

# Role Description

## VET Project Officer

Cluster	Education
Agency	NSW Educational Standards Authority
Division/Branch/Unit	Student Records and Support
Location	117 Clarence Street, Sydney
Classification/Grade/Band	Clerk grade 9/10
Kind of Employment	Ongoing
Role Number	B1171
ANZSCO Code	511112
PCAT Code	3299192
Date of Approval	January 2024
Agency Website	educationstandards.nsw.edu.au

### Agency overview

At the NSW Education Standards Authority (NESA) we work with the NSW community to drive improvements in student achievement.

We achieve this by supporting all school sectors with high-quality syllabuses, assessment (including managing the HSC and NAPLAN), teaching standards (e.g., accrediting teachers) and school environments (including setting and monitoring school standards).

To find out more about the important work we do for NSW visit our [website](https://www.educationstandards.nsw.edu.au).

### Primary purpose of the role

The VET Project Officer is responsible for operational aspects of vocational education and training (VET) data, reporting and credentialling related to VET delivered to secondary students to ensure regulatory compliance; and fosters a strong and mutually supportive relationship between the various branches within NESA responsible for VET, and external organisations such as the Association of Independent Schools of NSW, Catholic Schools NSW and NSW Department of Education, and various registered training organisations (RTOs), including TAFE NSW.

### Key accountabilities

- Reviews and interprets federal and state legislation and policy related to VET.
- Develops and implements business processes to ensure NESA meets VET regulatory requirements and responds proactively to changes to ensure compliance.
- Builds and maintains internal and external stakeholder relationships through effective communication and issues management to engage stakeholders and ensure responsibilities are achieved.
- Regularly collaborate with the school sectors and RTOs to inform NESA business practices.

- Coordinates enhancements of systems and procedures, particularly with regards to the VET components of NESA web portals (VCS Online, RTOs Online, Schools Online and Students Online).

## Key challenges

- Managing the complex relationship between NESA the school sectors and RTOs including TAFE NSW.
- Undertaking tasks where there are a variety of views, opinions and priorities with a range of diverse, and at times, competing expectations and interests.
- Dealing and negotiating with ICT constraints and the expectations of NESA deliverables.
- Developing, implementing and documenting VET business processes.

## Key relationships

Who	Why
<b>Internal</b>	
Head Student Records and Credentials	<ul style="list-style-type: none"> <li>• Receive guidance, direction and feedback.</li> <li>• Provide regular updates on key projects and priorities.</li> <li>• Provide advice and contribute to decision making.</li> <li>• Identify issues and risks and their implications, and propose solutions.</li> <li>• Collaborate on NESA needs and capabilities.</li> <li>• Collaborate and ensure resolution of student VET records issues.</li> <li>• Seek and provide specialist support and advice.</li> </ul>
Insights, Analysis and Research	<ul style="list-style-type: none"> <li>• Collaborate on reporting functionality.</li> <li>• Collaborate and support to ensure TAFE and sector data requirements have been met.</li> <li>• Seek and provide specialist support and advice.</li> </ul>
Vocational Education team, Curriculum Standards	<ul style="list-style-type: none"> <li>• Collaborate on curriculum needs and capabilities.</li> <li>• Seek and provide specialist support and advice.</li> </ul>
Information and Communications Technology	<ul style="list-style-type: none"> <li>• Provide direction on enhancements.</li> <li>• Collaborate on functionality.</li> <li>• Seek and provide specialist support and advice.</li> </ul>
<b>External</b>	
Key stakeholder organisations, including school sector representatives, schools, and TAFE NSW and other RTOs	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships and open channels of communication in order to understand needs and concerns, and define mutual interests and determine strategies to achieve their realisation.</li> <li>• Consult on and deliver training.</li> <li>• Respond to enquiries and exchange information.</li> <li>• Manage expectations, consult and collaborate to resolve issues.</li> </ul>
VET Data Management and Reporting Working Group	<ul style="list-style-type: none"> <li>• Seek specialist knowledge on VET requirements and the needs of the school sectors and RTOs.</li> </ul>

## **Role dimensions**

### **Decision making**

Decisions are made in accordance with NESA and/or Directorate documented policies and procedures including the Code of Ethics and Conduct. This role exercises some autonomy within defined parameters of agreed scope of works and refers to the Head Student Records and Credentials, any decisions requiring significant variations to agreed outcomes.

### **Reporting line**

The role of VET Project Officer reports to the Head Student Records and Credentials.

## **Essential requirements**

Working knowledge and understanding of current legislation, practices and issues relating to vocational education and training





Desirable: Experience with VET delivered to secondary students desirable.

## **Capabilities for the role**

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

### **Capability summary**

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 Personal Attributes	Display Resilience and Courage	Adept
	Act with Integrity	Intermediate
	<b>Manage Self</b>	<b>Adept</b>
	Value Diversity	Intermediate
 Relationships	Communicate Effectively	Adept
	Commit to Customer Service	Adept
	<b>Work Collaboratively</b>	<b>Adept</b>
	<b>Influence and Negotiate</b>	<b>Advanced</b>
 Results	Deliver Results	Adept
	Plan and Prioritise	Adept
	<b>Think and Solve Problems</b>	<b>Adept</b>
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Intermediate
	<b>Technology</b>	<b>Adept</b>
	Procurement and Contract Management	Intermediate
	<b>Project Management</b>	<b>Advanced</b>

## Focus capabilities

The focus capabilities for the role 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 role's key accountabilities.

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Manage Self	Adept	<ul style="list-style-type: none"> <li>Keep up to date with relevant contemporary knowledge and practices</li> <li>Look for and take advantage of opportunities to learn new skills and develop strengths</li> <li>Show commitment to achieving challenging goals</li> <li>Examine and reflect on own performance</li> <li>Seek and respond positively to constructive feedback and guidance</li> <li>Demonstrate a high level of personal motivation</li> </ul>
<b>Relationships</b> Work Collaboratively	Adept	<ul style="list-style-type: none"> <li>Encourage a culture of recognising the value of collaboration</li> <li>Build co-operation and overcome barriers to information sharing and communication across teams/units</li> <li>Share lessons learned across teams/units</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> <li>Identify opportunities to work collaboratively with other teams/units to solve issues and develop better processes and approaches to work</li> <li>Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services</li> </ul>
<b>Relationships</b> Influence and Negotiate	Advanced	<ul style="list-style-type: none"> <li>Influence others with a fair and considered approach and present persuasive counter-arguments</li> <li>Work towards mutually beneficial win/win outcomes</li> <li>Show sensitivity and understanding in resolving acute and complex conflicts</li> <li>Identify key stakeholders and gain their support in advance</li> <li>Establish a clear negotiation position based on research, a firm grasp of key issues, likely arguments, points of difference and areas for compromise</li> <li>Anticipate and minimise conflict within the organisation and with external stakeholders</li> </ul>
<b>Results</b> Plan and Prioritise	Adept	<ul style="list-style-type: none"> <li>Take into account future aims and goals of the team/unit and organisation when prioritising own and others' work</li> <li>Initiate, prioritise, consult on and develop team/unit goals, strategies and plans</li> <li>Anticipate and assess the impact of changes, such as government policy/economic conditions, on team/unit objectives and initiate appropriate responses</li> <li>Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>Evaluate achievements and adjust future plans accordingly</li> </ul>
<b>Results</b> Think and Solve Problems	Adept	<ul style="list-style-type: none"> <li>Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence</li> <li>Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience</li> <li>Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience</li> <li>Seek contributions and ideas from people with diverse backgrounds and experience</li> <li>Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness</li> <li>Identify and share business process improvements to enhance effectiveness</li> </ul>
<b>Business Enablers</b> Technology	Adept	<ul style="list-style-type: none"> <li>Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks</li> <li>Identify opportunities to use a broad range of communications technologies to deliver effective messages</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Business Enablers</b> Project Management	Advanced	<ul style="list-style-type: none"> <li>• Understand, act on and monitor compliance with information and communications security and use policies</li> <li>• Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business</li> <li>• Support compliance with the records, information and knowledge management requirements of the organisation</li> </ul>
		<ul style="list-style-type: none"> <li>• Prepare and review project scope and business cases for projects with multiple interdependencies</li> <li>• Access key subject-matter experts' knowledge to inform project plans and directions</li> <li>• Design and implement effective stakeholder engagement and communications strategies for all project stages</li> <li>• Monitor project completion 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 impact</li> <li>• Manage transitions between project stages and ensure that changes are consistent with organisational goals</li> <li>• Participate in governance processes such as project steering groups</li> </ul>