

# Centre of Excellence in Paramedicine (CoEP) Leadership & Training Hub Lead

HEP Level 10

<b>POSITION NUMBER</b>	959689
<b>ORGANISATIONAL UNIT</b>	Community & Government Relations
<b>POSITION REPORTS TO</b>	Director, Strategic Engagement
<b>OVERALL PURPOSE</b>	<p>The CoEP Leadership and Training Hub Lead drives the design and delivery of the Leadership and Training Hub stream for the CoEP project. The position is offered as a 0.5 FTE.</p> <p>The Leadership and Training Hub stream is focused on providing micro-credential post qualification training in paramedicine and emergency management occupational priority areas such as leadership, management, cultural safety and mental health. This role leads collaborative curriculum design projects involving industry, academic teams, and professional staff. At all times the position will work to align the project stream with Victoria University's Strategic Plan 2022-2028, the CoEP Theory of Change and with The VU Block Model® Principles, contemporary pedagogical practices, and effective use of VU's Learning Management System (LMS) and educational technologies.</p>
<b>ORGANISATIONAL CONTEXT AND RELATIONSHIPS</b>	<p><b>Within the University the position:</b></p> <ul style="list-style-type: none"> <li>◆ works closely with VU Online, TAFE and Digital Transformation &amp; Quality Learning teams,</li> <li>◆ engages with academic course teams, student experience professionals, and central support units</li> <li>◆ collaborates with CoEP Stream Leads, Academic Quality teams, and Learning and Teaching committees.</li> </ul> <p><b>Outside the University the position liaises with:</b></p> <ul style="list-style-type: none"> <li>◆ Accreditation bodies and regulatory agencies</li> <li>◆ Industry representatives and professional associations</li> <li>◆ Partner institutions where relevant</li> </ul>
<b>LOCATION/CAMPUS</b>	The position is currently located at the Footscray Park Campus of the University. The position and incumbent may be relocated to any other existing or future University work locations where it conducts its operation

People and Culture use only

## KEY CAPABILITIES

Victoria University is committed to building core capability across VU through investment in our staff, our systems and our processes. We will develop the capabilities of our staff to:

**Deliver** – Excellence Results-driven, accountability, problem solving focus.

**Engage** – Customer service mindset internally, externally and particularly for students.

**Collaborate and Partner** – Build successful relationships, communicate effectively, influence and negotiate.

**Innovate** – Entrepreneurship, growth, continuous improvement, digital transformation.

**Lead** – Inspire direction, lead change, manage and develop people.

## OUR ORGANISATION

Victoria University (VU) is a dual sector (higher education and TAFE) tertiary institution based in Melbourne, Australia. VU has academic colleges, each covering a broad discipline of study, and several research institutes and research centres. The University has campuses in Melbourne's CBD and western region, and a campus in Sydney and Brisbane. It also offers courses at partner institutions throughout Asia. Over 40,000 students, including around 14,000 international students, study VU courses worldwide. In 2016, VU celebrated its 25th anniversary as a university, which also marked its 100 years as an educational institution.

### Commitment to Protecting Country:

Victoria University honours its deep diversity as a foundation for collaboration and social progress. We will demonstrate sensitivity in respecting First Nation perspectives. We will ensure that we respect our Indigenous voices and commit to sustainable Protecting Country. We will take leadership responsibility, in all that we do, to improve the health and wellbeing of our local and global communities, and the planet that we share.

### Commitment to Diversity and Inclusion at VU:

Victoria University believes that diversity of the workforce adds value to the University and creates a stronger, richer working environment for everyone. We are committed to making reasonable adjustments to ensure that our employees have positive, barrier-free work environments that accommodate their access needs. Employees who require adjustments are encouraged to discuss their needs with their line manager.

## ORGANISATIONAL UNIT

### External Relations and Partnerships

The External Relations and Partnerships portfolio leads the University's strategies for engaging with and communicating to all external parties that have an impact on the University achieving the Strategic Plan, particularly leading and developing our 'flipped campus' alliances – ensuring that by 2028 every VU campus will have at least one strong industry partner onsite. The portfolio is responsible for telling the VU story through strategic content creation to elevate and promote the University's brand and reputation and help to position it as a global leader in dual sector learning and research. The portfolio is also responsible for the university's Advancement activities, helping Victoria University deliver educational programs of excellence by building a community of loyal, committed and engaged alumni, donors, funders, partners, stakeholders and friends.

The Centre of Excellence in Paramedicine (CoEP) will develop a world leading paramedicine workforce delivering better health outcomes for the community. The CoEP, located in a refurbished building on VU's Sunshine Campus, will be close to Ambulance Victoria's skills-based Capability Hub and will be operational at the end of 2026.

The Centre will focus on seven specific areas or streams:

- Leadership and training hub supporting Paramedics with Post Qualification Training in Occupational Priority Areas, providing advanced post qualification training needed to reduce paramedic burn out.
- Simulation Space using digital and environmental technology. This will replicate real-life emergency scenarios.
- Meaningful industry partnerships embedded on site allowing for shared learning and co-designed post qualification training courses and simulation scenarios for a range of health and emergency services.
- Research with impact focused on existing industry operational and occupational challenges faced by emergency and non-emergency services across the country. It will include fields such as leadership, change management, and workforce wellbeing.
- Course Modernisation (New Immersive Learning) used by both higher and vocational education students across healthcare courses, in addition to Ambulance Victoria and the wider health, emergency and paramedicine industry.
- First Nations actively recruit and support First Nations students, increase community engagement and course integration.
- Diversity actively recruit and support paramedicine students from a range of diverse backgrounds including culturally and racially marginalised.

## MAJOR TASKS AND ACCOUNTABILITIES

- ◆ Lead and manage post qualification and micro-credential course development and transformation projects from inception to implementation, applying evidence-based design approaches suited to Higher Education and TAFE settings and for external partners and post qualification.
- ◆ Strategic thinker with an awareness of government reforms in the industry and relevant networks in the paramedicine and/or emergency services sector to be able to codesign relevant new courses.
- ◆ Negotiate with and manage external industry partners in relation to the development and adaptation of post qualification training courses specifically tailored to industry needs to develop leadership, management, operational and behavioral skills.
- ◆ Facilitate collaborative curriculum co-design sessions with course teams, students, and industry partners to inform course architecture, learning and assessment outcomes, and delivery models.
- ◆ Provide expert advice on curriculum design, pedagogical strategies, authentic assessment, and the integration of generative AI tools.
- ◆ Guide the development of coherent course structures, ensuring constructive alignment of course learning outcomes, unit learning outcomes, and assessments.
- ◆ Manage timelines, project resources, stakeholder engagement, and reporting across multiple concurrent course transformation initiatives.
- ◆ Ensure all course designs meet institutional quality standards, comply with academic policies, and are appropriately prepared for internal approval and external accreditation where required.
- ◆ Contribute to the ongoing development of frameworks, tools, templates, and practices that support sustainable and scalable course transformation.
- ◆ Provide leadership in fostering a culture of innovation and excellence in curriculum transformation across the University by coaching staff, promoting best practices and encouraging continuous improvement.
- ◆ Contribute to the review of policies, procedures, and documentation necessary to efficiently and effectively manage course development and transformation projects with all internal and external obligations.
- ◆ Exercise leadership and innovation in the design, development, and management of course development and transformation projects, providing services across the University.
- ◆ Manage financial and team resources associated with the CoEP LTH projects.
- ◆ Lead and implement policy and procedural improvements aligned with University and accreditation requirements.
- ◆ Identify and manage strategic, operational, and stakeholder risks associated with course transformation and external partnerships.
- ◆ Lead organisational change initiatives to embed scalable, future-focused curriculum design practices.

## TYPICAL/MAJOR CHALLENGES

- ◆ Coordinating diverse stakeholder perspectives and priorities across complex and time-bound academic course development and transformation projects
- ◆ Balancing innovation with academic integrity, regulatory compliance, and operational feasibility
- ◆ Managing change and stakeholder expectations during significant curriculum redesign
- ◆ Ensuring consistent application of quality assurance and course design principles across disciplines
- ◆ Adhere to and cooperate with all OH&S policies and procedures of the University.
- ◆ Making independent decisions on curriculum design direction in the absence of detailed guidance.
- ◆ Balancing competing strategic and operational priorities in an evolving sector.

## LEVEL OF SUPERVISION

- ◆ Operates under broad direction from Program Manager Centre of Excellence in Paramedicine and may be required to manage other administrative, technical and/or professional staff.

## PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- ◆ Strong networks in the paramedicine and emergency management sector and an understanding of policies and practices to inform training requirements.
- ◆ Advanced knowledge of curriculum design, academic governance, and pedagogical frameworks.
- ◆ Strong understanding of course development processes including policy, accreditation, and quality assurance requirements.
- ◆ Expertise in contemporary assessment practices, learning outcomes, and constructive alignment.
- ◆ Familiarity with learning technologies, including VU's Learning Management System (D2L Brightspace) and associated tools.
- ◆ Knowledge of the higher education and vocational education landscape in Victoria and nationally.
- ◆ Understanding of digital transformation and change management principles in educational contexts.
- ◆ Comprehensive knowledge of university policies, regulatory standards, and accessibility guidelines in learning design.
- ◆ Familiarity with and understanding of Federal and State government legislation and policies related to the tertiary education sector and its impact in Learning and Teaching development.

## KEY SELECTION CRITERIA

### Essential:

1. Knowledge or training equivalent to: Proven expertise in the management of significant human and material resources; in addition to, in some areas postgraduate qualifications and extensive relevant experience.
2. Excellent relationship management and consulting skills with demonstrated ability to develop and foster effective strategic and collaborative relationships with key stakeholders and colleagues including the ability to influence, negotiate and coach at senior levels to co-design new courses.
3. Demonstrated success leading curriculum design projects in higher education or a similar setting
4. Deep knowledge of pedagogical theory, curriculum alignment, assessment design, and inclusive learning design
5. Strong project management skills with a proven ability to deliver complex initiatives on time and within scope
6. Excellent written and verbal communication skills, including the ability to develop high-quality documentation and proposals
7. Demonstrated capacity to work effectively within academic governance frameworks and quality assurance processes
8. Strong networks in the paramedicine and emergency management sector and an understanding of industry wide reforms, policies and practices to inform current and future training requirements.
9. Demonstrated capacity to understand and comply with employer policy and practices including OH&S, Anti-Discrimination, and relevant legislative responsibilities, and to complete required training.

### Desirable:

1. Understanding of the role of AI in contemporary learning and assessment practices
2. Evidence of national recognition as an authority in Paramedicine Higher Education
3. Evidence of sustained high-quality teaching in higher education in Paramedicine or a related field.
4. Experience designing micro-credentials or short form learning initiatives that build learner capability and respond to evolving professional and industry needs.