



## Position Description – VE Teacher

### Position Details

---

<b>Position Title:</b>	VE Teacher
<b>College/Portfolio:</b>	College of Vocational Education
<b>School/Group:</b>	Mechanical, Aerospace & Civil
<b>Campus Location:</b>	Based at the City Campus, however, may be required to work and/or be based at other campuses of the University or other location.
<b>Classification:</b>	Teacher Level
<b>Employment Type:</b>	Casual
<b>Time Fraction:</b>	Various

### RMIT UNIVERSITY

---

RMIT is a multi-sector university of technology, design and enterprise with more than 96,000 students and close to 10,000 staff globally. The University's mission is to help shape the world through research, innovation and engagement, and to create transformative experiences for students to prepare them for life and work.

<https://www.rmit.edu.au/about>

<https://www.universitiesaustralia.edu.au/university/rmit-university/>

Our three main campuses in Melbourne are located in the heart of the City, Brunswick and Bundoora. Other locations include Point Cook, Hamilton and Bendigo, two campuses in Vietnam (Hanoi and Ho Chi Minh City) and a centre in Barcelona, Spain. RMIT is a truly global university.

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

We are also committed to redefining our relationship in working with, and supporting, Indigenous self-determination. Our goal is to achieve lasting transformation by maturing our values, culture, policy and structures in a way that embeds reconciliation in everything we do. We are changing our ways of knowing, working and being to support sustainable reconciliation and activate a relationship between Indigenous and non-Indigenous staff, students and community. Our three campuses in Melbourne (City, Brunswick and Bundoora campuses) are located on the unceded lands of the people of the Woi Wurrung and Boon Wurrung language groups of the eastern Kulin Nation.

### WHY WORK AT RMIT UNIVERSITY

---

Our people make everything at the University possible. We encourage new approaches to work and learning, stimulating change to drive positive impact. Find out more about working at RMIT University, what we stand for and why we are an Employer of Choice.

<https://www.rmit.edu.au/careers>

We want to attract those who will make a difference. View RMIT's impressive standings in university rankings.

<https://www.rmit.edu.au/about/facts-figures/reputation-and-rankings>

## 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 Pro 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

---

As VE Teacher, you will be mainly responsible for the delivery of course material, assessing students and the supervision of students enrolled in selected courses in the School. Participation in the School's continuing reviews of course content and development, delivery, teaching methods (including on-line delivery methods) and methods of students' assessment will also form part of this role. You will interact with external organisations, industry groups and RMIT teaching and administration staff. Your performance will be underpinned by participation in relevant activities which ensure your vocational competence meets and/or exceeds the education level being delivered and assessed.

### Reporting Line

---

Reports to: Amita Iyer ( Program Manager)

Direct reports: Not Applicable

### Organisational Accountabilities

---

RMIT University is committed to the health, safety and wellbeing of its staff. RMIT and its staff must comply with a range of statutory requirements, including equal opportunity, occupational health and safety, privacy and trade practice. RMIT also expects staff to comply with its policy and procedures, which relate to statutory requirements and our ways of working.

RMIT is committed to providing a safe environment for children and young people in our community. Read about our commitment and child safe practices. <https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/child-safety>

Appointees are accountable for completing training on these matters and ensuring their knowledge, and the knowledge of their staff, is up to date.

### Key Accountabilities

---

#### Learning and Teaching

- Prepare and deliver teaching programs, including training packages in a professional and effective manner.
- 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 the School policy.
- Identify 'students at risk' and assist in identifying appropriate strategies to improve student learning.
- Assist the School in improving the delivery of programs and services by (i) using best practice

delivery modes and appropriate student assessment strategies (to industry standards where applicable) and (ii) using relevant information including student and industry feedback to inform improvements to delivery and assessment strategies.

- Provide accurate pre-course advice to students; assist with student selection and student induction.

### **Industry Engagement**

- Promote the Schools' programs and services to relevant clients and establish and maintain effective industry contacts.
- Actively participate in consultancy work for the School. This may include the development of the consultancy, undertaking training/skills analysis, developing learning materials and/or providing services such as delivery.

### **Compliance**

- Follow University Quality Assurance processes for teaching and supporting services to ensure that programs are; designed, delivered and validated in accordance with ASQA requirements, and delivered in accordance with the Skills Victoria performance agreement and user choice contracts with other states.
- Ensure that learning and teaching documentation such as learning materials and assessment tools are appropriately recorded and accessible to support program administration and evidencing alignment with the ASQA framework.
- 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.

### **Teamwork, Strategy and Innovation**

- As part of a team, contribute to the development and implementation of the school's strategic and business plans.

### **Professional Development**

- Participate in industry related professional development activities to maintain and develop skills and knowledge relevant to the profession or discipline, ensuring your vocational competence meets and/or exceeds the level of education being delivered and assessed.
- 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 effective interpersonal and communication skills relevant to teaching and consultancy environments. This includes effective presentation and facilitation skills, and in the use of flexible teaching methods.
2. Demonstrated skills and experience in competency-based assessment.
3. Demonstrated ability in ensuring current and contemporary vocational competence which meets and/or exceeds the education level being delivered and assessed.
4. Demonstrated experience in relevant industry, and substantial discipline knowledge as it relates to this position.
5. Demonstrated capacity to diagnose learning problems in students, propose and implement effective solutions.
6. Demonstrated ability to contribute effectively as a constructive and proactive member of a team.
7. Demonstrated skills in the use of relevant information and communication technologies.

### **Mandatory 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 *TAE40122 Certificate IV in Training and Assessment* from the TAE10 Training and Education Training Package as a minimum qualification or equivalent. This consists of 12 units (6 core and 6 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 *TAE50122 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 *TAE40122 Certificate IV in Training and Assessment* from the TAE10 Training and Education Training Package as a minimum qualification. This consists of 10 units (6 core and 6 electives). Teachers, who do not possess the *TAE40122*, 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.

<b>Endorsed:</b>	Signature: Name: Title: Date:	<b>Approved:</b>	Signature: Name: Title: Date:
------------------	--	------------------	--