



Position Description – VE Program Manager

Position Details

Position Title: VE Program Manager, Building Design

College/Portfolio: Vocational Education **School/Group:** Built Environment & Sustainability

Campus Location: Primarily based at City campus, and the potential to work across other RMIT campuses as required.

Classification: Senior Educator Level 2.2 Plus Program Manager Allowance

Time Fraction: 1.0 FTE

Employment Type: Fixed term

Fixed Term Reason: VE - Fixed Term Short Term

Reporting Line: Terry McEvoy

RMIT University

RMIT is a global university of technology, design and enterprise, committed to creating transformative experiences for students and making a meaningful impact through research, innovation, and engagement. 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 campuses in Melbourne (City, Brunswick, Bundoora, and Point Cook) are complemented by international campuses in Vietnam and a centre in Barcelona, Spain. We proudly acknowledge the Woi Wurrung and Boon Wurrung peoples of the eastern Kulin Nation on whose unceded lands our campuses are located.

We are deeply committed to reconciliation and Indigenous self-determination, embedding these values throughout our policies, culture and structures.

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

Why Join RMIT?

Our people are at the heart of everything we do. At RMIT, we value innovation, collaboration and impact. Our values are the heart (durrung) of who we are and what we stand for at RMIT. They guide what we do, how we make decisions, and how we treat each other.



Learn more about our values: <https://www.rmit.edu.au/about/our-strategy/values>

Organisational Accountabilities

RMIT is committed to the safety, wellbeing and inclusion of all staff and students. As a staff member, you are expected to comply with all relevant legislation and RMIT policies, including those related to: Equal opportunity, Occupational health and safety, Privacy and trade practices & Child safety standards:

Appointees are responsible for completing all required training and ensuring that they and their team members remain up to date on relevant compliance obligations.

Staff are expected to understand and support RMIT's child safe practices as part of their professional responsibilities. More about our child safety commitment: <https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/child-safety>.

Leadership at RMIT

At RMIT, leadership is not defined by position or hierarchy—it is a shared responsibility demonstrated by all staff, regardless of role or title. Leadership is grounded in our six core values, which guide and shape how we work together, make decisions, and create impact.

Effective leadership means consistently integrating these values into everyday actions and interactions, whether influencing a project outcome, supporting a colleague, or leading a team. All staff are expected to embody the principles of the *Be-Know-Do* Leadership Model:

Be – We are open and authentic, inclusive and empowering. We are purpose driven role models and communicators.

Know – We are self-aware, and understand our stakeholders, our sector and priorities.

Do – We set clear direction and expectations, we develop ourselves and others and promote mutual accountability to deliver results.

At every level, leadership at RMIT is about influence, contribution, and mindset. It is reflected in how we empower others, foster collaboration, and drive positive change through capability-building and alignment to strategic goals.

The College of Vocational Education

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

You will manage the educational and/or business activities to ensure that the RMIT Strategic and Business Plans are successfully implemented within the School. You will also lead the design, development, delivery and evaluation of innovative teaching materials, products and services to meet the needs of enterprises, industry and students. Management of recruitment, selection, induction and workplans of staff in area of responsibility will also form part of this role. You will interact effectively with external organisations, with other RMIT Schools, in particular teaching staff 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 of the program/s participate in relevant activities to ensure vocational competence to the education level being delivered and assessed is maintained also.

Key Accountabilities

Learning and Teaching

- Manage the educational, business and services of a large organisational unit/s to ensure quality programs (both recurrent and fee paying) are delivered effectively, to target and meet the current and emerging needs to both students and industry.
- Develop strategies with your team to ensure that student recruitment, selection, education counselling, recognition of prior learning and student induction is conducted in an efficient and effective manner.
- Prepare, deliver and assess teaching programs, including training packages in a professional and effective manner, to a teaching load up to half of the load of a full time teacher.
- Ensure the teaching team 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 School policy and to adequately demonstrate alignment with Australian Skills Quality Authority (ASQA) provisions.

Industry Engagement

- Develop and implement strategies to increase commercial, profile and government funded training activities, both nationally and internationally.

Compliance

- Ensure that all compliance processes in relation to academic and administrative systems are carried out in a professional and timely manner by all staff in your unit.
- Comply with the Equal Opportunity policies of the University.
- 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.
- Responsibility for record keeping (including updating your work plan) which reflects vocational competence to the level of education being delivered and assessed is maintained and improved for yourself and all Teaching staff in your area.
- 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 processes for products and services to ensure that programs are designed, delivered and validated in accordance with ASQA requirements and contractual obligations.
- Ensure that there are systems in place so that program information is appropriately recorded to support effective program administration and demonstration of alignment with the ASQA Framework and relevant legislation, including the ESOS Act.

Teamwork, Strategy and Innovation

- As part of a management team, initiate and provide leadership within the school, contribute to the development and implementation of the school's strategic and business plans and partake in the School Executive.

Management/Leadership

- Manage, as directed by HoS, the recruitment and selection of staff in your area of responsibility and manage new staff induction programs.
- Manage staff effectively by providing support and mentoring to your team, managing workplans, and by conducting regular performance reviews of program coordinators and teachers in your area of responsibility.
- Manage regular program reviews, and ensure staff make improvements in program content, student assessment methods and in program delivery that meet the needs of both students and industry.
- Manage the professional development activities for all staff in your area, to maintain and develop their skills and knowledge relevant to their profession or discipline, and to ensure vocational competence to the education level being delivered and assessed is maintained, recorded and reviewed annually through the University's workplanning process.
- Assist HoS and relevant Finance Staff to manage resources, including staff, budget, program budget and timetabling. This includes effective and regular communication with HoS and all staff in your organizational unit.
- Manage the teaching programs to ensure that University productivity targets are achieved and that consumables allocation is aligned to profile and budget parameters.

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

1. Demonstrated capacity to effectively lead and manage a team of staff in the design, implementation and evaluation of innovative teaching materials, products and services.
2. Demonstrated ability in ensuring current and contemporary vocational competence which meets and/or exceeds the education level being delivered and assessed.
3. Demonstrated effective organisational skills in the planning, development, implementation, operation and review of programs to achieve a quality-learning environment for students and staff.
4. A sound knowledge and understanding of the vocational education and training sector, and of the training requirements of relevant industries and ability to meet these needs through program design and assessment.
5. Capacity to implement strategies to cater for differing learning styles and approaches to study including gender and cultural influences, and the needs of disadvantaged groups.
6. Demonstrated highly developed interpersonal communication, leadership, negotiating and educational counselling skills that will enable success with students, industry clients, peers and management.
7. Demonstrated skills in the use of information and communication technologies.
8. An understanding of resource management issues, including finance, facilities, management, OHS, Equal Opportunity and Industrial Relations.

Qualifications

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.

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