

Public Service Commission Job Description Form

Ministry to prepare and request Approval by the Public Service Commission. Please contact the Performance Improvement Unit Staff of the office of the Public Service Commission if you need helping completing this form.

1	Job title	Training Provider Support Officer		
2	Post number Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.	3504		
3	Level Suggested by Ministry and determined by PSC	Suggested by or for Director General . . .H Os 4.3		
4	Ministry	Ministry of Education and Training		
5	Department	Tertiary Education		
6	Location Where the position is located	Port Vila		
7	Purpose "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.	A technical support role to assist Training Providers to become fully compliant with the VNTC policies and regulations and to access funding through the National Training Fund (once established)		
8	Key Result Areas (KRAs) refers to general areas of outcomes or outputs for which the post/role is responsible.	8	Key Performance Indicators (KPIs) refers to the quantifiable measurements that reflect the critical success of the KRAs.	
8.1	Support for the development and presentation of competency standards in identified skill demand areas for accreditation by the VNTC.	8.1	<ul style="list-style-type: none"> • Competency standards in skill demand areas developed and endorsed by industry. • VNTC accreditation of units of competency units and courses 	
8.2	Support for training providers to meet and maintain VNTC requirements for registration under the National Quality Training Framework including facilitation of trainer training programs and trainer affiliation with registered training providers.	8.2	<ul style="list-style-type: none"> • Increased effective collaboration and cooperation between VNTC and training providers. • Increasing number of training providers registered by VNTC • Flexible delivery of accredited courses by qualified trainers. 	
8.3	Support training providers to adjust their business model to accommodate flexible workplace training.	8.3	<ul style="list-style-type: none"> • Accredited courses delivered in modularised form in workplace settings • Accepted pathways for lifelong learning under the Vanuatu Qualifications Framework 	
9	Duties and responsibilities 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.			
9.1	<ul style="list-style-type: none"> • Develop a clear understanding of and promote to all training providers VNTC policies, processes and procedures particularly with respect to competency standards development and endorsement, accreditation, course packaging, training provider registration, and the qualifications framework. 			
9.2	<ul style="list-style-type: none"> • Assist VNTC industry working groups, VNTC staff and key provincial productive sector representatives to validate competency standards and assessment requirements in areas of high productive sector demand 			
9.3	<ul style="list-style-type: none"> • Support as necessary the existing pool of VNTC competency standard writers and supplement with others as necessary on a contract basis to develop new competency standards in line with VNTC requirements in emerging demand-driven areas 			
9.4	<ul style="list-style-type: none"> • Support training providers to develop and package courses for accreditation by the VNTC under their scope of registration. 			
9.6	<ul style="list-style-type: none"> • Assist capacity building activities for trainers eligible to deliver training in line with the new competency standards as well as the effective use of teaching and learning materials 			
10	Reports directly to Title of Post and Level only	11	Directly supervises Title of Posts and level if any	
	Principal Officer Training Provider Support Services		Nil	

12	Frequent Internal Personal Contacts with... ("Internal" means within the Ministry)	13	Occasional Internal Personal Contacts with...
	Principal Officer Provincial Services Delivery, Principal Officer Policy Planning and Reporting.		Director – TVET, other Ministry of Education and Training staff
14	Frequent External Personal Contacts with... ("External" means other Ministries and the community)	15	Occasional External Personal Contacts with...
	VNTC and Provincial Training Boards, Public and private training providers including VIT, VMC, VAC, RTCs, Umbrella organisations including VRDTCA, VANGO, Other Government departments, especially those supporting productive sector development, Private sector businesses and Industry Groups.		Provincial Governments, Provincial Planners,
16	Impact of Decisions (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.		Impacts quality of training provider program delivery at national level including improved trainers with recognised trainer qualifications and industry (productive sector) led curriculum and learning materials production.
17	Special Conditions e.g. if unusual work hours, equipment or travel is required.		Nil
18	Reason for Seeking Approval (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)		Revision of Existing Job Description with new structure
19	CRITERIAS TO BE SELECTED FOR THIS POST		
	(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.)		
19.1	Qualification the required qualification for the job e.g certificate, diploma, degree...		Relevant tertiary qualification
19.2	Special Business Education refers to the field of study that would be preferable		Studies in TVET including a trainer qualification would be an advantage
19.3	Experience 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		At least 3 years experience in post-secondary education and training particularly in areas such as competency based trainer training and learning materials production.
19.4	Special Skills e.g. vehicle license, driving record, computer word/ excel etc		Good computer knowledge
19.5	Thinking style e.g an analytical thinker, a practical thinker, creative thinker....		A practical thinker
19.6	Communication/ Interpersonal Skills list the skills required of this position		Strong interpersonal and communication skills.
19.7	Behavioural Competencies refers to the personal attributes or characteristics needed for the position.		High integrity, professional, diligent, punctual
19.8	Language "English , French and Bislama" is usual.		English, French, and Bislama
20	ENDORSEMENT WITH NAME, SIGNATURE AND DATE		
20.1	Prepared in the Ministry by ...	Name	John J. Garro
		Date	02/06/2014
20.2	Certified by or for the DG that the Post fits with any Corporate Plan, and is required.	Name	Jesse Dick Joe Sigal
		Date	02/06/2014
20.3	Checked by OPSC for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Sign	<i>[Signature]</i>
		Date	24/06/2014
20.4	DECISION OF PUBLIC SERVICE COMMISSION		
	Decision: <u>Approved</u> or Deferred or Amended	Date of Decision:
	(Circle the appropriate Decision)		

Name	Sign	Date 27/06/2014
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**LAURENT REP
SECRETARY
OPSC**

