

Role Title	Monitoring, Evaluation and Learning Coordinator
Location	Suva, Fiji
Classification	NS5
Reports to	Planning, Monitoring, Evaluation and Learning Manager
Employment Status	Full-time, Fixed Term

About TAFE Queensland and the Australia Pacific Training Coalition

TAFE Queensland is the largest and most experienced provider of vocational education and training in the state, with a history of serving Queensland's communities for over 130 years. On 1 July 2013, TAFE Queensland was established as an independent statutory body under the TAFE Queensland Act 2013.

Each year TAFE Queensland enrolls over 125,000 students across a network of over 50 campuses, in employers' workplaces, online and in markets offshore. Our offering spans foundation skills and entry-level qualifications to higher education degrees across more than 500 programs.

Our unique structure and state-wide delivery model support our commitment to working with students with diverse abilities from a wide range of socio economic and cultural backgrounds, in regional, remote locations and off shore. Our responsive approach allows us to adapt our offering to meet the needs of industries, delivering training that strengthens communities and provides real employment opportunities for graduates.

The distinguishing characteristic of all of TAFE Queensland's programs is that they are built to meet the needs of employers and the broader industry. Students engage in practical, applied learning that gives them the skills they need to be job-ready and go further in their careers.

In addition to the six regions, TAFE Queensland manages the Australia Pacific Training Coalition (APTC) on behalf of the Department of Foreign Affairs and Trade (DFAT). APTC is an Australian Government development program established in 2007. APTC works in partnership with industry, governments and selected Technical, Vocational Education and Training (TVET) institutions to assist the development of a more skilled, inclusive and productive workforce aligned with labour market requirements to enhance Pacific prosperity.

APTC provides Australian standard training qualifications across the Pacific and forms partnerships and coalitions with TVET stakeholders to achieve training outcomes and reforms of the Pacific TVET system. APTC is currently pivoting to support the Pacific Island Countries to respond to the impacts of COVID-19. APTC has country offices established in Fiji, Vanuatu, PNG, Samoa and the Solomon Islands. The Country Offices are supported by a range of services provided from a regional office located in Suva, Fiji.

As an employee of APTC, you will be part of a leading provider of further education and training committed to quality teaching, a safe working environment and delivering real outcomes for our students.

For more information about TAFE Queensland visit www.tafeqld.edu.au

For more information about the APTC visit: <http://www.aptc.edu.au/>

About the Role

The Monitoring, Evaluation and Learning Coordinator has key responsibility for ensuring successful implementation of the Monitoring, Evaluation and Learning framework. The position will ensure APTC is able to demonstrate its End of Programme Outcomes through supporting the collection and use of evidence from monitoring and evaluative activities. The Monitoring, Evaluation and Learning Coordinator reports to the Planning, Monitoring, Evaluation and Learning Manager.

The position will be based at the regional office in Suva, Fiji and may involve travel to other Pacific Island Countries.

Key Responsibilities and Duties

1. Monitoring, Evaluation and Learning Framework and Guidance

- 1.1 Assist the periodic adaptation of the APTC3 Monitoring, Evaluation and Learning Framework (MELF) in line with the DFAT Performance Assessment and Evaluation Policy.
- 1.2 Develop and implement MELF operational tools and guidelines for data collection, analysis and reporting.

2. APTC Evidence Base, Strategy and Reporting

- 2.1 Provide day to day oversight of a robust evidence and learning agenda, ensuring MELF generates timely information in response to stakeholders' and APTC's management's key performance questions.
- 2.2 Provide assistance to the timely collection all APTCs End of Programme Outcomes in line with the agreed MELF.
- 2.3 Contribute to organizational reporting requirements including support to writing relevant reports to demonstrate APTCs outcomes.

3. Lessons Learning and Knowledge Management

- 3.1 Engage country teams to undertake periodic learning and reflection sessions of progress against APTC outcomes.
- 3.2 Support APTC staff to capture lessons and appropriately manage such in line with effective knowledge management practice.
- 3.3 Champion knowledge management for all program related evidence.
- 3.4 Develop a dynamic repository for knowledge about Pacific TVET that can be widely drawn upon for information, analysis, practical implementation and research purposes

4. Capacity Building

- 4.1 Support and enhance the capacity of the APTC staff, TVET coalition partners and stakeholders on monitoring, evaluation and learning to effectively collect, document and use programme evidence.
- 3.1 Organise activities, invite external speakers and other practitioners to share good practice, and research results in TVET to create interest and learning across APTC.

NOTES:

- 1. The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this level.
- 2. The incumbent is expected to be collaborative, flexible and willing to assist others during peak periods and absences, as required.

Within the context of the Key Responsibilities and Duties described above, the incumbent will be required to:

<p>Demonstrate professionalism and integrity by:</p>	<ul style="list-style-type: none"> • Adhering to the APTC Staff Code of Behaviour, the APTC Staff Conduct Protocols, and TAFE Queensland's Code of Conduct. • Adhering to DFAT Policies as they relate to APTC. • Adhering to the APTC Close Personal Relationship Policy. • Adhering to the APTC's Child Protection Code of Conduct. • Adhering to APTC policies and regulations, including equal opportunity, anti-discrimination and harassment and those of TAFE Queensland. • Working safely and ensuring others, including students, work safely. • Complying with all accreditation and audit requirements. • Treating people fairly and equitably and being transparent in decision making. • Taking responsibility for timely and accurate completion of work with a strong attention to detail. • Demonstrating initiative in considering alternative ideas.
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Support productive relationships by:	<ul style="list-style-type: none"> • Respecting the needs and contribution of team members. • Accepting team decisions. • Taking responsibility for their own performance. • Providing support to other team members. • Demonstrating initiative within the team. • Demonstrating a pro-active and enthusiastic demeanor.
Achieve results by:	<ul style="list-style-type: none"> • Taking responsibility for meeting objectives and achieving shared goals. • Providing courteous, prompt and professional service to external and internal clients. • Responding positively to change. • Being innovative and identifying and implementing improved work practices.
Communicate with influence by:	<ul style="list-style-type: none"> • Effectively presenting information – both verbally and in writing • Accepting and acting on constructive feedback • Attending and actively participating in scheduled meetings

Key Selection Criteria

1. Tertiary degree qualification specialising in research, monitoring and evaluation or related discipline relevant to the role.
2. Highly developed conceptual, analytical and strategic thinking skills including the ability to identify and respond appropriately to emerging issues.
3. Demonstrated knowledge and work experience in labour market data collection and analysis.
4. Demonstrated ability to facilitate learning from MEL findings and to clarify and communicate complex concepts simply with a range of stakeholders in multi-cultural settings.
5. Excellent interpersonal and communication skills and ability to work effectively in a cross cultural environment.
6. Excellent verbal, written and ICT skills, relationship networking skills, and an ability to prepare quality responses and reports.

Personal attributes

1. Willingness and ability to facilitate rather than direct, to provide support and systems to build staff and partners' confidence and skills to work in an adaptive manner and to work beyond self-interest.
2. Strong commitment to reform and Pacific skills development.
3. Highly developed interpersonal communication skills with proven experience in building and sustaining productive internal and external stakeholder relationships and developing relationships of trust with partners and counterparts.
4. Demonstrated cultural awareness and sensitivity and proven ability to work with people from diverse cultural and linguistic backgrounds and diversity of age, gender and ability.
5. Ability to work through uncertainty, collaboratively and with creativity to support the achievement of shared objectives.

Desirable Selection Criteria

1. Experience working within an educational organisation would be an advantage.
2. Experience working on an aid funded project, preferably Australian Government, would be an advantage.

Additional Information

1. You may be required to travel and work across various APTC locations.
2. Travel and overnight absences from base may be required for this position.
3. The possession of a motor vehicle driver's license is essential.
4. A criminal history check will be initiated on the preferred applicant.
5. You may be required to undergo a medical check.
6. A non-smoking policy applies in APTC buildings, offices and motor vehicles.
7. If the successful applicant has been engaged as a lobbyist, a statement of their employment is required.

Role Description

8. The successful applicant will be required to complete a period of probation.
9. The successful applicant maybe required to obtain a Working with Children's Check.

Inherent Physical Requirements

Physical Requirements		Frequency
Posture	<ul style="list-style-type: none"> • Sitting • Standing • Walking 	Frequent/Constant Occasional/Frequent Occasional/Frequent
Upper Limb/Body	<ul style="list-style-type: none"> • Computer operation • Handwriting • Reaching above shoulder and bending below the knee to access work materials • Repetitive hand movements • Sustained neck flexion when reading documents 	Frequent/Constant Occasional/Frequent Occasional Occasional Occasional
Other	<ul style="list-style-type: none"> • Twisting in a seated position to access drawers at the desk • Lifting/carrying 	Occasional Occasional
Work Environment	<ul style="list-style-type: none"> • Indoor air conditioned rooms • Domestic and international work related travel • Overnight absences from base 	Frequent Occasional Occasional

Signatures

Name of Accountable Manager	Signature	Date
Name of Incumbent	Signature	Date