

Role Description

AMEP/SEE Quality Assurance and Reporting Manager

| Role Description Fields | Details |
|---------------------------------------|--|
| Cluster | Education |
| Department/Agency | TAFE NSW |
| Division/Branch/Unit | Student Experience Group |
| Position Description no | 10172-01 |
| Classification/Grade/Band | Chief Education Officer |
| Senior executive work level standards | Not Applicable |
| ANZSCO Code | 139914 |
| PCAT Code | 1221291 |
| Date of Approval | June 2017 |
| Agency Website | www.tafensw.edu.au |

Agency overview

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.

Primary purpose of the role

The AMEP/SEE Quality Assurance and Reporting Manager is responsible for leading and implementing the Contract Management Unit compliance and assurance strategy delivering effective and efficient quality assurance services, business planning and reporting for the Adult Migrant English Program (AMEP) and the Skills for Education and Employment (SEE) Program across locations throughout NSW and Distance Learning nationally. The position also leads and implements strategies to build and embed a culture of quality, compliance and innovation across the AMEP/SEE program to ensure the highest standards of program delivery and successful achievement of contractual and performance outcomes.

Key accountabilities

1. Provide leadership across TAFE NSW locations delivering the AMEP and SEE program in the areas of quality assurance, performance assessment, reporting and continuous improvement.
2. Develop and implement an effective quality assurance and reporting governance framework for the AMEP and SEE programs including appropriate internal controls, systems, policies and processes to effectively meet internal and external program performance standards, compliance requirements and the delivery of intended outcomes for clients.
3. Manage and coordinate the mandatory independent external audit program including desktop and on site inspections, acting as the primary reference and liaison point for scheduling arrangements and providing guidance and support to staff on audit requirements including preparation and provision of information and access to learning sites
4. Manage and coordinate AMEP/SEE internal and external planning and performance reporting activities including quarterly, half yearly and annual planning and reporting obligations to meet contractual requirements and internal management requirements.
5. Collaboratively establish processes to monitor AMEP/SEE operations to identify and address quality gaps and to ensure data collected and entered on management systems including AMEP Reporting and Management System (ARMS) is quality controlled and supported by verifiable records.
6. Collect and analyse data arising from a range of sources including system reports, audit findings, program evaluations and client satisfaction surveys to identify issues, facilitate solutions and contribute to continual improvement of program operations and outcomes.
7. Establish systems for document control and maintain policy and operating documentation including quality related reports, statistical reviews and relevant documentation on contract and compliance related processes and standards, to ensure ready accessibility to accurate and current information.
8. Provide ongoing guidance and advice to management and staff on quality assurance and reporting matters and work collaboratively with internal and external stakeholders to identify and implement any associated training and development needs.
9. Reflect TAFE NSW's Procedures to ensure a safe, healthy and inclusive work environment.
10. Place the customer at the centre of all decision making.
11. Work with the Line Manager to develop and review meaningful performance management and development plans

Key challenges

- Developing and embedding a quality assurance and reporting framework and culture that supports a new and evolving business model in a context of broader organisational change.
- Leading the establishment of consistent processes and procedures across TAFE NSW locations delivering the AMEP and SEE.
- Obtaining, analysing, summarising and delivering accurate advice and information on complex issues at short notice from multiple sources to respond to ad hoc requests from management and stakeholders.
- Establishing systems for high standard reporting in a high volume environment which relies on information to be provided by multiple sources.

Key relationships

Internal

| Who | Why |
|---------------------------------------|---|
| Line Manager | <ul style="list-style-type: none">• Receive leadership and guidance• Provide advice on performance, for example, Key Performance Indicators (KPIs) and Quality assessments• Pre-emptively report on and recommend risk mitigation solutions where program deliverables may be challenged• Prepare correspondence and reports for management and stakeholder purposes |
| AMEP/SEE Coordinators | <ul style="list-style-type: none">• Collect and collate local information for AMEP reports, including record of complaints• Promote the development of consistent processes and procedures across TAFE NSW locations delivering the AMEP and SEE |
| Curriculum and Assessment Coordinator | <ul style="list-style-type: none">• Liaise regarding quality assurance reviews and audits |
| Home Tutor Scheme Coordinator | <ul style="list-style-type: none">• Obtain information in order to meet reporting requirements |
| Workplace Programs Coordinator | <ul style="list-style-type: none">• Finalise course proposals to be submitted to program stakeholder/s• Prepare proposals to extend the program related notional budgets |
| Data and Systems Lead | <ul style="list-style-type: none">• Receive data reports to inform Quarter and Annual reports• Analyse reports to track performance• Liaise on systems improvement |
| ETG Standards and Compliance Team | <ul style="list-style-type: none">• Liaise on TAFE NSW training contract compliance strategy• Seek advice and exchange information on contractual and assurance related issues as required |

External

| Who | Why |
|--|--|
| Australian Government funding/owner agency eg., Department of Education and Training | <ul style="list-style-type: none">• Provide backup contact point for Australian Government stakeholder agency/s Participate in meetings regarding contract performance |
| Quality Assurance Provider | <ul style="list-style-type: none">• Liaise with the appointed Quality Assurance provider regarding external auditing standards, scheduling arrangements, information and evidence requirements, findings and follow up |

Role dimensions

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.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

AMEP/SEE Contract Manager

Direct reports

Nil

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Appropriate Degree or Diploma at AQF levels 5-8 or equivalent and appropriate vocational and or industrial experience.
3. Demonstrated high-level educational leadership experience in teaching or assessment.
4. Proven knowledge of methodologies of quality assurance, standards and governance systems.
5. Experience implementing program planning, performance monitoring and reporting processes.

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.


The capabilities are separated into focus capabilities and complementary capabilities

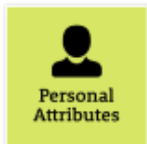
Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

| Capability group/sets | Capability name | Behavioural indicators | Level |
|---|---|--|-------|
|  | Display Resilience and Courage Be open and honest, prepared to express your views, and willing to accept and commit to change | <ul style="list-style-type: none">• Be flexible, show initiative and respond quickly when situations change• Give frank and honest feedback and advice• Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately• Raise and work through challenging issues and seek alternatives• Remain composed and calm under pressure and in challenging situations | Adept |

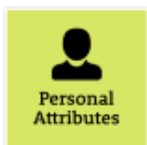


Act with Integrity

Be ethical and professional, and uphold and promote the public sector values

- Model the highest standards of ethical and professional behaviour and reinforce their use
- Represent the organisation in an honest, ethical and professional way and set an example for others to follow
- Promote a culture of integrity and professionalism within the organisation and in dealings external to government
- Monitor ethical practices, standards and systems and reinforce their use
- Act promptly on reported breaches of legislation, policies and guidelines

Advanced

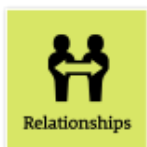


Manage Self

Show drive and motivation, an ability to self-reflect and a commitment to learning

- Keep up to date with relevant contemporary knowledge and practices
- Look for and take advantage of opportunities to learn new skills and develop strengths
- Show commitment to achieving challenging goals
- Examine and reflect on own performance
- Seek and respond positively to constructive feedback and guidance
- Demonstrate and maintain a high level of personal motivation

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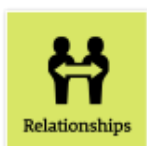


Communicate Effectively

Communicate clearly, actively listen to others, and respond with understanding and respect

- Tailor communication to diverse audiences
- Clearly explain complex concepts and arguments to individuals and groups
- Create opportunities for others to be heard, listen attentively and encourage them to express their views
- Share information across teams and units to enable informed decision making
- Write fluently in plain English and in a range of styles and formats
- Use contemporary communication channels to share information, engage and interact with diverse audiences

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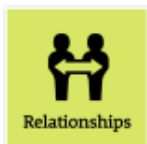


Work Collaboratively

Collaborate with others and value their contribution

- Encourage a culture that recognises the value of collaboration
- Build cooperation and overcome barriers to information sharing and communication across teams and units
- Share lessons learned across teams and units
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

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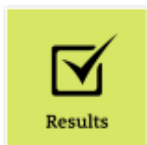


Influence and Negotiate

Gain consensus and commitment from others, and resolve issues and conflicts

- Use facts, knowledge and experience to support recommendations
- Work towards positive and mutually satisfactory outcomes
- Identify and resolve issues in discussion with other staff and stakeholders
- Identify others' concerns and expectations
- Respond constructively to conflict and disagreements and be open to compromise
- Keep discussions focused on the key issues

Intermediate



Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence
- Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience
- Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience
- Seek contributions and ideas from people with diverse backgrounds and experience
- Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness
- Identify and share business process improvements to enhance effectiveness

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Demonstrate Accountability

Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines

- Design and develop systems to establish and measure accountabilities
- Ensure accountabilities are exercised in line with government and business goals
- Exercise due diligence to ensure work health and safety risks are addressed
- Oversee quality assurance practices
- Model the highest standards of financial probity, demonstrating respect for public monies and other resources
- Monitor and maintain business-unit knowledge of and compliance with legislative and regulatory frameworks
- Incorporate sound risk management principles and strategies into business planning

Advanced

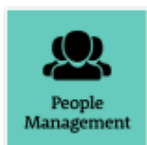


Project Management

Understand and apply effective planning, coordination and control methods

- Understand all components of the project management process, including the need to consider change management to realise business benefits
- Prepare clear project proposals and accurate estimates of required costs and resources
- Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements
- Identify and evaluate risks associated with the project and develop mitigation strategies
- Identify and consult stakeholders to inform the project strategy
- Communicate the project's objectives and its expected benefits
- Monitor the completion of project milestones against goals and take necessary action
- Evaluate progress and identify improvements to inform future projects

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Optimise Business Outcomes

Manage people and resources effectively to achieve public value











- Initiate and develop longer-term goals and plans to guide the work of the team in line with organisational objectives
- Allocate resources to ensure the achievement of business outcomes and contribute to wider workforce planning
- When planning resources, implement processes that encourage the attraction and retention of people of diverse cultures, backgrounds and experiences
- Ensure that team members base their decisions on a sound understanding of business and risk management principles, applied in a public sector context
- Monitor performance against standards and take timely corrective actions
- Keep others informed about progress and performance outcomes

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Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

| Capability group/sets | Capability name | Description | Level |
|---|-------------------------------------|--|--------------|
|  | Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
|  | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Intermediate |
|  | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Intermediate |
|  | Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Adept |
|  | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
|  | Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Adept |
|  | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
|  | Manage and Develop People | Engage and motivate staff, and develop capability and potential in others | Adept |
|  | Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Intermediate |
|  | Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Intermediate |