

**VANUATU QUALIFICATIONS AUTHORITY**

**Job Description**

<b>Job title</b>	<b>Assistant CEO Standards and Qualifications</b>
<b>Post number</b> Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.	<b>B0014</b>
<b>Level Suggested by VQA</b>	<b>PS 9.1</b>
<b>Organization</b>	VANUATU QUALIFICATIONS AUTHORITY
<b>Department</b>	Standards and Qualifications Division
<b>Location</b> Where the position is located	Port Vila
<b>Purpose</b> "why this Post exists" this might be a one-line statement adapted from the Corporate Plan or Business Plan for higher-level Posts.	The ACEO Standards & Qualifications enhances the quality and standards of Competencies and Qualifications. S/he contributes to the achievement of the Vanuatu Qualifications Authority (VQA) and Government's goals and objectives, through the effective management and administration of the Vanuatu Quality Assurance Framework (VQAF). Effective management of the VQAF and its associated guidelines and procedures for the development of competencies and qualifications; and provision of professional leadership and effective management of the resources, activities and services delivered by the Standards and Qualifications Division.

**Key Result Areas (KRAs)** refers to general areas of outcomes or outputs for which the post/role is responsible. (at least 4)

**Key Result Area 1: Facilitate the provision and management of Human resources and activities of the Standards and Qualifications Divisions**

<b>Duties and responsibilities</b> Simple statements starting with an action word; more important ones first; less than 10; cover main areas of work but not details you should find in Procedure Manuals. Areas to think of include policy/ research/ advice, preparing reports; external communication; administrative; legislative and what this particular job must achieve for lower level jobs it will be more specific e.g. deliver, record, type, maintain.	<b>Key Performance Indicators (KPIs)</b> refers to the quantifiable measurements that reflect the critical success of the KRAs.
<b>1.1</b> Provide professional leadership, effective and efficient management of all resources, activities and operations of the standards and qualifications Division and report to the CEO	<ul style="list-style-type: none"> <li>• Effective management of resources, activities and operations</li> </ul>
<b>1.2</b> Contribute effectively to the development, coordination, implementation, monitoring and review of strategic policies, plans and strategies for the post school education and training sub-sector and the VQA corporate plan, annual management plan, budget, annual reporting, information system and database	<ul style="list-style-type: none"> <li>• Developed, reviewed and implementation of:                             <ul style="list-style-type: none"> <li>✓ Strategic policies</li> <li>✓ plans and strategies of PSET &amp; Sub sector</li> <li>✓ VQA corporate plan</li> <li>✓ management plan</li> <li>✓ budget</li> <li>✓ annual reports</li> </ul> </li> </ul>
<b>1.3</b> Build and maintain a high performance team and culture within the Division and authority through effective performance management, communication, training of staff, effective work relationship consistent with VQA values and code of ethics	<ul style="list-style-type: none"> <li>• Annual report indicate effective performance management, training of staff, effective work relationship established consistent with VQA values and ethics</li> </ul>
<b>1.4</b> Ensure that all standards and qualifications activities and reporting are carried out	<ul style="list-style-type: none"> <li>• Annual report indicated activities carried out according to budget</li> </ul>

effectively and efficiently in a timely manner and according to budget	<ul style="list-style-type: none"> <li>Annual report indicated achievement of activities</li> </ul>
1.5 Ensure effective management processes are established and implemented to ensure coordination & development of qualifications, recognitions of qualifications, review of qualifications and development of units of competencies, industrial scoping processes and ISCs & IEPs are conducted in an effective, professional and timely manner.	<ul style="list-style-type: none"> <li>Report indicate management process established and implemented</li> </ul>
1.6 Carry out any other related duties as required by the CEO	<ul style="list-style-type: none"> <li>Duties done and achieved</li> </ul>
<b>Key Result Areas (KRAs)</b> refers to general areas of outcomes or outputs for which the post/role is responsible. (at least 4)	
<b>Key Result Area 2: Established and Maintain the Quality of Post-School Education and Training in Vanuatu</b>	
<b>Duties and responsibilities</b> Simple statements starting with an action word; more important ones first; less than 10; cover main areas of work but not details you should find in Procedure Manuals. Areas to think of include policy/ research/ advice, preparing reports; external communication; administrative; legislative and what this particular job must achieve for lower level jobs it will be more specific e.g. deliver, record, type, maintain.	<b>Key Performance Indicators (KPIs)</b> refers to the quantifiable measurements that reflect the critical success of the KRAs.
2.1 Manage and work collaboratively with VQA staff, providers, stakeholders in the development and maintenance of an accurate and comprehensive system for Vanuatu's qualifications and competencies standards	<ul style="list-style-type: none"> <li>System developed and implemented</li> </ul>
2.2 Work collaboratively with Post-school education and training institution, providers, VQA personnel and stakeholders in identifying qualifications and competencies issues and provide leadership in the collaborative resolution of those issues	<ul style="list-style-type: none"> <li>Annual report indicated qualifications and competencies issues identify and solved</li> </ul>
2.3 Oversee and manage the development, implementation, monitoring and review of policies, processes, operational procedures and systems for both qualifications and unit of competencies	<ul style="list-style-type: none"> <li>Implementation of all qualifications and Units of competencies policies, procedures, processes and systems</li> </ul>
2.4 Establish and maintain the Vanuatu Register of quality assured qualifications and National Competency Standards	<ul style="list-style-type: none"> <li>Report indicated all accredited course registered onto the Vanuatu Register</li> <li>Report indicated number of national competency standards registered on to the Vanuatu Qualification Register</li> </ul>

<b>Key Result Areas (KRAs)</b> refers to general areas of outcomes or outputs for which the post/role is responsible. (at least 4)			
<b>Key Result Area 3: Established a Strong link with the Post-School Education and Training sector and Relevant Stakeholders</b>			
<b>Duties and responsibilities</b> Simple statements starting with an action word; more important ones first; less than 10; cover main areas of work but not details you should find in Procedure Manuals. Areas to think of include policy/ research/ advice, preparing reports; external communication; administrative; legislative and what this particular job must achieve for lower level jobs it will be more specific e.g. deliver, record, type, maintain.		<b>Key Performance Indicators (KPIs)</b> refers to the quantifiable measurements that reflect the critical success of the KRAs.	
3.1 Provide sector-wide leadership in developing a culture of quality competencies and qualifications in Post-school education and training underpinned by continuous improvement		<ul style="list-style-type: none"> <li>Report indicate continuous improvement of PSET providers</li> <li>Training report</li> </ul>	
3.2 Lead and train a team of competencies writers to assist the VQA to carry out its competencies standards activities		<ul style="list-style-type: none"> <li>Team of competencies writers established</li> <li>Report indicate achievement of units of competencies activities</li> </ul>	
3.3 Communicate effectively with providers, stakeholders and provide training and development opportunities for the staff and post-school education and training sub-sector on all qualifications and units of competencies requirements		<ul style="list-style-type: none"> <li>Training report</li> <li>Training presentation</li> </ul>	
3.4 Perform other require activities/duties as required by the CEO		<ul style="list-style-type: none"> <li>Duties carry out</li> </ul>	
<b>Reports directly to</b> Title of Post and Level only	<b>12</b>	<b>Directly supervises</b> Title of Posts and level if any	
Chief Executive Officer		<ul style="list-style-type: none"> <li>The Principle Officer Qualifications</li> <li>The Principle Officer National competencies standards</li> </ul>	
<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within VQA & Ministry responsible)	<b>14</b>	<b>Occasional Internal Personal Contacts with...</b>	
<ul style="list-style-type: none"> <li>Chief executive officer</li> <li>Principal Officers of both Qualifications &amp; National competencies standards</li> </ul>		<ul style="list-style-type: none"> <li>Employees of both Qualifications &amp; National competencies standards</li> <li>Other VQA employees</li> </ul>	
<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	<b>16</b>	<b>Occasional External Personal Contacts with...</b>	
<ul style="list-style-type: none"> <li>MoET staff (TVET Dept.)</li> <li>Vanuatu Skills Partnership</li> <li>PSET providers</li> <li>Other Government depts.</li> </ul>		<ul style="list-style-type: none"> <li>Other VQA Stakeholders and Clients</li> </ul>	
<b>Impact of Decisions</b> (a) Think of the decisions this Post makes without help on a regular basis (weekly or monthly), to greatly reduce the risk of serious things happening. Name the more important thing(s) decided. (b), If the Post has a significant Financial Delegation to commit funds the amount should also be stated.		<ul style="list-style-type: none"> <li>Decision on development of financial budget of Qualifications &amp; Standards Division</li> <li>Recruitment and performance of staff within division</li> <li>Incremental of staff's salary within Division</li> <li>Budget development of division</li> </ul>	
<b>Special Conditions</b> e.g. if unusual work hours, equipment or		Domestic and International travel is	

travel is required.	required
<b>Reason for Seeking Approval</b> (e.g.; Routine Revision of Existing Job Description, New Post, Regrading. State if any overlap or duplication with existing Job Descriptions or new duties and responsibilities)	New position created for approval
<b>CRITERIAS TO BE SELECTED FOR THIS POST</b>	
(Allow for some on -the-job training to bring outsiders up to standard and do not unnecessarily bias the Post to certain people. Remember education is only one indicator of capability to do the job.)	
<b>Qualification</b> the required qualification for the job e.g. certificate, diploma, degree...	<ul style="list-style-type: none"> <li>• Masters or Post Graduate Diploma</li> </ul>
<b>Special Business Education</b> refers to the field of study that would be preferable	<ul style="list-style-type: none"> <li>• Education and policing /or training on Quality Assurance and Training and Assessment</li> </ul>
<b>Experience</b> e.g. number of years or level of experience in filing/keyboard work or driving; or, e.g. low or high level achievements in leadership, communicating, advising, managing resources, writing reports, advising clients, doing similar type of work etc.	<ul style="list-style-type: none"> <li>• 5 years experiences in a management level in post-school education and training</li> <li>• Experiences in policy and procedures development</li> <li>• Experience of Vanuatu Qualifications Framework policies and practices</li> <li>• Experience in indicating support and conducting of training</li> <li>• Experiences in advising and managing of resources</li> </ul>
<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc.	<ul style="list-style-type: none"> <li>• Use of computer software applications (Word, Excel, Power Point)</li> <li>• Driving License and a good driving record</li> <li>• The operation of PSET system and the National PSET Qualification Framework</li> <li>• Ability to handle sensitive information</li> <li>• Demonstrated ability to develop collaboratively with providers and stakeholders the requirements and qualifications framework and Units of competencies</li> <li>• Ability and knowledge in providing the CEO and the VQA Board robust advice on policies and operational processes</li> <li>• Capability to articulate to providers and stakeholders clearly and with sensitivity the regulatory quality assurance requirements of the Authority</li> <li>• Meticulous management skills so as to administer in a robust manner quality assurance requirements and processes, including VQAF together with the ability to make difficult decisions defend them as necessary</li> <li>• Knowledge of the wide scope of post school education and training both locally and internationally</li> <li>• Knowledge of all relevant legislation and strategic documents governing the VQA</li> </ul>

	<p>operations mainly the qualifications and national units of competencies requirements</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to effectively plan, developed, lead and manage Divisional resources</li> <li>• Ability to encourage high quality services and performance to achieve agreed targets and outputs as set out in VQA's corporate and annual management plans in line with VQA established Code of Ethics</li> <li>• Demonstrate the ability to analyse complex information and provide analysis to decision makers</li> <li>• High level of policy analysis, planning and strategic advisory skills with high level of personal integrity, professionalism and ethical judgement</li> </ul>
<b>Thinking style</b> e.g. an analytical thinker, a practical thinker, creative thinker	<ul style="list-style-type: none"> <li>• Be an analytical or practical thinker</li> </ul>
<b>Communication/ Interpersonal Skills</b> list the skills required of this position	<ul style="list-style-type: none"> <li>• Excellent Interpersonal skills</li> <li>• Excellent communication skills</li> </ul>
<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	<ul style="list-style-type: none"> <li>• Organizational and planning skills</li> <li>• Effective communication amongst staff</li> <li>• Information gathering</li> <li>• Effective monitoring skills amongst all staffing levels</li> <li>• Judgement and decision-making ability</li> <li>• Initiative</li> <li>• Confidentiality</li> <li>• Accountability</li> <li>• Engaged at all times; proactive in work habits</li> <li>• Exhibits integrity</li> <li>• Shows attention to details and accuracy</li> </ul>
<b>Language</b> "English, French and Bislama" is usual.	Fluent in English or French and Bislama
<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	
<b>Prepared by the Human Resource Officer</b>	Sign _____ Name _____ Date / / _____
<b>Certified by or for the Divisional Head</b> that the Post fits with any Corporate Plan, and is required.	Sign _____ Name _____ Date / / _____ C.E.O
<b>Checked by Chief Executive Officer</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Sign _____ Name _____ Date 27/11/2023 DIRECTEUR ADMINISTRATIF Wambukly
<b>DECISION OF VANUATU QUALIFICATIONS AUTHORITY</b>	
Decision: <u>Approved</u> or Deferred or Amended (Circle the appropriate Decision)	Date of Decision: 30/03/23
Name <u>Jali Bergman</u> Sign _____	Date 30/03/23

