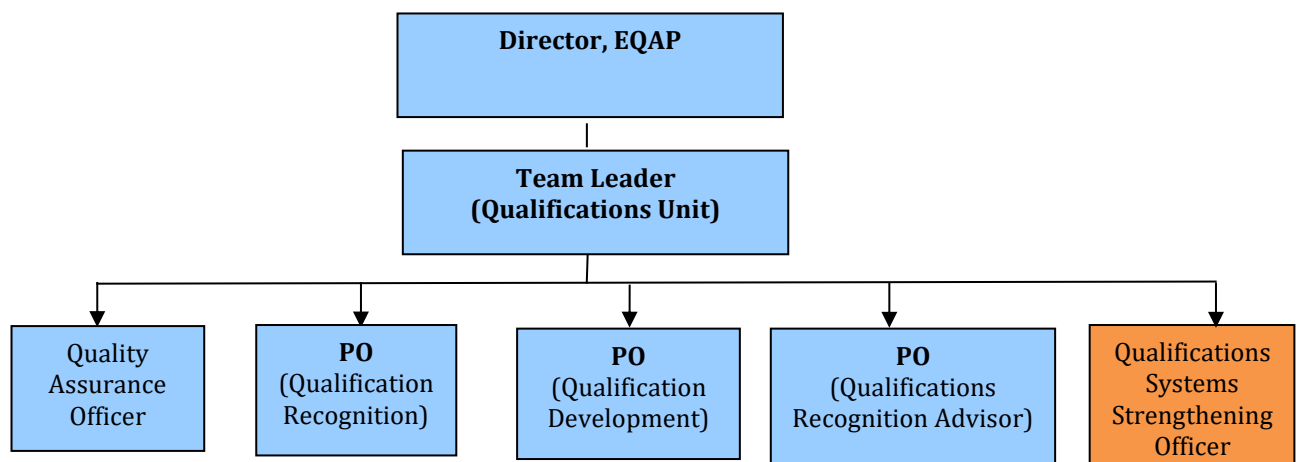




JOB DESCRIPTION

Job Title:	Qualifications Systems Strengthening Officer
Division/Programme and Section/Project (if any):	Qualifications Unit, Educational Quality and assessment Programme
Location:	Suva, Fiji
Reporting to:	Team Leader - Qualifications
Number of Direct Reports:	Nil
Purpose of Role:	The position holder is responsible for strengthening qualifications systems by facilitating the capability development of staff; supporting the review of the regional qualifications systems and processes; assisting the ministries of education and national agencies to establish and review national qualifications systems; and supporting development of information products on post-secondary education and training.
Date:	<i>July 2024</i>

Organisational Context and Organisation Chart



Key Result Areas (KRAs):

The position of Qualifications Systems Strengthening Officer encompasses the following major functions or Key Result Areas:

KRA#1: Contribute effectively to the development, implementation and reporting of the workplan of the Qualifications Unit.

KRA#2: Facilitate the capability development of staff on competency-based training and assessment.

KRA#3: Provide support on the review of regional qualifications systems and processes to facilitate the external recognition of Pacific qualifications.

KRA#4: Assist the ministries of education and national quality assurance agencies to establish and review qualifications systems.

KRA#5: Support the development of information products on post-secondary education and training.

The performance requirements of the Key Result Areas are broadly described below

Jobholder is accountable for	Jobholder is successful when
<p>KRA#1: Team Performance: Contribute effectively to the development, implementation and reporting of the workplan of the Qualifications Unit. (10%)</p> <p>1.1 Be an efficient member of the Qualifications Unit and support its mission, goals and activities.</p> <p>1.2 Contribute to the development, implementation, review and reporting on the performance of the Qualifications Unit in implementing the EQAP Business Plan, and SPC's overarching regional goals.</p> <p>1.3 Provide support on the functioning of the Pacific Qualifications Advisory Board and the Pacific Qualifications Recognition Governance Group.</p> <p>1.4 Represent the section in various meetings, both internally and externally.</p> <p>1.5 Attend to any other duties delegated from time to time.</p> <p>1.6 Collaborate with SPC's Legal Unit on the approval of contracts with external parties that support the work of the Qualifications Unit.</p>	<ul style="list-style-type: none"> • The member uses his/her initiative to ensure activities are carried out efficiently and the outputs of the section are achieved. • Input on the development, implementation, review and monitoring of the Units workplan is provided. • Qualifications Unit's work plan is articulated within EQAP's business and work plan, and the performance of the section is reviewed and reported on, on a timely basis. • Support of the Advisory Board is provided, and meeting papers and reports compiled and presented. • Qualifications Unit is represented in all forums in which its presence is required. • Other delegated responsibilities and activities are carried out efficiently. • Contracts with external parties are finalised and entered on a timely basis.
<p>KRA 2: Capability Development - Training of Trainers: Facilitate the capability development of staff on competency-based training and assessment. (25%)</p> <p>2.1 Liaise with training providers and industry organisations to identify training needs and trainees.</p> <p>2.2 Develop training plans, programmes and resources.</p> <p>2.3 Deliver and evaluate training.</p>	<ul style="list-style-type: none"> • Training needs and trainees identified in consultation with industry organisations and training providers. • Appropriate training plans, programmes and resources developed. • Training delivered and report compiled. • Training evaluated and areas for improvement are identified.
<p>KRA 3: Review of Regional Qualifications Systems and Processes – Provide support on the review of regional qualifications systems and processes to</p>	<ul style="list-style-type: none"> • The Pacific Qualifications Framework and Pacific Quality Assurance Framework are

<p>facilitate the external recognition of Pacific qualifications. (30%)</p> <p>3.1 Provide support on the review of the Pacific Qualifications Framework and Pacific Quality Assurance Framework.</p> <p>3.2 Develop documents on the reviewed Pacific Qualifications Framework and Pacific Quality Assurance Framework.</p> <p>3.3 Develop regional policies on accreditation and assessment and recognition of foreign qualifications.</p> <p>3.4 Conduct a review of SPC’s frameworks, policies and procedures on post-secondary education and training.</p> <p>3.5 Conduct a review of SPC’s criteria, requirements and processes on quality assurance of training providers and qualifications.</p>	<p>reviewed in consultation with stakeholders and reviewed framework documents published.</p> <ul style="list-style-type: none"> • The criteria and guidelines on accreditation, and assessment and recognition of foreign qualifications are developed and published: • The Pacific Qualifications Framework and Pacific Quality Assurance Framework are reviewed and published: • The regional standards, guidelines, criteria and outcomes on accreditation and development of qualifications are reviewed and published. • The application forms and evaluation templates for all accreditation processes are developed, published, and reviewed on a timely basis.
<p>KRA 4: Establishment and Review of National Qualifications Systems and Processes– Assist the ministries of education and national quality assurance agencies to establish and review qualifications systems. (25%)</p> <p>4.1 Collaborate with national quality assurance agencies and ministries of education to identify needs.</p> <p>4.2 Provide support on the development and review of legislation, policies and procedures on post-secondary education and training.</p> <p>4.3 Provide support on the establishment and review of national processes and requirements on the quality assurance of post-secondary education and training.</p> <p>4.4 Facilitate the provision of training on quality assurance, and policy development and review for staff of national quality assurance agencies and training providers.</p>	<ul style="list-style-type: none"> • Support needed by national agencies and ministries of education is identified and incorporated in the workplan. • Required support on the development and review of legislation, policies and procedures is provided and report compiled. • Required support on the establishment and review of national processes and requirements on the quality assurance of post-secondary education and training is provided and report compiled. • Staff of quality assurance agencies and training providers are trained on areas of need and training report compiled.
<p>KRA 5: Information Products– Support the development of information products including media releases, narratives and information products on post-secondary education and training. (10%)</p> <p>5.1 Support the Communications team to compile quarterly newsletters to inform stakeholders of the work on regional quality assurance.</p> <p>5.2 Send fortnightly updates on the Pacific Qualifications Recognition Project to the stakeholders.</p> <p>5.3 Collaborate with the Communications Officer on the compilation of media releases on all important activities of the Qualifications Unit.</p>	<ul style="list-style-type: none"> • Quarterly newsletters are compiled and dispatched to all stakeholders on a quarterly basis. • Fortnightly updates on the progress of the Qualifications Recognition Project are sent to national agencies and ministries of education. • Timely feedback and input are provided to the Communications Team on the development and finalisation of content for media release.

<p>5.4 Support the development of audio and video promotional products on accreditation and external recognition of qualifications.</p> <p>5.5 Develop narratives for delivery as remarks at official functions.</p>	<ul style="list-style-type: none"> • Audio and video promotional products are disseminated on a timely basis. • Remarks for delivery as address during official functions are drafted on a timely basis.
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The above performance requirements are provided as a guide only. The precise performance measures for this job will need further discussion between the jobholder and supervisor as part of the performance development process.

Most Challenging Duties Typically Undertaken (Complexity):

<ul style="list-style-type: none"> • Working in collaboration with training providers and industry organisations on the identification of training needs and provision of training. • Developing and delivering training that appropriately responds to the needs of training providers and other stakeholders. • Working with stakeholders to seek feedback on the regional framework, policies and procedures on the development, quality assurance, recognition and delivery of post-secondary education and training. • Working with staff of national quality assurance agencies and ministries of education on the timely development and review of qualifications systems, processes, policies and procedures. • Working with staff to seek feedback on the draft information documents and materials on a timely basis.
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Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
<p>External</p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> • International quality assurance agencies • Members of PBEQ • Members of the Accreditation Committee • External evaluators • Ministries of education • National quality assurance agencies • Training providers • Industry Organisations 	<ul style="list-style-type: none"> • Discussion on standards, criteria and best practices on quality assurance of training providers and qualifications. • Discussion on standards, criteria, outcomes and process on accreditation • Collaboration with ministries of education on the establishment of qualifications systems and documentation of systems, policies and requirements. • Collaboration with national agencies on the review of qualifications systems, which includes standards, criteria, systems, requirements and processes. • Collaboration with national agencies on the review of policies and procedures on quality assurance of education and training. • Collaboration with training providers and industry organization on the identification of training needs, development and delivery of training.

	<ul style="list-style-type: none"> • Collaboration with industry organizations on development and review of systems, criteria and processes on the quality development of industry relevant and current qualifications and skill sets.
<p>Internal</p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> • Team Leader (Qualifications) • Staff of Qualifications Unit • Director EQAP • Deputy Director EQAP • Team Leader (Finance) • EQAP Finance Officer • EQAP Professional Officers • SPC Legal Unit • Communications team members • SPC Staff 	<ul style="list-style-type: none"> • Section matters • Update and progress of work • Process, requirements and documents on accreditation, qualification development and qualification recognition • Risks and mitigation strategies • Vetting and approval of contracts • Development and approval of media releases and information products • Logistics on the organization and conduct of trainings

Level of Delegation:

Routine Expenditure Budget: *nil*

Budget Sign off Authority without requiring approval from direct supervisor: *nil*.

Personal Specification:

Qualifications

Essential:	Desirable:
<ul style="list-style-type: none"> • A post graduate qualification; and • A degree in teaching or training 	<ul style="list-style-type: none"> • A qualification in workplace training and assessment • A qualification in quality assurance/audit

Knowledge/Experience

Essential:	Desirable:
<ul style="list-style-type: none"> • At least 5 years of teaching at secondary or tertiary level. • Experience in quality assurance and operations of quality assurance agencies. • Understanding of qualifications frameworks and how qualifications are accredited on them. • Experience in development and review of policies and procedures. • Knowledge and experience on the conduct of competency-based training and assessment. • Experience in developing training/teaching and learning materials; and • Experience in the use of information technology tools for communication with external stakeholders. 	<ul style="list-style-type: none"> • Experience in development and presentation of meeting papers. • Knowledge and experience of current assessment methodologies and issues. • Experience in working at a national or regional quality assurance agency; and • Knowledge of Pacific Island countries Education and Assessment systems.

Key Skills/Attributes/Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

Expert level	<ul style="list-style-type: none"> • Positive professional attitude for the provision of high-quality service
Advanced level	<ul style="list-style-type: none"> • A flexible approach and a willingness to assist with a variety of other tasks within the Secretariat
Working knowledge	<ul style="list-style-type: none"> • A high level of interpersonal skills and cultural sensitivity. • Ability to set priorities and successfully working with minimal supervision. • Ability to work within timelines and to respond to stakeholders needs immediately. • Commitment to continuous improvement.
Awareness	<ul style="list-style-type: none"> • SPC Regulations and Policies • Ability to work well with all other Secretariat staff. • Excellent oral and written communication skills. • Ability to deal with confidential information in a professional manner. • Ability to maintain confidentiality of information private to individual stakeholder and to maintain neutrality as a professional officer.

Key Behaviours

All employees are measured against the following **Key Behaviours** as part of Performance Development:

- Change and Innovation
- Interpersonal Skills
- Teamwork
- Promotion of Equity and Equality
- Judgement

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanor
- Demonstrated high level commitment to customer service

Change to Job Description:

From time to time, it may be necessary to consider changes in the job description in response to the changing nature of the work environment – including technological requirements or statutory changes. Such change may be initiated as necessary by SPC. This Job Description may also be reviewed as part of the preparation for performance planning for the annual performance cycle.