



**MINISTRY OF EDUCATION
GOVERNMENT OF THE COOK ISLANDS**

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POSITION SUMMARY

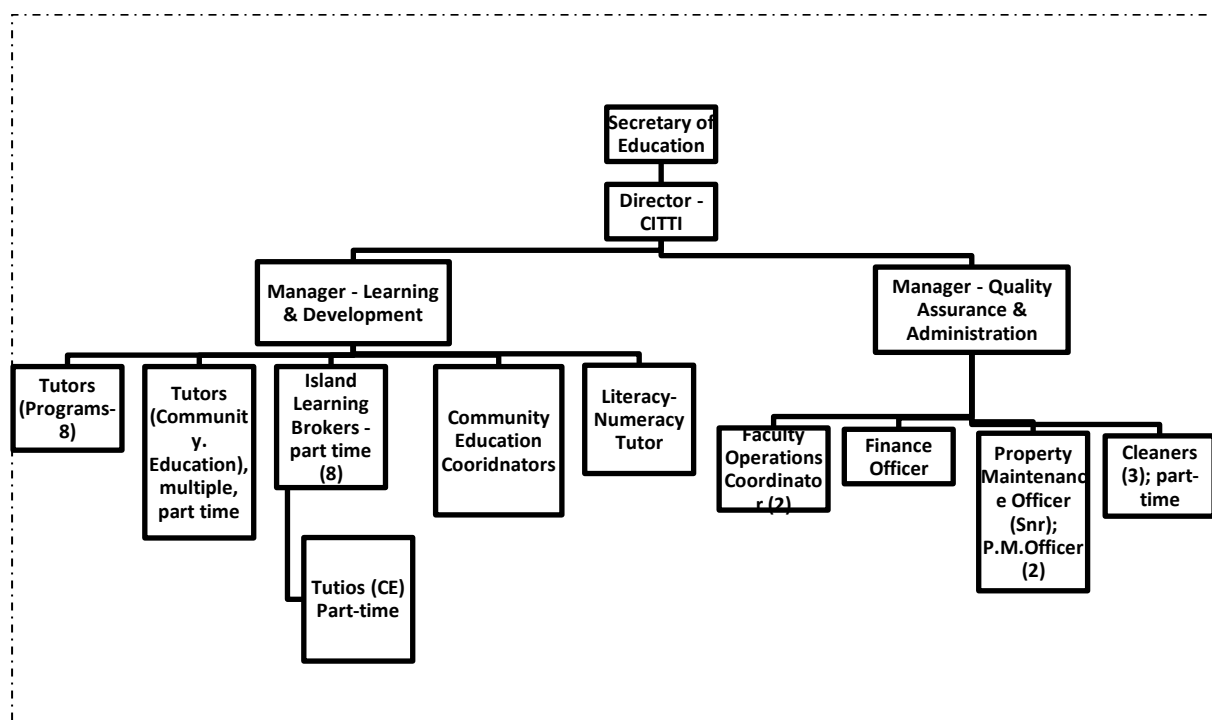
Job Title:	Manager - Quality Assurance and Administration
Division:	CITTI
Responsible To:	Director of CITTI (Head of Institute)
Responsible For:	8 (Faculty Operations Coordinators, Finance Officer, Property & Maintenance Officers, Cleaners).
Job Purpose:	To have oversight of the development, coordination and monitoring of all quality assurance processes of CITTI to maximise opportunity for learners to gain internationally recognised tertiary qualifications. To manage office administration and support staff at all CITTI campuses and centres.
Job Classification: (Remunerations)	Min: \$35,473 Mid: \$41,148 Max: \$48,243
Date:	April 2021

AGENCY VISION

The Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports life-long learning through the provision of quality services.

ORGANISATIONAL STAFFING STRUCTURE



KEY RESULT AREAS (KRA's)

KRAs	Key Performance Indicators
<p>KRA 1 Quality Assurance. Develop, implement and manage quality assurance processes within specific programmes focussed on relevant, quality outcomes for students</p>	<ul style="list-style-type: none"> • QA processes are developed and monitored in consultation with different stakeholder groups • Learning modalities are coordinated and implemented with student cohorts • Pa Enea learners are supported through a range of different strategies including blended learning
<p>KRA 2 Quality Assurance Review and Evaluation. Work with relevant standard setting bodies (NZQA, C&G) in program development, accreditation and review. Manage external review processes with respective SSB & ITO (EER, MOE)</p>	<ul style="list-style-type: none"> • EER reviews reports indicative of implementation and progress of QA processes • Response to review are planned and implemented; staff capability development • Pa Enea and online learning progression reports
<p>KRA 3 Staff Development. Development of teaching and administration staff to enable successful implementation of quality assurance processes. Proactive in the appointment of staff for positions. Manage effective staff induction programs</p>	<ul style="list-style-type: none"> • Teaching and professional development is effectively managed • Specific tutor training is identified and appropriately sourced and supported from training needs review • Tutors meet the required standard of delivery including those of external ITOs • New staff induction program
<p>KRA 4 Student Management Systems.</p> <ul style="list-style-type: none"> • Manage Institute data collection, recording and reporting including academic achievement data. • Oversight of student recruitment and student academic and pastoral care support services 	<ul style="list-style-type: none"> • Student reporting/ recording of standards achieved is robust and reliable • Qualification, progression and annual enrolled achievement rates are monitored and met • Information for decision making by CITTI and MoE management is collated and readily available. • Specific support for low achievers is planned for and delivered.
<p>KRA 5 Institute Administration.</p> <ul style="list-style-type: none"> • Management and development of the institutes finances and infrastructure • Manage and monitor office, grounds and cleaning staff • Devise and maintain office processes & systems • Organise Institute marketing strategy & activities including the Institute graduation ceremonies 	<ul style="list-style-type: none"> • Institute finances are administered according to MOE and MFEM procedures • Input into the development and monitoring of institute budget • Office premises are maintained in Rarotonga and Pae Enea centres. • Marketing plan implemented, including use of social media.
<p>KRA 6</p>	

<p>Collective Management Responsibilities.</p> <ul style="list-style-type: none"> • Participate fully and co-operatively as a member of CITTI Management Team on issues related to strategic leadership, management and development. • Provide peer support to other Line Managers and take collective responsibility for the performance of the institute. • Identify and manage institutional risks within the Ministry of Education's business risk framework. • Build the focus on quality and establish and support quality assurance practices. • Ensure adherence to Ministry of Education policies and fiscal and statutory requirements. • Develop, review and manage the institutes business plan in alignment with the Ministry of Education's business plan. • Represent the Ministry of Education both nationally and internationally as required. 	<ul style="list-style-type: none"> • Institute reports, minutes of meetings • Reports responding to national, regional and international research and evaluation studies • Monitoring tool to meet institution outputs - mid-term and annual reports • Planning and reporting documentation (sector, national, regional, international) • Risks and Issues analysis reports • Institute plans, budget reports, • External review reports, P&D review reports, moderation reports
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WORK COMPLEXITY

<i>Indicate most challenging problem solving duties typically undertaken.</i>	
1	Implement and manage quality assurance processes for specific programmes in response to change in tertiary training needs regionally and internationally
2	Manage and respond to external review processes with respective SSB & ITO (EER, MOE)
3	Implement staff and tutor training and development programmes to enable successful implementation of quality assurance processes
4	Developing and implementing solutions for individual learner pathways to ensure completion of qualifications and skills attainment
5	Data tracking and analysis to inform decision making at the institute level and for senior management of the Ministry.

AUTHORITY

Authority levels expressed in terms of routine expenditure, granting loans, and recruiting and dismissing staff. (*Explain the authority if any*)

Financial	Involvement in budget development, member of SMT of Institute as signatory to stores orders etc.
Staff	Responsibility for performance appraisal of staff as per the structure. Responsible for the implementation, oversight and support of tutor training programmes. Participate in the recruitment of staff.
Contractual	NIL (Standard contracts for short term tutors e.g. community education)

FUNCTIONAL RELATIONSHIPS

The requirement for human relations skills in dealing with other personnel and external contacts. (List the external and internal types of functional relationships)

Internal	Nature of Contact	External	Nature of Contact
Head of Institute (Director)	Primary relationship, ongoing liaison, reporting, supporting institute strategic direction (Light)	Industry Groups, NGO's	Promotion of courses managing QA processes, Ongoing liaison through meetings, site visits and other communication modalities. (Routine)
L&D Manager	Primary relationship, ongoing liaison, program development and review requirements and processes. (Light)	Schools	Manage QA processes for Dual Pathway (secondary/tertiary alignment pathways) Ongoing liaison through meetings and communications (Routine)
Programme & Community Education tutors, IL Broker	Leadership, guidance, mentoring, management, ongoing liaison, planning, monitoring and professional development (Light)	Pa Enea Island Governments	Manage QA processes, CITTI programs, ongoing liaison through meetings and communications (Routine)
QAA staff,	Leadership, management, ongoing liaison, monitoring and professional development (Medium)	Accrediting & standard setting bodies	Significant contact negotiating and promoting curriculum assessment compliance, moderation, achievement data, ongoing liaison through meetings and communications as agreed with Head of Institute (Promoting)
Learner Support (Lit and Numeracy, IE)	Guidance, mentoring, ongoing liaison, planning, monitoring and professional development (Light)		
Students	Enrolment, pastoral care, student progress, retention, completion and achievement, opportunities (Heavy)		
MOE Division Directors and Staff	Finance, employment matters, recruitment, reporting, ongoing liaison (Heavy)		

QUALIFICATIONS (OR EQUIVALENT LEVEL OF LEARNING)

Level of education required to perform the functions of the position. This combines formal and informal levels of training and education.

Essential: (least qualification to be competent)	Desirable: (other qualifications for job)
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<ul style="list-style-type: none"> • A bachelor's degree in Education • Cook Islands teacher registration (with adult teaching qualification) 	<ul style="list-style-type: none"> • Post-graduate tertiary qualification in Education or other relevant humanities field
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EXPERIENCE

The length of practical experience and nature of specialist, operational, business support or managerial familiarity required. This experience is in addition to formal education.

Essential: (least number of years to be competent)	Desirable: (target number of years you are looking for)
<ul style="list-style-type: none"> • At least 4 years' senior management experience in the TVET/senior secondary education sector including the development and delivery of programmes that utilise standards based assessment with • Quality assurance management experience • Staff and performance management • Management of student databases. • 8 years' experience with TVET programme delivery and content areas. 	<ul style="list-style-type: none"> • More than 4 years Senior management experience in the education sector managing a faculty or department

KEY SKILLS /ATTRIBUTES/JOB SPECIFIC COMPETENCIES

(Selected from Skills and Behaviour)

Level of ability required for the job	
Expert	<ul style="list-style-type: none"> • Extensive experience in the development, delivery, administration and review of TVET/CE programmes; • Extensive understanding of Quality Management and Assurance Systems – development, implementation and review. • Knowledge and understanding of a range of modalities for delivering programmes and the ability to apply them appropriately within cultural context
Advanced	<ul style="list-style-type: none"> • Sound research & report writing skills (including the collection of both quantitative and qualitative data) • Strong interpersonal skills including advocacy, public speaking and presenting. • Ability to build an effective team and staff capacity • Consultative and collaborative leadership style • Honest, motivated, flexible, adaptable and creative • Continuous improvement and progression
Working	<ul style="list-style-type: none"> • Ability to deal with risk and crisis management in a structured and calm manner • Sensitivity towards and understanding of Cook Islands culture. • Sound understanding and application of the use of technology to support the provision of information (MSOffice) • Commitment towards positive outcomes in providing high quality education for all.
Awareness	<ul style="list-style-type: none"> • Other sector strategic plans, JNAP etc to make linkages for programme development

CHANGE TO JOB DESCRIPTION

Changes to the Job description may be made from time to time in response to the changing nature of the Agency work environment - including technological or statutory changes.

Approved:

HoM/Manager

Date

Employee

Date