

TAFE Strategy International Lead

SE3

POSITION NUMBER	964634
ORGANISATIONAL UNIT	Victoria University (VU) TAFE
POSITION REPORTS TO	Director, Centre of VU Transitions
OVERALL PURPOSE	<p>The TAFE Strategy International Lead is responsible for identifying, developing and advancing international education opportunities across VU TAFE. The role leads strategic market analysis, program feasibility assessment and partnership development to grow international market share across ELICOS, Foundation Programs, Higher Education Diplomas and Vocational Qualifications.</p> <p>The position works collaboratively across VU TAFE, VU Global, VU Higher Education (HE) Colleges and external partners to deliver evidence-based recommendations and actionable pathways for sustainable international growth.</p>
ORGANISATIONAL CONTEXT AND RELATIONSHIPS	<p>This role involves building and maintaining strong, collaborative relationships with a wide range of internal and external stakeholders to support the University’s international strategy and objectives. Effective stakeholder engagement is critical to ensuring alignment, quality outcomes, and the successful delivery of international initiatives.</p> <p>Within the University the position:</p> <p>Works closely with Executive Directors/Director, General Managers, Managers within TAFE. Works with various departments across the VU, including:</p> <ul style="list-style-type: none"> ◆ VU Global (including country representatives) ◆ Academic Quality and Standards ◆ Brand and Marketing ◆ International Admissions and Enrolments ◆ VU HE Colleges <p>Outside the University the position liaises with:</p> <ul style="list-style-type: none"> ◆ ATIN

People and Culture use only

VU TAFE

Position Description

	<ul style="list-style-type: none">◆ IEAA◆ Austrade◆ Global Victoria / Study Melbourne◆ ACER◆ English Australia
LOCATION/CAMPUS	The position is currently located at the City Tower Campus of the University. The position and incumbent may be relocated to any other existing or future University work locations where it conducts its operations.

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 mind-set 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 has a bold and ambitious new vision and a seven-year strategic plan characterised by five strategic drivers. Victoria University's Strategic Plan 2022-2030, 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. VU TAFE is a leading vocational education provider, renowned for its industry collaboration and its digital innovation in delivery.

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. Learner-Centred for Life
2. Partnering with Principle
3. Maximising Research with Impact
4. Protecting Country
5. A Thriving Place to Study and Work

VISION

To be one of the leading impact-driven universities in the world by 2030.

PURPOSE

People and Culture use only

Date Updated

Date Classified

We are of Melbourne's west and of the world – championing progressive and excellent education, research, service and a deep commitment to Protecting Country.

ORGANISATIONAL UNIT

Victoria University (VU) TAFE is the vocational education division of Victoria University which offers job-ready qualifications, upskilling and reskilling for existing workers, pathways to further studies, workforce development and exposure to real-life work skills. VU TAFE offers nationally accredited qualifications from Certificate I – IV, Diploma and Advanced Diploma as well as Higher Education Diplomas and Foundation Programs, short courses and professional development for a diverse range of vocational fields. VU TAFE offers English Language programs, ELICOS, and VET programs for secondary school students.

TAFE brings VU's vocational education offer together in specialist delivery areas:

- The College of Trades, Technology and Hospitality,
- The College of Health, Early Childhood and Community Services,
- The Centre of VU Transitions and
- Business Development, Industry, Government Funding and Projects

In line with VU's Strategic Drivers, especially Learner-Centred for Life and Partnering with Principle, VU TAFE works very closely with industry partners; several are co-located on our campuses, enhancing the student industry experience. The success of VU TAFE is based on the high quality of our delivery, core values and our people

VU TAFE is a leader in digital innovation, with an award-winning blended learning model (LearnX Awards), expertly designed to equip learners with the technical skills and the thinking abilities needed to adapt and thrive in a modern work setting.

Note: This position sits in the Centre of VU Transitions.

The Centre of VU Transitions plays a pivotal role in shaping the academic journey of our VU pathway students. The Centre of VU Transitions is a strategic initiative aimed at enhancing the transition experiences of students as they move through various phases of their educational journey.

The following pathway programs are offered to both domestic and international students: Foundations, ELICOS, WMEP (Western Melbourne English Program), Higher Education Diplomas (Business Information Technology & Cyber Security).

MAJOR TASKS AND ACCOUNTABILITIES

In performing the duties of this position, the incumbent is required to work within the University policies, procedures and other legislative/regulatory requirements, and to work independently, as well as within a collaborative environment. The following list includes key tasks and accountabilities:

Market Intelligence and Strategic Insights for VU Global

Provide VU Global with timely, evidence-based market intelligence relating to VU TAFE, including priority regions, program demand, competitive positioning and emerging opportunities, to inform international recruitment strategies and support sustainable growth in international enrolments.

People and Culture use only

Identify and articulate VU TAFE's competitive strengths in the international market, including:

- Vocational Education Pathways from ELICOS to Higher Education
- Pathways from TAFE to Higher Education
- Industry-focused applied training
- English language capability

Identify barriers to international growth, including admissions processes, pricing, program duration and delivery models

Provide recommendations to address structural and operational constraints

Provide expert advice on international marketing and recruitment materials to ensure they accurately reflect program offerings, pathways, compliance requirements and agreed market positioning.

Market Demand and Feasibility

1. Benchmark VU TAFE programs against dual-sector and comparable international providers
2. Assess market demand across priority regions:
 - ◆ Southeast Asia
 - ◆ North Asia
 - ◆ South America
 - ◆ Pacific
3. Identify international skill shortages aligned to VU TAFE capability, including:
 - ◆ Early Childhood
 - ◆ Community Services
 - ◆ Building And Construction
 - ◆ Beauty and Massage
 - ◆ Hospitality
 - ◆ IT and Cybersecurity
4. Explore opportunities for short courses and micro-credentials targeting international upskilling needs

Compliance and Regulatory Frameworks

5. Ensure proposed international offerings align with ESOS and CRICOS requirements
6. Work closely with Academic Quality and Standards to assess regulatory feasibility
7. Identify compliance risks and mitigation strategies for new or expanded international programs

Qualification Recognition

8. Assess recognition of VU TAFE qualifications for:
 - ◆ Credit transfer into higher education
 - ◆ Employment outcomes in target countries
9. Liaise with relevant authorities and sector bodies to validate recognition pathways

Visa and Migration Pathways

10. Explore alignment between VU TAFE programs and:

People and Culture use only

- ◆ Temporary work visas
- ◆ Further study pathways

11. Identify programs that strengthen student value propositions through post-study outcomes

Partnership and Engagement Opportunities

12. Identify and scope transnational education (TNE) opportunities, including:
- ◆ Offshore delivery
 - ◆ Articulation agreements
 - ◆ Licensing of VET curriculum
13. Explore joint delivery and partnership models with international institutions and industry
14. Leverage VU's industry partnerships with international reach.

TYPICAL/MAJOR CHALLENGES

- ◆ Achieving key deliverables of the position in a complex and volume environment, adhering to relevant VU policies and procedures Identifying sustainable international growth opportunities in competitive and rapidly changing global markets.
- ◆ Balancing international market demand with regulatory, compliance and qualification recognition requirements.
- ◆ Addressing structural and operational barriers to international program delivery, including pricing, admissions and delivery models.
- ◆ Aligning programs with visa, migration and post-study pathways to strengthen student value propositions.
- ◆ Establishing and progressing effective international partnerships and transnational education models across diverse regions.
- ◆ Exercising independent judgement, initiative and problem-solving to resolve issues and emerging requirements and provide high level advice within own area of responsibility, drawing on a depth of expertise developed through extensive relevant experience and application.
- ◆ Exercising planning and decision making with consideration of the integration or impact of a range of university policies and requirements.

LEVEL OF SUPERVISION

Operates under broad direction from Director, Centre of VU Transitions

People and Culture use only

Date Updated

Date Classified

PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- ◆ Knowledge of VU TAFE's competitive strengths in international education, including ELICOS and higher education pathways, applied industry-focused training, Work Integrated Learning (WIL) and English language capability.
- ◆ Knowledge of international market demand, feasibility analysis and benchmarking, including priority regions and global skills shortages aligned to VU TAFE capability.
- ◆ Knowledge of international education compliance and regulatory frameworks, including ASQA, TEQSA, ESOS and CRICOS requirements, and risk considerations for new or expanded programs.
- ◆ Knowledge of international qualification recognition, articulation, credit transfer and employment outcomes in target countries.
- ◆ Knowledge of visa, migration and post-study pathways, transnational education (TNE) models, and partnership approaches that enhance international student value propositions.

KEY SELECTION CRITERIA

Essential:

1. Relevant postgraduate qualifications in international education, education, business or a related discipline, or an equivalent combination of qualifications and practical, hands-on experience working in international TAFE, VET or dual-sector education environments.
2. Demonstrated experience supporting and delivering onshore international enrolment growth for vocational and pathway programs, including ELICOS, Foundation Programs, TAFE qualifications and higher education diploma pathways, through practical identification and progression of market opportunities.
3. Proven ability to gather, analyse and present operational market intelligence for international TAFE and pathway programs, including competitor scanning, demand assessment, benchmarking and preparation of clear, actionable briefs and recommendations for internal stakeholders such as VU Global.
4. Experience contributing to the feasibility assessment and implementation of international program offerings, including pricing considerations, delivery models, program duration, entry requirements and operational readiness for international students.
5. Practical working knowledge of international education regulatory requirements relevant to VET and pathways, including ESOS, CRICOS, ASQA and TEQSA, with demonstrated ability to work collaboratively with quality and compliance teams to support compliant program approval and delivery.
6. Working understanding of Australian student visa settings, post-study work options and progression pathways, with the ability to factor these requirements into operational advice on program structure and market positioning.
7. Demonstrated experience supporting the development and management of international education partnerships, including articulation agreements, offshore or joint delivery arrangements, through effective coordination, documentation, stakeholder communication and follow-through.
8. Stakeholder Engagement and Communication
Well-developed interpersonal and cross-cultural communication skills, with the ability to work effectively with academic, professional and external stakeholders, prepare clear written materials, and address issues collaboratively in a fast-paced operational environment.

People and Culture use only

Date Updated

Date Classified

VU TAFE

Position Description

9. Awareness of Equal Opportunity, Human Rights, and Equal Employee Opportunity standards, with a commitment to maintaining a safe and inclusive work environment.


Desirable:

10. Experience working in an operational international education, business development or market support role within a TAFE, dual sector university or international education provider.
11. Direct experience supporting international TAFE delivery or pathway programs, including applied, industry focused or work integrated learning models.

People and Culture use only

Date Updated		Date Classified	
--------------	--	-----------------	--

Organisational Chart

 denotes the position