# TAFE
# Position Description

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

# Teachers, Fabrication - Welding

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| **POSITION NUMBER** | T00086 |
| **ORGANISATIONAL UNIT** | Engineering (VE) |
| **POSITION REPORTS TO** | Manager, Electrical and Engineering |
| **OVERALL PURPOSE** | The TAFE Teacher is responsible for delivering high-quality educational services within the department, focusing on programs. This role includes facilitating and assessing student learning in various settings, including workplaces and community environments. The TAFE Teacher ensures compliance with ASQA, VRQA, and HESG standards and contributes to the continuous improvement of teaching practices and resources. |
| **ORGANISATIONAL CONTEXT AND RELATIONSHIPS** | **Within the University the position:**<br>◆ works closely with Managers and Senior Educators within Department to ensure the efficient delivery of our Health courses<br>◆ works primarily with the Department name teaching department<br>◆ supervised by the Senior Educator / Manager<br>**Outside the University the position liaises with:**<br>◆ Industry partners with staff undertaking our courses and placement providers |
| **LOCATION/CAMPUS** | This position is currently located between the Sunshine, Footscray Nicholson and Werribee campuses of the University though this position may be relocated to any other existing or future University work location. |

## 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 2022-2028, 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. Our embedded TAFE is a leading vocational education provider, renowned for its industry collaboration and its digital innovation in delivery. As a result, Doing Dual Differently is one of our five core drivers and points of uniqueness.

At Victoria University, our research is focused 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. Doing Dual Differently
2. Partnering with Principle
3. Maximising Research with Impact
4. Protecting Country
5. A Thriving Place to Study and Work

**VISION**

To be a global leader in dual-sector learning and research by 2028.

**PURPOSE**

Victoria University emboldens its people to design their future and has 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. 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. TAFE offers English Language programs, VCE 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, especially Doing Dual Differently and Partnering with Principles, TAFE works very closely with industry partners, few of whom are co-located on our campuses that assist in

enhancing student industry experience. The success of TAFE is based on the high quality of our delivery, core values and our people.

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 Engineering (VE) Department in the College of Trades and Technology. The operations of this position is currently located at the Sunshine campus, though this position may be relocated to any other existing or future campus

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## 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. Facilitate learning and establish educational and assessment strategies to suit a range of student, client needs and industry contexts. This includes delivery on-line, blended and in diverse settings including within enterprises and the community.
2. To work in and with current and prospective industry partners and enterprises.
3. Ensure quality compliance of the requirements of ASQA, VRQA, HESG service agreements within your delivery and assessment.
4. Establish and maintain a positive learning environment and undertake assessment of student performance in accordance with the requirements of the relevant curriculum / training package.
5. Research, develop and customise learning materials suitable for a range of teaching and learning settings and diverse students and industry clients.
6. Design and develop training and assessment that is learner focussed and responds to learners as individuals.
7. Manage the learning process and facilitate individual learning by providing advice on strategies to overcome learning difficulties and/or work closely with specialist services to design appropriate outcomes for students.
8. To maintain a client focussed approach to the business and practice of education and training, including delivery, consultancy and partnership management.
9. Undertake a range of administrative, coordination and learning services activities directly related to the areas taught including recognition of prior learning, enrolments and submission of results.
10. Maintain accurate records of student progress and assessment in accordance with university requirements including the requirements of moderation and validation of assessment.

11. Manage a personal professional development program that continually improves educational expertise and maintains currency with industry/discipline both in practice and licensing requirements.
12. Liaise with and participate in networks with employers and industry clients to assist the College to develop and maintain delivery and assessment that is influenced by current practice.
13. Adhere to and cooperate with all OHS policies and procedures of the University.

## TYPICAL/MAJOR CHALLENGES

- Achieving key deliverables of the position in a complex and volume environment, adhering to relevant VU policies and procedures.
- 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 with consideration of the integration or impact of a range of university policies and requirements.

## LEVEL OF SUPERVISION

Operates under broad direction from the Manager, Electrical and Engineering, and may be required to supervise some academic sessional staff.

## PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- Significant expertise and knowledge in area 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 TAFE at VU'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. An approved degree, diploma or certificate or other tertiary qualification/s relevant to the programs to be taught. (Note that an equivalent AQF level qualification is required to the level that is being taught).

2. A Training and Assessment qualification: Certificate IV in Training and Assessment (TAE40116 or TAE40122);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)

3. A current E (Employee) Working with Children Check (WWCC) or VIT registration.

4. Industry currency directly relevant to this teaching and assessment role and relevant to the vocational/academic competencies at least to the level of those being taught.

5. Capability to facilitate learning and assessment in a variety of settings relevant to contemporary VET practice including campus and enterprise based delivery, online learning or international education. Within the requirements of compliance procedures of ASQA, VRQA and HESG.

6. Demonstrated experience utilising a wide range of teaching and assessment strategies and media (including ICT), which are appropriate to a diverse student population and the competency standards required. This includes the development of learning resources.

7. Demonstrated ability to provide a range of educational service provisions including consultancy skills and recognition of prior learning.

8. Demonstrated excellent communication, interpersonal and team skills relevant to maintaining professional relationships with staff, students, industry and/or community sectors, in a changing educational environment.

9. Demonstrated understanding of appropriate behaviours when dealing with young people regardless of their background or diversity of need.

10. Demonstrated personal commitment to professional development and maintaining currency of skills/qualifications/licences including a willingness to undertake further formal education.

11. Understanding of and willingness to comply with National VET Regulator requirements and other relevant legislative and policy requirements applicable to the vocational education system.

12. Awareness of OHS responsibilities and be committed to imparting information, activities and actions to students as an ongoing and integral component of all workshop activities and attend OHS training as required.

### Desirable

13. An AQF5+ vocational education teaching qualification which includes supervised teaching practice and studies in teaching methodology or equivalent.