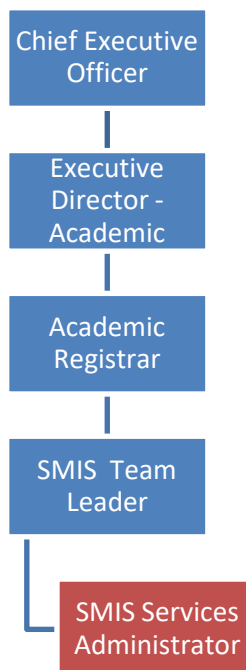


Job Description

Position Title	SMIS Services Administrator	Team/ School:	Academic Registry
Position Holder		Date	November 2024
Reports to	SMIS Services Team Leader	Location	Whakatāne
Agreed By (Please Sign)	Position Holder		
	Manager/Team Leader		Date
	HR Manager		Date



STATEMENT

The Wānanga:

- is firmly committed to the principle of equal opportunity for all, and recognizes the need to give practical effect to such responsibilities both as an employer and as an educational provider.
- provides a supportive, safe and healthy environment which is conducive to quality teaching, research and community service.
- is committed to providing a workplace free from harassment.

PURPOSE OF POSITION

The purpose of this role is to provide administration services for the Student Management Information Systems (SMIS).

DIMENSIONS AND AUTHORITY

Staff nil

Financial: nil

KEY RELATIONSHIPS

Internal:

- Academic Registrar
- Heads of School & National Programme Co-ordinators
- Academic Registry Staff
- School PA/Team Leaders and Academic Administrators
- Academic Staff
- All Staff

External:

- SMIS Vendor
- Help Desks– Tertiary Education Commission (TEC), Ministry of Education (MOE), New Zealand Qualifications Authority (NZQA), StudyLink, National Student Index (NSI), Services for Tertiary Education Organisations (STEO), TeachNZ, AuditNZ
- Taura

KEY RESULTS AREAS

The role of SMIS (Student Management Information Systems) Services Administrator encompasses the following major functions or Key Result Areas:

1. Curriculum compliance and setup management
2. Timetabling
3. Data Management and Reporting
4. System Administration
5. Auditing and Processing
6. Effective Communication and Client Focus
7. Team and Personal Effectiveness
8. General requirements of all Wānanga employees

Key Result Areas	
What am I meant to do?	How do I know I'm successful?
KRA 1: Curriculum compliance and setup management <ul style="list-style-type: none">• Creating and updating curriculum data set-up in the student management system, for all Awanuiārangi programmes and courses; including, but not limited to, SDR fields,	<ul style="list-style-type: none">• Curriculum data changes only made once necessary approvals granted.• Curriculum data is entered accurately and in a timely manner to meet internal and external requirements.

<p>linking of courses to programmes, creation of offerings, entry criteria and all related reporting data.</p> <ul style="list-style-type: none"> • Soliciting expert advice, evaluating quality and generating appropriate/effective action. • Providing expert advice on curriculum structure in SMIS to support the operational delivery of programmes. • Liaising with statutory bodies eg STEO to confirm academic programme approval and funding status. • Performing the annual rollover of academic programme data. • Expiring academic programme data (internally and externally), as required. • Gathering appropriate information on setting of annual course fees and inputting into the system. • Importing any relevant external data as required for curriculum, such as NZQA data. • Setting up fees in curriculum for all enrolments, for all funding sources i.e. Ministry/ International/FCR. • Representing SMIS Services on assigned committees to advise on curriculum planning, document management and data management processes. 	<ul style="list-style-type: none"> • Expert advice is sought, evaluated for quality and applied. • Compliant, accurate, consistent and timely advice is provided in area of subject matter expertise. • New programme data has received the appropriate approvals and is created based on agreed curriculum standards, coding conventions and business rules. • Programme data is compliant with all statutory requirements. • Modified programme data has received all necessary approvals prior to being changed. • Programme data is available in time to meet the academic delivery cycle and in accordance with agreed service levels. • Key users and stakeholders are notified about curriculum data setup, maintenance and rollover deadlines. • Internal controls are up to date and have been regularly applied to verify data quality and accuracy. • Appropriate information is collected and programme analysis effectively conducted for setting of course fees. • Positive feedback from the relevant stakeholders is received regarding the curriculum advice and input.
<p>KRA 2: Timetabling</p> <ul style="list-style-type: none"> • Providing expert advice on timetabling to support the operational delivery of programmes. • Communicating the annual academic timetabling process to users and key stakeholders. • Producing annual academic timetable based on specified requirements for Awanuiārangi and partner institutions. • Executing and communicating academic timetable amendments as required. • Executes timetabling bookings for ad-hoc space based on specified requirements e.g. maintenance, events, etc. • Maintaining knowledge of the occupancy and use of teaching space. • Producing management and operational reports on timetabling activities. • Regularly meeting with key business areas to develop effective plans to suit business needs and works through any ongoing maintenance requirements, issues and improvements. 	<ul style="list-style-type: none"> • Knowledgeable, consistent, accurate and timely advice is provided in area of subject matter expertise. • Key users and stakeholders are notified about academic timetabling requirements and rollover deadlines. • New and amended timetabling data has received the appropriate approvals and is created based on agreed standards, coding conventions and business rules. • Timetabling data is available in time to meet the academic delivery cycle and in accordance with agreed service levels. • Users and key stakeholders impacted by timetabling changes are informed. • Ad-hoc booking space is made available. • Knowledge of teaching space occupancy, space development plans and utilisation is evident. • Evidence of contribution to good organisation resource and space utilisation. • Management and operational reports on timetabling activities are provided to key users

	and stakeholders within agreed service levels and as requested.
<p>KRA 3: Data Management and Reporting</p> <ul style="list-style-type: none"> • Consistently follow approved processes. • Maintaining an up-to-date and in-depth knowledge of, and adhering to, Academic Statute, Process Management Framework guidelines, Awanuiārangi policies, regulations and other relevant legislation as required. • Managing (running, updating & uploading) successful submission of error-free Single Data Return (SDR) reports. • Managing (running, updating & uploading) successful submission of error-free Fees Free reports. • Checking Research Degree Completion Reports (RDC) in TEC Workspace for accuracy. • Entering qualification, student, programme and course information into the student management system. 	<ul style="list-style-type: none"> • Data integrity is maintained. • Data is entered accurately and correctly into the student management system, as judged by the lack of errors in the reports generated. • An error-free SDR report is produced in an efficient timeframe. • An error-free Fees Free report is produced in an efficient timeframe. • All internal and external data management requirements are met, on time and to the standard required, as judged by feedback. • Schools are notified of errors in student records and errors are cleared in RDC Reports • Accurate and timely data, records and reporting information are readily produced, and are accessible to Leadership Team members, and other relevant staff as evidenced by feedback.
<p>KRA 4: Systems Administration</p> <ul style="list-style-type: none"> • Completing data integrity checks, data purification exercises, testing and corrections, as well as data auditing. • Assigning and updating system security permissions for staff access to SMIS modules. • Working with Business Process Analyst – Student Systems to ensure: <ul style="list-style-type: none"> ○ systems reference data is maintained ○ new functionality is assessed and tested ○ upgrades are assessed and tested. 	<ul style="list-style-type: none"> • Staff have appropriate access to SMIS. • SMIS system functions efficiently. • Efficiencies in system testing due to staff effort is visible and evident through feedback. • Upgrades are implemented according to the approved change management process.
<p>KRA 5 : Auditing and Processing</p> <p>Process enrolments to final status - completion</p> <ul style="list-style-type: none"> • Auditing student administration forms and associated documents. • Auditing electronic storage of documents against student in SMIS. • Providing advice and reporting to Awanuiārangi staff on errors and statuses of forms and associated documents. • Creating and sending invoices to students. • Processing StudyLink files. <p>Process WD's to final status - completion</p> <ul style="list-style-type: none"> • Processing withdrawals initiated by schools. • Auditing and resolving withdrawals outside of process. 	<ul style="list-style-type: none"> • Enrolments pass internal audits. • Enrolments are free of SDR errors. • Document issues are resolved as quickly as possible. • Enrolments are processed to completion as quickly as possible. • Invoicing is efficient. • StudyLink files are processed effectively. <ul style="list-style-type: none"> • Withdrawals are processed as quickly as possible and according to Awanuiārangi processes.

<p>Process Results to final status - completion</p> <ul style="list-style-type: none"> • Processing results to meet necessary industry standards within required timeframes with a high level of accuracy. • Co-ordinating application registration and results for awarding bodies certification e.g. National Certificates etc. • Assists Programme Administrators with smooth planning and management of Results, planning, working with including creation and validation of graduation results table. • Processing of Award creation in SMIS for eligible students. • Provide Academic Transcripts, parchment reprints, and results notices for students. • Process enrolment changes for approved prior learning applications (Cross Credit/Credit Transfer/APL Assessment of Prior Learning, RCC Recognition of Current Competency). • Keeping relevant documentation and resources up to date and ensuring the contents meet Awanuiārangi standards and guidelines (including branding). 	<ul style="list-style-type: none"> • StudyLink is informed of withdrawals within required timeframe • Knowledgeable, consistent, accurate and timely advice is provided in area of subject matter expertise. • Academic results are recorded in alignment with programme rules and regulations. • No result records are missing including notification of credit, extensions, aegrotats, and other result exceptions. • Internal controls have been applied to validate the accuracy and integrity of academic result data. • Applications, registrations and results for awarding bodies are completed accurately and in a timely manner. • Student Results Summaries and Academic Transcripts are produced within agreed service levels. • Any feedback received from staff and students on the quality and timeliness of award processing and management, relating to responsibilities associated with this position, is positive.
<p>KRA 6: Effective Communication and client focus.</p> <ul style="list-style-type: none"> • Developing effective relationships with stakeholders, clients, and external agencies through provision of information. • Developing effective communication channels to influence quality thinking internally and externally. • Advocating across stakeholder organisations, work with agencies and other external organisations to contribute to the Quality Improvement way of working. 	<ul style="list-style-type: none"> • Effective relationships are built and maintained. • Effective communication with stakeholders. • A strong customer focus in maintained.
<p>KRA 7: Team and Personal Effectiveness</p> <ul style="list-style-type: none"> • Provides relief to team members during leave or peak workload. • Documents critical functions within areas of responsibility. • Where appropriate carries out co-ordination duties effectively and efficiently. • Continual update of own knowledge and skills relating to technology, administrative systems and other related to the position. 	<ul style="list-style-type: none"> • Team are supported as required. • Feedback shows good communication is fostered with the team and other staff members. • Work processes are updated on an annual basis. • Professional development and training is undertaken as required.

KRA 8; General Requirements of all Wānanga Employees

- Possess a student-centric work ethic. Actively seek to provide the best possible service to our students.
- Promote the Wānanga as a positive and dynamic learning environment.
- Commit to providing quality education.
- Strive for high student retention and success.
- Be culturally aware.
- Participate in the Awanuiārangi appraisal process.
- Improve and develop yourself through training and professional development opportunities.
- Meet your obligations under the Health and Safety at Work Act 2015 by:
 - Being responsible for maintaining a safe and healthy workplace
 - Following health and safety rules, policies and procedures,
 - Reporting accidents, injuries and unsafe equipment, practices or conditions
 - Taking reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others.
- Under the Public Records Act 2005, everyone working within Te Whare Wānanga o Awanuiārangi is responsible for creating and maintaining full and accurate records of the activities of the organisation, carried out within established records management guidelines.
- Undertake any other key duties as agreed with your manager.

The responsibilities and expectations outlined in this job description may after consultation vary from time to time according to the needs of the Team, and the clients of Wānanga. Instructions for any variances will be communicated by the Academic Registrar.

Person Specification

<p>Technical/Professional Qualification - Essential</p> <ul style="list-style-type: none"> • Tertiary qualification in administration and/or other relevant disciplines or equivalent work experience. • A current, unrestricted private motor vehicle licence. 	<p>Desirable</p> <ul style="list-style-type: none"> • Advanced or higher-level qualification related to a data management, information design or business management area.
<p>Experience - Essential</p> <ul style="list-style-type: none"> • Experience (3 years) in the administration of complex corporate systems • Proven experience in the use of student management information systems • Experience with Office 365 products • Previous auditing experience of a similar nature 	<p>Desirable</p> <ul style="list-style-type: none"> • Experience within the tertiary education sector • Knowledge of tertiary statutory requirements and in particular TEC Rules and Conditions and NZQA Programme Approval • Knowledge of scheduling systems in a tertiary education context • Experience in data base administration
<p>Skills and Attributes - Essential</p> <ul style="list-style-type: none"> • Ability to use Office 365 applications effectively to at least at intermediate level. • Ability to co-ordinate diverse work programme. • Understanding of Te Reo Māori to at least an intermediate level. • An understanding of tikanga Māori • Ability to think critically, be analytical and identify issues, risks and opportunities to do things differently. • Ability to absorb a large quantity of information. • A flexible outlook and an ability to prioritise workloads, exercise initiative and achieve deadlines within an interrupted environment. • Excellent interpersonal, customer service and communication skills. 	<p>Desirable</p> <ul style="list-style-type: none"> • Advanced user of Office 365 applications.
<p>Competencies</p>	<p>Looks Like</p>
<p>Values Alignment Aligning personal values with organisational values. Modelling commitment to organisational values. Identifying and committing to personal goals, aspirations, and values, and integrates these into practice.</p>	<ul style="list-style-type: none"> • Examines and clarifies personal values and behaviours • Communicates and models' organisational values • Uses organisational values in decision-making • Manages own personal development and learning.

<p>Interpersonal Skills</p> <p>Demonstrates an ability to use a variety of interpersonal techniques to effectively deal with a variety of people and situations.</p>	<ul style="list-style-type: none"> • Uses good listening and questioning techniques. • Develops good rapport with people at all levels. • Accurately interprets others' behaviour and adapts own approach accordingly.
<p>Analysis/Problem Assessment</p> <p>Securing relevant information and identifying key issues and relationships from a base of information; relating and comparing data from different sources; identifying cause-effect relationships.</p>	<ul style="list-style-type: none"> • Detect problems or opportunities • Gather all relevant information • Identify underlying issues or problems • Organise information • Recognise trends • Identify cause-and-effect relationships.
<p>Work Standards</p> <p>Setting high goals or standards of performance for self and organisation; being dissatisfied with average performance; self-imposing standards of excellence rather than having standards imposed by others.</p>	<ul style="list-style-type: none"> • Sets high performance standards. • Emphasises high standards to others. • Shows pride when standards are met. • Shows dissatisfaction with substandard performance.
<p>Attention to Detail</p> <p>Accomplishing tasks through concern for all areas involved, no matter how small; showing concern for all aspects of the job; accurately checking processes and tasks; maintaining watchfulness over a period.</p>	<ul style="list-style-type: none"> • Clarifies details of tasks. • Completes all details. • Checks outputs for accuracy and completeness. • Follows established procedures. • Maintain checklist to cover details.
<p>Technical/Professional Knowledge</p> <p>Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping abreast of current developments and trends in area of expertise.</p>	<ul style="list-style-type: none"> • Understands technical terminology and developments • Knows how to apply a technical skill or procedure. • Performs complex tasks in area of expertise.
<p>Teamwork/Collaboration</p> <p>Building and participating in effective teams to accomplish organisational goals. Understanding the importance of collaboration and shared values in creating a high-performance environment. Understanding teams are to drive for better results and enhanced performance; teamwork is as important as teams.</p>	<ul style="list-style-type: none"> • Contributes to team development, shares ideas and achievement of results • Clarifies roles and responsibilities, and priorities • Looks to help others • Supports team decisions and shares accountability within the team • Works co-operatively and exchanges information freely.

TE WHARE WĀNANGA O AWANUIĀRANGI - VISION, MISSION AND VALUES;

VISION

Rukuhia te Mātauranga ki tōna hōhonutanga me tona whānuitanga. Whakakīia ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.

Pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base to be able to face with confidence and dignity the challenges of the future.

MISSION

Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te kī, ko wai anō tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua.

Parau ana tēnei ara whaingā, hei whakapūmau anō i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē.

Koia rā ka tū pākari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o Awanuiārangi.

Haere mai... Me haere tahi tāua.

We commit ourselves to explore and define the depths of knowledge in Aotearoa, to enable us to re-enrich ourselves, to know who we are, to know where we came from and to claim our place in the future.

We take this journey of discovery, of reclamation of sovereignty, establishing the equality of Māori intellectual tradition alongside the knowledge base of others.

Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangi.

VALUES

Manaakitanga: To respect and care for students, our manuhiri, our communities and each other.

Whanaungatanga: To value all relationships and the kinship connections with our students, our communities and each other.

Kaitiakitanga: To ensure the ongoing sustainability of our organization and to protect and support the unique obligations we have to Ngāti Awa, Mātaatua and wider whanau, hapu and marae.

Pūmautanga: To commit to excellence and continuous improvement in everything we do.

Tumu whakaara: To inspire and ethically lead through example and outstanding practice.

BACKGROUND

Te Whare Wānanga o Awanuiārangi is a vibrant and exciting tertiary education institution providing a dynamic learning environment where students can discover their own potential for educational success.

Our programmes are designed to ensure academic excellence – we are benchmarking our programmes against those of other institutions and lifting the bar on standards. As we lift our research capacity, ongoing programme re-development will be informed by best practice.

As a Wānanga, Te Whare Wānanga o Awanuiārangi is charged with delivering tertiary programmes grounded in Kaupapa Māori and Āhutatanga Māori. This means that Māori knowledge and practices are central components to the academic programmes, engagement in PLD projects, teaching delivery and student experiences.

Tikanga Māori and Te Reo Māori are central to the way in which we operate and is reflected across Te Whare Wānanga o Awanuiārangi in our programmes and practices. While some of our programmes have a high level of Māori language emphasis, others are designed to support new and emerging language learners.

Te Whare Wānanga o Awanuiārangi further provides programmes that are portable and transferable both nationally and internationally. Therefore, it is important that we explore and integrate the World view of both Māori and other indigenous peoples, and engage in and critique the world views of others.

Transformative approaches to educational achievement are a cornerstone of our broad and unique programme offerings, as we focus on providing an education that will encourage and support community development and growth, enable educational portability for our students both within Te Whare Wānanga o Awanuiārangi and the wider tertiary sector.

Operations are based at three locations – Whakatāne, Tāmaki Makaurau (*Auckland*) and Whangarei. We also deliver on marae across the Te Ika a Maui (*North Island*).

ACADEMIC REGISTRY TEAM

The Academic Registry is responsible for monitoring compliance with, and implementation of academic regulations. It achieves this by:

- Co-ordinating Academic Board functions.
- Developing, maintaining and implementing Academic Policies, Procedures and Standards.
- Providing an internal review and evaluation (audit) function that ensures legislative compliance across all aspects of Awanuiārangi.
- Providing advice and information to Schools to ensure compliance with policy, procedures and legislation.
- Co-ordinating audit reports and action plans in collaboration with applicable areas, ie, Finance, HR, Schools, IT, etc.
- Managing relationships with academic organisations such as TEC, NZQA, etc.
- Providing updates and information to the Schools regarding NZQA/TEC/MOE changes, self-assessment and external and internal reviews.
- Evaluating and monitoring programmes against policy, procedures and legal compliance.
- Co-ordinating ongoing programme development in terms of planning and compliance.
- Provide SMIS services relating to setup of curriculum, timetabling, awards setup, enrolment auditing and data integrity