

## SENIOR MANAGER HIGHER EDUCATION QUALITY

BRANCH/UNIT	Product and Quality Group		
TEAM	Educational Quality		
LOCATION	Location Negotiable		
CLASSIFICATION/GRADE/BAND	TM4		
POSITION NO.	TBA		
ANZSCO CODE	139999	PCAT CODE	1229192
TAFE Website	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>		

### 1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

### 2. POSITION PURPOSE

The Senior Manager Higher Education Quality is responsible for leading the TAFE NSW compliance with sector standards and legislation, notably the Higher Education Standards Framework and Tertiary Education Quality and Standards Agency (TEQSA). This role will lead a holistic quality approach, including governance, and ensure academic integrity of higher education programs at TAFE NSW.

### 3. KEY ACCOUNTABILITIES

1. Lead and manage the development and implementation of TAFE NSW's approach to compliance with the Higher Education Standards Framework and legislation requirements to ensure academic and market integrity of TAFE NSW higher education programs.
2. Provide leading advice and strategic direction on the Higher Education Standards Framework and risk management based on factual evidence and research to meet business outcomes.
3. Collaborate across relevant business units to ensure analytical reporting and timely data collection on risks of non-compliance is maintained and completed.
4. Lead the creation and establishment of the higher education risk management framework that supports and drives the implementation of risk mitigation strategies to assure TEQSA satisfaction.
5. Lead the creation and implementation of robust governance practices at the business level to ensure the depth of reporting and analysis supports informed decision making.
6. Ensure TAFE NSW meets TEQSA registration requirements and provide reports to key stakeholders to inform decision making and service improvements.
7. Oversee and provide advice to the TAFE NSW Academic Council on the Higher Education (HE) course accreditation process ensuring compliance with higher education regulatory and sector standards.
8. Direct the evaluation and reporting on the quality of partner degree programs across TAFE NSW to ensure the brand is not compromised by low value partner educational and training delivery services and that TAFE NSW capability is enhanced
9. By example, lead the development of a safe, healthy and inclusive work environment, including implementation and review of appropriate strategies and measures.
10. Place the learner at the centre of all decision making.
11. Build and develop a high-performance team, aligned to the core values of integrity, collaboration, excellence and a customer first attitude, through effective leadership, support and feedback.
12. Collaborate with staff to ensure the development and regular review of meaningful individual performance review development plans that are clearly aligned to strategic objectives and focused to develop the individual.

### 4. KEY CHALLENGES

- Providing strategic and clear advice based on appropriate evidence, research and a thorough understanding of the TAFE legislative framework and higher education regulations and associated frameworks.
- Advocating for synergies between the vocational and higher educational strategy and operations.
- Developing and implementing governance and compliance frameworks which meet organisational reporting requirements.

## 5. KEY RELATIONSHIPS

WHO	WHY
<b>Internal</b>	
Director Educational Quality	<ul style="list-style-type: none"> <li>Receive leadership, advice and support.</li> </ul>
Student Experience Group (Executive Directors, SENS and TENS), Student Services	<ul style="list-style-type: none"> <li>Provide advice and expertise as required, gain relevant approvals, report on programs status and outcomes.</li> </ul>
Direct Reports	<ul style="list-style-type: none"> <li>Provide leadership, advice and support.</li> </ul>

## 6. POSITION DIMENSIONS

**Reporting Line:** Director Educational Quality

**Direct Reports:** Up to 4

**Indirect Reports:** Nil

**Financial delegation:** TBA

**Budget/Expenditure:** TBA

**Decision Making:**

- Makes decisions on complex and sensitive issues through the detailed analysis of alternative courses of action and their implications on achieving organisational objectives and strategies.
- Manages functional expenditure and resourcing within relevant policy and delegation frameworks.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

## 7. ESSENTIAL REQUIREMENTS

- Degree qualification in related field or equivalent significant experience.
- Extensive experience in the delivery of governance and risk mitigation frameworks to support quality business outcomes in a dual sector educational context.
- Extensive experience in the development, leadership and improvement of risk management systems in a higher education context.
- Advanced knowledge of higher educational evaluation methods to provide clear strategic business outcomes.
- Ability to address and meet focus capabilities as stated in the Position Description.


## 8. CAPABILITIES

### NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience and Courage	Advanced
	<b>Act with Integrity</b>	<b>Advanced</b>
	Manage Self	Advanced
	Value Diversity and Inclusion	Intermediate
 Relationships	<b>Communicate Effectively</b>	<b>Highly Advanced</b>
	Commit to Customer Service	Advanced
	<b>Work Collaboratively</b>	<b>Highly Advanced</b>
	Influence and Negotiate	Advanced
 Results	<b>Deliver Results</b>	<b>Advanced</b>
	<b>Plan and Prioritise</b>	<b>Advanced</b>
	<b>Think and Solve Problems</b>	<b>Advanced</b>
	<b>Demonstrate Accountability</b>	<b>Adept</b>
 Business Enablers	Finance	Adept
	Technology	Adept
	Procurement and Contract Management	Adept
	<b>Project Management</b>	<b>Advanced</b>
 People Management	<b>Manage and Develop People</b>	<b>Advanced</b>
	Inspire Direction and Purpose	Advanced
	Optimise Business Outcomes	Adept
	Manage Reform and Change	Adept

### FOCUS CAPABILITIES

The focus capabilities for the Senior Manager Higher Education Quality are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

## NSW Public Sector Focus Capabilities

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b>		
Act with Integrity	Advanced	<ul style="list-style-type: none"> <li>Model the highest standards of ethical behaviour and reinforce them in others.</li> <li>Represent the organisation in an honest, ethical and professional way and set an example for others to follow.</li> <li>Ensure that others have a working understanding of the legislation and policy framework within which they operate.</li> <li>Promote a culture of integrity and professionalism within the organisation and in dealings external to government.</li> <li>Monitor ethical practices, standards and systems and reinforce their use.</li> <li>Act on reported breaches of rules, policies and guidelines.</li> </ul>
<b>Relationships</b>		
Communicate Effectively	Highly Advanced	<ul style="list-style-type: none"> <li>Articulate complex concepts and put forward compelling arguments and rationales to all levels and types of audiences.</li> <li>Speak in a highly articulate and influential manner.</li> <li>State the facts and explain their implications for the organisation and key stakeholders.</li> <li>Promote the organisation's position with authority and credibility cross-government, cross jurisdictionally and outside of government.</li> <li>Actively listen, and identify ways to ensure all have an opportunity to contribute.</li> <li>Anticipate and address key areas of interest for the audience and adapt style under pressure.</li> </ul>
<b>Relationships</b>		
Work Collaboratively	Highly Advanced	<ul style="list-style-type: none"> <li>Establish a culture and supporting systems that facilitate information sharing, communication and learning across the sector.</li> <li>Publicly celebrate the successful outcomes of collaboration.</li> <li>Seek out and facilitate opportunities to engage and collaborate with stakeholders to develop organisational, whole-of-government and cross jurisdictional solutions.</li> <li>Identify and overcome barriers to collaboration with internal and external stakeholders.</li> </ul>
<b>Results</b>		
Deliver Results	Advanced	<ul style="list-style-type: none"> <li>Seek and apply the expertise of key individuals to achieve organisational outcomes.</li> <li>Drive a culture of achievement and acknowledge input from others.</li> <li>Determine how outcomes will be measured and guide others on evaluation methods.</li> <li>Investigate and create opportunities to enhance the achievement of organisational objectives.</li> <li>Make sure others understand that on-time and on-budget results are required and how overall success is defined.</li> <li>Control business unit output to ensure government outcomes are achieved within budgets.</li> <li>Progress organisational priorities and ensure that resources are acquired and used effectively.</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Results</b> Plan and Prioritise	Advanced	<ul style="list-style-type: none"> <li>Understand the links between the business unit, organisation and the whole-of-government agenda.</li> <li>Ensure business plan goals are clear and appropriate including contingency provisions.</li> <li>Monitor progress of initiatives and make necessary adjustments.</li> <li>Anticipate and assess the impact of changes, such as government policy/economic conditions, to business plans and initiatives, and respond appropriately.</li> <li>Consider the implications of a wide range of complex issues, and shift business priorities when necessary.</li> <li>Undertake planning to transition the organisation through change initiatives and evaluate progress and outcome to inform future planning.</li> </ul>
<b>Results</b> Think and Solve Problems	Advanced	<ul style="list-style-type: none"> <li>Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues.</li> <li>Work through issues, weigh up alternatives and identify the most effective solutions.</li> <li>Take account of the wider business context when considering options to resolve issues.</li> <li>Explore a range of possibilities and creative alternatives to contribute to systems, process and business improvements.</li> <li>Implement systems and processes that underpin high quality research and analysis.</li> </ul>
<b>Results</b> Demonstrate Accountability	Adept	<ul style="list-style-type: none"> <li>Assess work outcomes and identify and share learnings to inform future actions.</li> <li>Ensure that own actions and those of others are focused on achieving organisational outcomes.</li> <li>Exercise delegations responsibly.</li> <li>Understand and apply high standards of financial probity with public monies and other resources.</li> <li>Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others' health and safety.</li> <li>Conduct and report on quality control audits.</li> <li>Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks.</li> </ul>
<b>Business Enablers</b> Project Management	Advanced	<ul style="list-style-type: none"> <li>Prepare scope and business cases for more ambiguous or complex projects including cost and resource impacts.</li> <li>Access key subject-matter experts' knowledge to inform project plans and directions.</li> <li>Implement effective stakeholder engagement and communications strategy for all stages of projects.</li> <li>Monitor the completion of projects and implement effective and rigorous project evaluation methodologies to inform future planning.</li> <li>Develop effective strategies to remedy variances from project plans, and minimise impacts.</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>People Management</b> Manage and Develop People	Advanced	<ul style="list-style-type: none"> <li>• Manage transitions between project stages and ensure that changes are consistent with organisational goals.</li> <li>• Refine roles and responsibilities over time to achieve better business outcomes.</li> <li>• Recognise talent, develop team capability and undertake succession planning.</li> <li>• Coach and mentor staff and encourage professional development and continuous learning.</li> <li>• Provide timely, constructive and objective feedback to staff</li> <li>• Address and resolve team and individual performance issues, including serious unsatisfactory performance, in a timely and effective way.</li> <li>• Implement performance development frameworks to align workforce capability with the organisation's current and future priorities and objectives.</li> </ul>