VU TAFE
Position Description

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

Manager Hair Beauty and Massage

SE3

POSITION NUMBER	907562
ORGANISATIONAL UNIT	Victoria University (VU) TAFE – College of Health, Early Childhood Education and Community Services
POSITION REPORTS TO	Executive Director – College of Health, Early Childhood Education and Community Services.
OVERALL PURPOSE	The overall purpose of this position is to support the Executive Director in coordinating the development and delivery of Hair, Beauty and Massage programs as well as overseeing the day-to-day operations of the department. This role involves managing administrative requirements and staff to ensure students are supported through to the successful completion of their studies. The position provides leadership and guidance in the development, delivery, and evaluation of vocational education programs, ensuring they meet industry standards and regulatory requirements. The role also includes mentoring and supporting educators, fostering an environment that promotes high-quality teaching and learning, and staying current with industry advancements to integrate them into the programs. This position is crucial in preparing students to meet the demands of the industry and ensuring they acquire the necessary skills and knowledge to provide excellent services to clients.
ORGANISATIONAL CONTEXT AND RELATIONSHIPS	**Within the University the position:** ◆ Works closely with the Executive Director, Managers and broader staff on all matters regarding program areas under the scope of the position, including contractual compliance and growth functions. ◆ Works with various departments across the VU TAFE, including senior counterparts in Higher Education, Systems and Reporting, Student Services and Administration, People & Culture, Governance Committees and the Academic Quality and Standards team. ◆ Supervises all TAFE Teaching and Professional Staff reporting directly to this role. **Outside the University the position liaises with:** ◆ Relevant external stakeholders.
LOCATION/CAMPUS	The position is currently located at the City Campus of the University to assist, advise and support staff and students as required. The position and incumbent may be relocated to, or work, at any other existing or future University work locations where it conducts its operations.

People and Culture use only

Date Updated		Date Classified	

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

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. Our embedded TAFE is renowned for its industry collaboration and its digital innovation in delivery. As a result, "Learner-centred for Life' is one of our five core drivers and points of uniqueness.

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 work and Study

VISION

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

PURPOSE

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

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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, VCE/VCAL and VET programs for secondary school students.

The TAFE brings VU's vocational education offer together in specialist delivery areas, which include the College of Trades, Technology and Hospitality, the College of Health, Early Childhood Education and Community Services and the Centre of VU Transitions.

In line with VU's Strategic Drivers, VU TAFE works very closely with industry partners, with several co-located on our campuses to assist in enhancing student industry experience. The success of VU TAFE is based on the high quality of our delivery, core values and our people.

The College of Health, Early Childhood Education and Community Services focuses on disciplines that will equip students to develop their skills and knowledge through courses in Community Services, Youth Work and Mental Health, Nursing, Paramedicine, Community Health, Early Childhood Education, Transition and Work Education, Business and Legal, Hairdressing, Barbering, Beauty and Massage.

The qualifications delivered have a strong emphasis on work placements and the training provided is tailored to directly address the demands of the industry. Students will develop and practice their skills in interactive simulation labs as well as gain real-world experience in local businesses, communities, and community services or student-run clinics supervised by qualified staff.

This College benefits most from extensive exposure to local communities and businesses and agencies.

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.

1. Independently lead and identify current and emerging areas/markets for development and growth and plan and implement for the expansion of existing VET delivery activity (including international opportunities where appropriate).

2. Lead the development and management of ASQA, VRQA, DJSIR service agreements within the Department and Program Areas, ensuring staff understand their obligations.

3. Coordinate quality compliance of ASQA standards, DJSIR service agreement(s) in relation to the Hair, Beauty, and Massage courses, ensuring staff understand their obligations. Overseeing high-quality, innovative education delivery and industry practice, industry partnerships and continuing compliance with regulatory standards.

4. Work with the Executive Directors, Managers, teachers, and VU staff to coordinate the logistics necessary for the delivery of innovative education provision and services to students and to stakeholders, including student communications, timetabling, learning materials and program resources.

5. Assist in coordination of administrative requirements around student enrolments, retention, completions, and assessment including the induction of teaching staff in their department.

6. Assist teaching staff to identify professional development opportunities to enable them to maintain currency.

7. Conduct research and initiate continuous improvement strategies in delivery, assessment strategies, modes of learning and reporting.

8. Assist the Executive Director to lead the development and performance of staff within the Program Area to ensure that students receive high-quality teaching and excellent customer-centric experience with an engaging learning environment. Oversee the sourcing and provision of teaching and assessment duties as required.

9. Provide high-level professional advice and assistance to teaching staff and stakeholders.

10. Adhere to and cooperate with all policies and procedures of the University.

11. Contribute to the operational management and reporting of all resources and educational and business activities ensuring a focus on financial and environmental sustainability of the Program Area.

12. Identify, assess, prioritise and control risks to the health and safety of staff, students, visitors, and contractors to the environment arising from the operation of the area under their responsibility and ensure that a safe system of work is developed and followed through appropriate training, supervision and monitoring in line with the OHS Plan. Raise any OHS items identified with the relevant HSR and Supervisor.

TYPICAL/MAJOR CHALLENGES

- Achieving key deliverables of the position in a complex environment, adhering to relevant VU policies and procedures.
- Flexibility to meet the diverse needs of students across the University from a variety of vocational backgrounds, including Victoria University staff.
- 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.
- Actively staying informed about the industry to maintain up-to-date knowledge to inform evaluation of current practice and delivery, its ongoing relevance and to achieve continuous improvement/excellence.
- Exercising planning and decision-making while considering the integration and impact of various university policies and requirements.

LEVEL OF SUPERVISION

Operates under broad direction from the Executive Director – College of Health, Early Childhood Education and Community Services and will be required to provide direction to teaching and other professional staff.

PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- Significant expertise and knowledge in areas of responsibility, especially high-level communication, key stakeholders, TAFE processes and protocols, strategic functions within a professional environment with a multi-sector perspective and understanding of key issues in VET and Higher Education to inform development and implementation initiatives.
- Sound ability to plan, develop, implement and review outputs and projects ensuring their alignment to the VU TAFE's Operational Plan and the University's strategic priorities with capacity to drive transformational change with built in quality and continuous improvement strategies.
- Good understanding of the day-to-day operations and demonstrated capacity to take a lead role in working effectively and collaboratively with multi-disciplinary teams.
- Strong understanding of VET and the regulatory environment in which they operate and a broad understanding of university operations, governance and decision-making processes, including quality assurance policies and procedures and other relevant legislative requirements at Federal and State levels.

KEY SELECTION CRITERIA

Essential:

1. Qualifications:
   - An approved degree or diploma or equivalent tertiary qualification relevant to the programs being taught.
   - A course of teacher training at Australian Qualifications Framework level 5 which includes supervised teaching practice and studies in teaching methodology or equivalent.
   - A Training and Assessment qualification: Certificate IV in Training and Assessment (TAE40116); or Certificate IV in Training and Assessment (TAE40110) with Address Adult Language, Literacy and Numeracy Skills (TAELLN411 or TAELLN401); and Design and Develop Assessment Tools (TAEASS502, TAEASS502A or TAEASS502B)
   - A qualification in leadership and/or management, or equivalent experience.
2. A current Working with Children Check or VIT Registration.
3. Demonstrated ability to manage quality and compliance procedures to meet the requirements of ASQA, VRQA, DJSIR and to lead and manage service agreements.
4. Capability to develop and maintain close network links and partnership arrangements with government, industry and University personnel to maximise external and internal business opportunities for the College.
5. A high level of interpersonal, cross cultural and communication skills including the ability to negotiate effectively and work through issues with staff, students, industry clients and other stakeholders.
6. A proven record in implementing and supporting flexible and innovative approaches to learning and teaching in response to changing market needs including the use of new technologies in delivery.
7. Ability to lead the successful achievement of outcomes for learners including increased student retention and achievement rates.
8. Ability to provide effective people leadership and implement organisational change.
9. Demonstrated ability to manage budgets, facilities and other resources.

Desirable:

1. A post graduate qualification relevant to a vocational/further educational leadership role.
2. Experience in managing and understanding a large vocational education portfolio.