



## Position Description – VE Program Coordinator

### Position Details

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<b>Position Title:</b>	VE Program Coordinator, Defence
<b>College/Portfolio:</b>	College Of Vocational Education
<b>School/Group:</b>	Future Technologies
<b>Campus Location:</b>	Based at the City campus, however may be required to work and/or be based at other campuses of the University.
<b>Classification:</b>	Senior Educator Level 1
<b>Employment Type:</b>	Fixed Term
<b>Time Fraction:</b>	0.5 (FTE)

### RMIT University

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RMIT is a multi-sector university of technology, design and enterprise. The University's mission is to help shape the world through research, innovation and engagement, and to create transformative experiences for students to prepare them for life and work. For more information on RMIT University follow the links below.

<https://www.rmit.edu.au/about>

<https://www.universitiesaustralia.edu.au/university/rmit-university/>

<https://www.rmit.edu.au/about/facts-figures>

Our three main campuses in Melbourne are located in the heart of the City, Brunswick and Bundoora. Other locations include Point Cook, Hamilton and Bendigo, two campuses in Vietnam (Hanoi and Ho Chi Minh City) and a centre in Barcelona, Spain. RMIT is a truly global university.

<https://www.rmit.edu.au/about/our-locations-and-facilities>

We are also committed to redefining our relationship in working with, and supporting, Indigenous self-determination. Our goal is to achieve lasting transformation by maturing our values, culture, policy and structures in a way that embeds reconciliation in everything we do. We are changing our ways of knowing, working and being to support sustainable reconciliation and activate a relationship between Indigenous and non-Indigenous staff, students and community. Our three campuses in Melbourne (City, Brunswick and Bundoora campuses) are located on the unceded lands of the people of the Woi Wurrung and Boon Wurrung language groups of the eastern Kulin Nation.

### Why work at RMIT University

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Our people make everything at the University possible. We encourage new approaches to work and learning, stimulating change to drive positive impact. Find out more about working at RMIT University, what we stand for and why we are an Employer of Choice.

<https://www.rmit.edu.au/careers>

We want to attract those who will make a difference. View RMIT's impressive standings in university rankings.

<https://www.rmit.edu.au/about/facts-figures/reputation-and-rankings>

## The College of Vocational Education

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The purpose of RMIT's College of Vocational Education is to empower learners and our industry, community and government partners to succeed in the new world of work. Our five-year strategic roadmap, [ALIVE@RMIT](#), purposefully guides everything we do in vocational education to deliver our vision: to position RMIT as a leading multi-sector provider with global impact and influence.

Led by our Deputy Vice Chancellor, the College of VE is reimagining how we deliver vocational education to create unique experiences for our students and partners, so we can:

- lead in practice-based learning
- empower learners for the future of work
- engage industry and community at scale
- grow for impact and influence

The College of VE is delivering impact through transformation that creates long-term change.

## Position Summary

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As Program Coordinator, you will be mainly responsible for the co-ordination of the design, development, delivery and evaluation of innovative, customised, high quality vocational education and training. Coordination of staff resources and student administration of the program/s in their areas of responsibility will also form part of this role. You will be required to interact with other organisations, with other Schools at RMIT and in particular, interact with other teaching and administration staff. Participate in relevant activities to ensure that vocational competence to the education level being delivered and assessed is maintained, together with promoting, encouraging and ensuring teaching staff participate in relevant activities to ensure vocational competence to the education level being delivered and assessed is maintained.

## Reporting Line

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Reports to:

Direct reports:

## Organisational Accountabilities

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RMIT University is committed to the health, safety and wellbeing of its staff. RMIT and its staff must comply with a range of statutory requirements, including equal opportunity, occupational health and safety, privacy and trade practice. RMIT also expects staff to comply with its policy and procedures, which relate to statutory requirements and our ways of working.

RMIT is committed to providing a safe environment for children and young people in our community. Read about our commitment and child safe practices. <https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/child-safety>

Appointees are accountable for completing training on these matters and ensuring their knowledge, and the knowledge of their staff, is up to date.

## Key Accountabilities

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### 1.1. Learning and Teaching

- Provide educational leadership through support and direction to teaching staff in developing and maintaining quality programs (both recurrent and fee paying) and other educational services in

your area of academic responsibility. Ensure that program/s and services in your area address current and emerging needs of both students and industry. This includes conducting regular program reviews and making improvements in program content, student assessment methods and in program delivery. This may involve the allocation of teaching staff to tasks in order to make improvements in the program/s.

- Prepare and deliver teaching programs, including training packages in a professional and effective manner, at a teaching load of at least 240 hours annually less than the load of a full time teacher.
- Assess the learning of students in a range of contemporary VE settings. This includes maintaining accurate records of student class attendance, student progress and student assessment in line with RMIT and the School policy and to adequately demonstrate alignment with Australian Skills Quality Authority (ASQA) provisions.
- Ensure that all aspects of student administration such as assessment and certification of students are carried out in a professional manner and are clearly understood by all staff in your area of responsibility.
- Assist with student recruitment, selection, counseling, recognition of prior learning and with student induction.

### **Industry Engagement**

- Promote the programs and services in your School to industry, and establish and maintain effective industry contacts.

### **Compliance**

- Follow University Quality Assurance processes for teaching and supporting services to ensure that programs are;
  - Designed, delivered and validated in accordance with ASQA requirements,
  - Delivered in accordance with the Skills Victoria performance agreement and user choice contracts with other states.
- Ensure that established University Quality Assurance processes for teaching and supporting services are followed to ensure that programs are designed, promoted, delivered and validated in accordance with ASQA requirements and that contractual obligations are met.
- Ensure that established University Quality Assurance processes for products and services are followed to ensure that programs are delivered in accordance with Skills Victoria performance agreement and user choice contracts with other states.
- Contribute to the development of quality assurance policies, procedures and processes to ensure programs are designed, delivered and validated in accordance with ASQA requirements and contractual obligations.
- Ensure that all program documentation is appropriately recorded to support effective program administration and demonstration of alignment with the ASQA Framework and relevant legislation, including the ESOS Act.

### **Management/Leadership**

- Ensure that program/s and services in your area address current and emerging needs of both students and industry. This includes conducting regular program reviews and making improvements in program content, student assessment methods and in program delivery. This may involve the allocation of teaching staff to tasks in order to make improvements in the program/s.
- Ensure that teaching staff of the program/s participate in relevant activities to ensure vocational competence to the education level being delivered and assessed is maintained.
- Provide assistance in managing the School's resources, including staff, budget and timetabling. This includes assisting the School with 'new staff induction', supervising less experienced teaching staff and managing staff work plans.
- Ensure that staff in your area are supported to maintain current vocational competence at least to the level being delivered and assessed, and that activities are recorded annually through the University's work planning processes
- Ensure appropriate supervision in delivery and assessment is provided for teaching staff without required qualifications and that these arrangements are recorded.

### **Professional Development**

- Participate in professional development activities to maintain and develop skills and knowledge relevant to profession or discipline.
- Ensure that a record and evidence of vocational competence to the level of education being delivered and assessed is maintained and reviewed through the annual Workplan.

### Key Selection Criteria

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1. Capacity to coordinate the work of staff in the development and implementation of VE programs in the University, industry or within the community.
2. Demonstrated educational leadership skills that effectively promote teaching and learning. This includes effective interpersonal and communication skills, presentation, facilitation and counselling skills.
3. Demonstrated ability to contribute effectively as a constructive and proactive member of a team.
4. Demonstrated teaching experience in the area of this position, including evidence in the use of effective innovative and flexible teaching methods.
5. Demonstrated skills and experience in competency-based assessment.
6. Demonstrated experience in relevant industry, and substantial and current discipline knowledge as it relates to this position.
7. A sound knowledge and understanding of the vocational education and training sector, and of the training requirements of relevant industries.
8. Demonstrated ability in ensuring current and contemporary vocational competence which meets and/or exceeds the education level being delivered and assessed.
9. Demonstrated skills in the use of information and communication technologies.
10. An understanding of resources management issues, including finance, facilities, management, OH&S, Equal Opportunity and Industrial Relations.

### Mandatory Qualifications

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#### Continuing Staff

VE Teachers appointed to a continuing position are required to meet all the following minimum standards.

#### 1. Vocational Competencies

The appointee must be able to demonstrate vocational competencies at least to the level of those delivered.

#### 2. Assessment and Delivery Competencies

The appointee must hold the *TAE40110 Certificate IV in Training and Assessment* from the TAE10 Training and Education Training Package as a minimum qualification. This consists of 10 units (7 core and 3 electives).

#### 3. Teaching Qualification

To appoint a teacher at a classification of Teacher 3.1 or above, the appointee must hold a professional teaching qualification, defined as a qualification at Australian Qualifications Framework (AQF) Level 5 Diploma or above which includes supervised teaching practice and studies in teaching methodology or equivalent qualification accepted by the University.

Currently the qualification that RMIT recognises and supports is the *TAE50111 Diploma of VET*. Please note post 2013, there will be an equivalent replacement of this qualification.

#### Fixed Term Staff

As a minimum requirement VE Teachers appointed to fixed term positions are required to possess the vocational, assessment and delivery competencies.

The appointee must hold the *TAE40110* Certificate IV in *Training and Assessment* from the *TAE10* Training and Education Training Package as a minimum qualification. This consists of 10 units (7 core and 3 electives). Teachers, who do not possess the *TAE40110*, must be enrolled to complete the qualification and will be subject to RMIT supervision requirements. Teachers without assessor competencies are not permitted to assess training packages.

Teachers without the delivery competencies may deliver training, provided they have the vocational competencies at least to the level of those being delivered and receive regular guidance, support and direction from a designated person who does hold the mandatory qualifications and monitors and is accountable for the training delivery. This arrangement must be documented in the teacher's annual work plan. Records of regular meetings documenting the nature of the guidance, support and direction by the designated person must be documented in the workplan.

Note: Appointment to this position is subject to passing a Working with Children Check and other checks as required by the specific role. Maintaining a valid Working With Children Check is a condition of employment at RMIT.

<b>Endorsed:</b>	Signature:	<b>Approved:</b>	Signature:
	Name:		Name:
	Title:		Title:
	Date:		Date: