include both Deputy Heads and State Heads of School. A State Head of School is typically appointed only when the appointment is justified by the size and complexity of a School or requirements for state-based accreditation or local partnerships make it appropriate. The normal expectation for this role is a substantive appointment at Level C and above.

Table 7. Coordination Roles and Responsibilities

Role	Responsibilities	Notes
Head of Discipline	This role: • provides academic leadership within the discipline, fostering excellence and consistency in teaching, scholarship, and research. • ensures the academic integrity, relevance, and quality assurance of courses and units, including input into curriculum design, accreditation, and review. • mentors academic staff and supports early-career development across the discipline. • works with National Course Coordinators, National Unit Leaders, and the National Head of School to ensure curriculum and assessment coherence across campuses. • contributes to strategic planning and initiatives that enhance student experience, academic quality, and graduate outcomes. • builds and maintains strong relationships with external stakeholders, including professional bodies, accrediting authorities, and community or industry partners. • advises the National Head of School on staffing needs, workload planning, and academic priorities within the discipline. • contributes to academic governance and participates in the collegial life of the School and Faculty.	Reports to the National Head of School. Works closely with National Course Coordinators, National Unit Leaders, and academic staff within the discipline. Collaborates with Deputy Dean/Associate Deans and central university units as needed. The role is held concurrently with a substantive academic appointment, usually at Level C or above. Notes on appointment: This role is only established where it is determined that discipline-specific academic leadership is required. Relationship to the National Course Coordinator: where both a Head of Discipline and a National Course Coordinator are appointed, their responsibilities must be clearly delineated. The Head of Discipline provides academic leadership and strategic direction across the discipline, while the National Course Coordinator leads the design, quality assurance, and delivery of specific courses within that discipline. The Head of Discipline ensures that all courses align with the broader academic and accreditation requirements of the discipline.

Role	Responsibilities	Notes
National Professional Practice Coordinator	For all professional experience within a discipline and across all ACU campuses, this role: • provides national academic leadership in the design, delivery, and evaluation of professional experience. • ensures consistency and quality in professional experience pedagogy, assessment, and student preparation. • oversees placement operations in partnership with Placement Services, including quality assurance, policy alignment, and reporting of risks or shortfalls. • mentors and supports Professional Experience Coordinators and oversees national coordination of Clinical Facilitators. • leads innovation in placement models and contributes to scholarship and research in professional experience. • participates in relevant Faculty and University committees as required by the National Head of School.	This is a national role working directly with the National Head of School (or Head of Discipline, where relevant) and Student Placement Supervisor and/or Learning Facilitators. The role is held concurrently with a substantive academic position, usually at Level B and above.

Table 8. Implementation Roles and Responsibilities

Role	Responsibilities	Notes

Student Placement Supervisor and/or Learning Facilitator	Aligned with accreditation requirements and the nature of the discipline, each School can develop appropriate descriptions of these roles, including specific responsibilities, scopes of supervision, and expectations around contact hours and feedback. This role may include, but is not limited to: • providing supervision, support, and structured learning experiences for students undertaking professional or clinical placements. • facilitating the development of discipline-specific skills, professional behaviours, and reflective practice during placement. • observing, assessing, and documenting student performance in line with unit requirements and accreditation standards. • liaising with placement site personnel and academic staff to ensure alignment between placement learning outcomes and the approved curriculum. • Identifying and supping students at risk, including implementation of learning plans or remediation strategies where needed. • contributing to the maintenance of a safe and effective learning environment in accordance with relevant professional and regulatory standards.	Works with the relevant National Unit Leader or Professional Practice Coordinator. Works closely with students, placement site supervisors, and other academic staff involved in placement units. Depending on the complexity of the position, academic staff at any level would typically be eligible for this appointment.

Section 10 - Roles that may be assigned to academic or professional staff

Table 9. Roles and Responsibilities that maybe be assigned to academic or professional staff

Role	Responsibilities	Notes
Health and Safety Representative	This role: • acts as the key point of consultation and communication between staff, work groups, and the university on health, safety, and wellbeing matters. • identifies and raises workplace hazards or risks, investigates safety concerns, and recommends improvements. • promotes a strong safety culture across the University, advocating for compliance with WHS legislation and continuous improvement in workplace safety. See guidelines in the WHSMS Roles and Responsibilities Procedure.	Academic staff at any level would typically be eligible for this appointment.

Role	Responsibilities	Notes
Local Unit Facilitator	This role: • manages students' administrative enquiries related to the unit. • manages or assists the Unit Leader in managing local organisational issues related to the unit (e.g., timetabling, rescheduling, placements). The role does not: • answer enquires related to unit content. These are managed by the teaching team (lecturers/tutors) via weekly office hours or Canvas discussion board. • undertake work on administrative matters requiring significant academic input (e.g., alternative assessments) are referred to the National Unit Leader.	This is a local role that may be required for units that attract large numbers of administrative enquiries and have limited professional staff support or automation to manage common enquiries (e.g., extension requests). Academic staff at any level would typically be eligible for this appointment.

Section 11 - Minimum requirements for documentation related to new and existing roles not identified in this policy

(20) With endorsement from the Executive Dean and approval by the Deputy Provost, a National Head of School may propose a service/engagement role within their School that is not defined in this policy. To ensure equitable workload allocation the role description must include:

a. Role title;
b. Role description, including responsibilities and key working relationships;
c. Guidance regarding the basis upon which the Head of School will determine an appropriate workload allowance, including any relevant data (e.g., student EFTSL, staff FTE);and
d. Confirmation that the role does not duplicate any of the roles already defined in the Academic Roles and Responsibilities Policy. Where there is considerable overlap between a proposed role and a role defined in this policy, the defined role's title is used (potentially with an additional descriptor to indicate a specific focus for the role), with minor amendments to the description, rather than creating a new role title.

Status and Details

Status	Current
Effective Date	10th March 2026
Review Date	10th March 2030
Approval Authority	Vice-Chancellor and President
Approval Date	10th March 2026
Expiry Date	Not Applicable
Responsible Executive	Chris Lonsdale Deputy Provost
Responsible Manager	Chris Lonsdale Deputy Provost
Enquiries Contact	Office of the Provost and Deputy Vice-Chancellor (Academic)