

POSITION DESCRIPTION

Role Title	Assessor and Student Support Coordinator
Reports to	Head of Training
Capacity	Fulltime (40 hours per week)
Approved by	General Manager – Coastguard Boating Education
Date	October 2021

Purpose of the Position
The primary purpose of the role is to mentor and assess and students in completing CBE’s MVOC (Radio) and Day skipper online programmes, particularly those completing NZQA unit standards. The role will also encompass assessment of other CBE courses and assumes support and mentoring for students to CBE’s home study (distance) programmes.

Key Accountabilities	
Assessing Students	<ul style="list-style-type: none"> • Full responsibility for the assessment of CBE’s MVOC and Day skipper students, particularly those completing a unit standard (delivered as classroom, online or home study). • Development and implementation of efficient and NZQA compliant processes in assessing, grading and supporting students to achieve. • Communicating with students in a supportive and timely manner in gathering “further evidence” assessment requirements. • Ensuring the CBE Assessment Administrator receives student results in a timely manner so these can be accurately recorded. • Assessment of students across any other CBE programmes as directed by the Head of Training
Student Support and Mentoring	<ul style="list-style-type: none"> • Responsible for student support across all CBE programmes including: <ul style="list-style-type: none"> - answering student questions (i.e. by phone, email or in person) - supporting and monitoring students to ensure they complete their enrolment in a timely manner - providing feedback to students as needed - providing mentoring and advice to students as required • Ensuring that student interaction is conducted in an inspiring, motivating and enthusiastic manner so that learners are engaged with their learning and therefore complete courses
Monitoring, Tracking and Reporting	<ul style="list-style-type: none"> • Assume responsibility for distance learning students including: <ul style="list-style-type: none"> - welcome and introduction email or phone call to all students entering home study - regular scheduled contact with distance learning students (e.g. once a month) - tracking distance learning students regularly to ensure they will complete their programmes on time - support, mentoring and guidance for all distance learning students

	<ul style="list-style-type: none"> • Take note of any assessment issues, student trends and feedback and ensure this information is communicated to the Education Team in a timely manner • Analyse assessment data (e.g. response rates, performance) and collate these into a report for the education team to inform revisions and future changes to assessments and/or course materials
--	---

Operational systems and processes

Quality management system (QMS)	<ul style="list-style-type: none"> • A working knowledge of the appropriate sections of the QMS is maintained
Appraisal	<ul style="list-style-type: none"> • There is constructive participation in the appraisal system as an appraisee and as an appraiser (if required). Feedback is both given and received in a constructive manner
Leave	<ul style="list-style-type: none"> • All leave is requested in a timely manner following leave procedures. No arrangements for leave are made without the required approval (e.g. time in lieu, leave in advance)
Annual planning and meetings	<ul style="list-style-type: none"> • There is active participation as required in annual planning and review processes as directed • There is constructive participation in weekly or daily meetings (e.g. team meetings, staff meetings, daily huddles)
Professional development and currency of knowledge	<ul style="list-style-type: none"> • Staff are required to fully participate in professional development sessions (team or individual sessions) • Staff must ensure they maintain current knowledge for their roles and actively participate in upskilling and development as required • Staff with input from their manager should develop an annual professional development plan to ensure ongoing training and upskilling in their required fields
Contribution to the success of CBE	<ul style="list-style-type: none"> • There is active participation in all appropriate meetings. Contributions to discussion are meaningful and positive. • Staff are to cooperate with and seek support as necessary from their colleagues • Staff are asked to actively participate in staff team building and social events (e.g. team lunches)
Promotion	<ul style="list-style-type: none"> • There is active participation in planned promotional activities (e.g. boat shows) and celebrations • CBE is promoted in a positive and professional manner at all times

Self-Assessment and Reflection

CBE self-assessment	<ul style="list-style-type: none"> • There is proactive engagement with, and contribution to self-assessment procedures to ensure continuous development and improvement
Participation in reviews	<ul style="list-style-type: none"> • There is participation as required in internal and external review processes (e.g. NZQA)

Health and Safety

Health and safety	<ul style="list-style-type: none"> All health and safety procedures are followed and risks are minimised Any health and safety issues are reported as required There is regular participation in emergency drills as needed
-------------------	--

Other responsibilities

<p>Staff may be required to perform additional responsibilities from time-to-time as allocated by the line manager or General Manager.</p> <p>Projects:</p> <p>Effective Self-Study</p> <p>a. Develop learning materials around ‘how to do self-study’ well. This is a guideline document for students studying independently (e.g. online or via homestudy). It should introduce students to the concept of self-study/independent study and give them tips, strategies and guidelines about how to effectively study as an independent learner. To be completed by December 2022. Sign off by Head of Training and General Manager.</p> <p>Study Plans</p> <p>b. Creating study plans for CBE homestudy and/or online programmes that ensures learners are aware of key milestones in their programmes and regularly checking students are on track with their progress. To be completed by December 2022. Signed off by Head of Training and General Manager.</p>

Key Working Relationships

Peers	Other CBE staff and support staff including tutors, assessors, moderators within CBE
Direct reports	Nil
Internal/External Stakeholders	<ul style="list-style-type: none"> CBE Management staff General Manager CBE Board Industry stakeholders Learners TEC, NZQA liaison staff CNZ staff

Qualifications, Experience and Capabilities

Qualifications	<ul style="list-style-type: none"> Qualification in adult education or teaching Completion of US 4098 & 11551 	Preferred Mandatory (can be undertaken)
Knowledge and experience	<ul style="list-style-type: none"> A sound understanding of key NZQA assessing practices Key knowledge of the marine industry subject matter to required levels. 	

	<ul style="list-style-type: none"> • Possess strong and efficient computer skills, including experience with databases, zoom/TEAMS, PowerPoint, Word and Outlook • Demonstrated experience in student support and mentoring 	Mandatory
Capabilities and skills	<ul style="list-style-type: none"> • An ability to establish strong working relationships with students to facilitate and encourage learning • Exceptional written and verbal communication skill. • An ability to coach and mentor effectively and professionally ensuring a friendly manner across methods best suited to their needs, e.g. phone, written, video • Ability to work professionally with people from different backgrounds, ages and levels of experience • Have a very high level of accuracy and attention to detail • Ability to prioritise and action work quickly and efficiently to avoid congestion in the marking processes • Excellent time management skills; ability to get back to customers in a timely manner even when under pressure • Basic level of Māori greetings, vocabulary and protocol with the desire to develop this further 	Mandatory
Other	<ul style="list-style-type: none"> • A personal commitment to the success of learners and CBE • Ability to work outside of traditional hours if needing to contact students after hours 	Mandatory

Personal Attributes

<ul style="list-style-type: none"> • Positive with a 'can do attitude' / willing to get on with the task at hand without distraction • People-focussed with a warm and enthusiastic manner; keen to go the extra mile to support learners • Highly-motivated, capable and able to work with absolute accuracy – little margin for error • Independent worker – able to follow guidelines and advice with little need to refer to manager. • Quality driven with a commitment to excellence and professionalism in all aspects of work • Flexible, agile and willing to adapt quickly • Strong supporter of professional development and continuous improvement • Friendly, approachable and able to adapt to suit a variety of personalities to get the best from situations • Proactive –can act independently to identify ways to make improvements without being asked • Able to work effectively within a team and also individually • Brings a cheerful and enthusiastic manner to the workplace
--

KPIS

<ul style="list-style-type: none"> • KPis to be agreed upon by Manager and General Manager including: <ul style="list-style-type: none"> - Completion of two projects by deadlines - Adherence to specified timeframes with regards to assessing students' work
