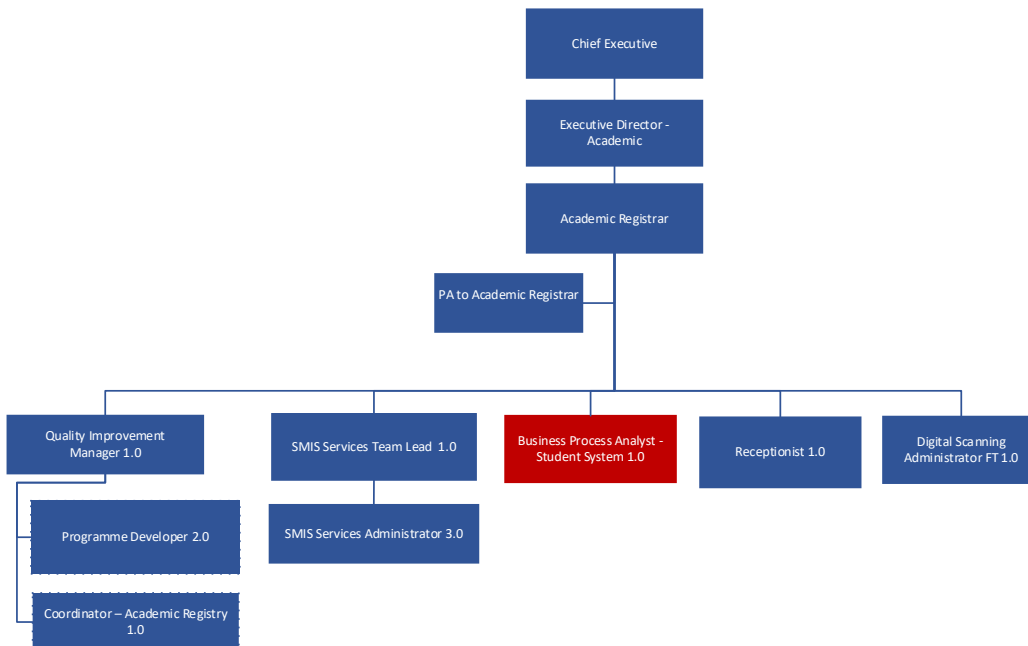


Job Description

Position Title	Business Process Analyst – Student Systems	Team/ School:	Academic Registry
Position Holder		Date	November 2023
Reports to	Academic Registrar	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

To provide business and process analytics relating to student centric systems to the Academic Registrar and wider TWWoA management. This includes but is not limited to: Documenting current state, and documenting and designing future state processes. Developing and documenting database user requirement specifications related to student systems; writing report specifications, test plans and testing.

DIMENSIONS AND AUTHORITY

Staff Nil

Financial: Nil

RELATIONSHIPS

Internal:

- Chief Executive's Office
- Programme Coordinators
- Heads of School
- Directors of Institutes
- Personal Assistants/Team Leaders – all schools
- Finance
- Student Management Information Systems team
- Manager – Marketing and Communications

External:

- Other tertiary institutes
- Tertiary Education Commission (TEC) Help Desk
- StudyLink Help Desk
- Vendors

KEY RESULTS AREAS

The role of the Business Process Analyst – Student Systems encompasses the following major functions or Key Result Areas:

1. Business analyst process design
2. Systems support
3. Project management
4. Change management
5. Effective communication and client focus
6. Team and Personal Effectiveness
7. General requirements of all Wānanga employees

Key Result Areas What am I meant to do?	How do I know I'm successful?
<p>KRA1: Business Analyst Process Design</p> <ul style="list-style-type: none"> Identify, design and document all process stages and sub-stages that support the student centric processes life cycle Ensure all process stages and sub-stages are signed off by end users and management Ensure process design meets TWWoA design standards Develop, document and publish a process library 	<p>All stages and sub-stages are documented, signed off and published.</p> <p>The organisation is engaged, and feedback is positive.</p> <p>Document library is kept up to date to organisation.</p> <p>Processes designed are fit for purpose.</p>
<p>KRA2: Systems support</p> <ul style="list-style-type: none"> Monitor service desk work queue and responds to support issues within agreed service levels Run appropriate reports Work with key users and stakeholders to identify and resolve training issues Conduct post implementation review of training effort 	<ul style="list-style-type: none"> All service desk jobs are responded to within agreed service level Key users and stakeholders contribute to identifying and resolving training issues Training effort results, lessons learnt and knowledge transfer is documented
<p>KRA3: Project Management</p> <ul style="list-style-type: none"> Responsible for overall project management of business process student systems work projects related to role Deliver workstream reporting Co-ordinate project activities related to role Identify, record, report and monitor risk associated with work projects Ensure final solution is fit for purpose and signed off by management 	<ul style="list-style-type: none"> Project milestones and key outputs are met. Project is undertaken against standard project methodology identified. Management reporting is timely, informative and accurate Project is completed on time and within budget. Key deliverables are delivered. Solution is accepted by the business and is operationalised
<p>KRA4: Change management</p> <ul style="list-style-type: none"> Raise awareness of business change activity and create the desire to learn more Provide the knowledge users and stakeholders need to adapt to business change Reinforce acceptance of business change 	<ul style="list-style-type: none"> Key users and stakeholders are aware of impending business change and want to know more Training enables users to carry out their work with confidence Follows up with key users and stakeholders to identify training issues and address knowledge gaps
<p>KRA5: Effective Communication and client focus</p> <ul style="list-style-type: none"> Develop effective relationships with stakeholders, clients and external agencies through provision of information and development of effective communication channels in order to influence quality thinking internally and externally, advocate across stakeholder organisations, work with agencies 	<ul style="list-style-type: none"> Effective relationships are built and maintained. Effective communication with stakeholders. A strong customer focus in maintained.

<p>and other external organisations to contribute to the Quality Improvement way of working.</p>	
<p>KRA6: Team and Personal Effectiveness</p> <ul style="list-style-type: none"> • Cross functionality exists with the Trainer - Business Process – Student Systems to allow for shared expertise across the student management system and academic processes. • 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"> • Able to provide support and advice to an expert level in support of the Trainer - Business Process – Student Systems. • Team are supported as required. • Feedback evidences 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.
<p>KRA7: General Requirements of all Wānanga Employees</p> <ul style="list-style-type: none"> • 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 Wānanga 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; <ul style="list-style-type: none"> ○ 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 Manager.

Person Specification

Technical/Professional Qualification	
Essential	Desirable
<ul style="list-style-type: none"> • An undergraduate degree in a relevant field • Current clean drivers' licence. 	<ul style="list-style-type: none"> • Master's degree in relevant subject area.
Experience	
Essential	Desirable
<ul style="list-style-type: none"> • Knowledge of enrolment and enrolment related function including StudyLink processes • Experience in business process design and analysis • Experience using student management information systems • Student enrolment experience • Project management experience • Change Management Experience 	<ul style="list-style-type: none"> • Operational Management Experience • Experience with eBS
Skills and Attributes	
Essential	Desirable
<ul style="list-style-type: none"> • Excellent written and oral skills in English. • Comfortable within Maori Tikanga. • Work and present in a professional manner. • Excellent interpersonal skills. • Passion for lifelong learning and the education of others. 	

Person Specification

Competencies	Looks Like
<p>Values Alignment</p> <p>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>Tauira/Customer Service</p> <p>Proactively develops student/customer relationships by making efforts to listen to and understand the tauira/customer (both internal and external); anticipating and providing solutions to tauira/customer needs; giving high priority to tauira/customer satisfaction.</p>	<ul style="list-style-type: none"> • Focuses on tauira/customer needs and meets or exceeds their requirements • Clarifies tauira/customer needs • Confirms satisfaction • Listens and empathises • Develops approaches that provide total solutions for tauira/customers
<p>Systems Thinking</p> <p>Scanning wide and different perspectives. Understanding the patterns and connections in the structures of existing systems. Realising and expecting the side effects from the interacting parts and seeing how to improve them.</p>	<ul style="list-style-type: none"> • Looks beyond obvious explanations • Grasps the complexity of systems and/or processes • Recognises how cause and effect may far apart in time and space when using or creating monitoring and adjustment systems • Responds to people and events, recognising these are not governed by the rules of logic • Identifies how and where belief systems and maintaining or changing organisational processes
<p>Learning and Coaching Focus</p> <p>Creating a learning environment by sharing knowledge, maintaining appropriate levels of learning support, coaching and encouragement to maximise intellectual capital. Resourcing and supporting personal development of colleagues and self. Questioning and offering information to clarify situations.</p>	<ul style="list-style-type: none"> • Mutually identify personal and work-related development needs and opportunities • Agree on expected measurable outcomes • Provide timely and specific feedback (results and capabilities) • Recognise individual contributions and reinforce positive results • Provide appropriate support and coaching to groups and individuals

	<ul style="list-style-type: none"> • Develop and integrate coaching and mentoring
<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>Project Management Skills</p> <p>Demonstrates an ability to plan and implement projects in order to achieve project objectives which lead to the achievement of organisational goals and strategies.</p>	<ul style="list-style-type: none"> • Has a track record of highly effective project management in complex and difficult areas. • Establishes and maintains links to align project objectives with organisational business objectives. • Focuses multiple project initiatives towards achieving organisational strategy. • Integrates change management strategies with project management processes. • Implements strategies which result in improved project management processes. •
<p>Problem Solving</p> <p>Using a structured approach to problem solving. Making decisions based on appropriate problem assessment and problem solving methodologies. Creating necessary consultation processes.</p>	<ul style="list-style-type: none"> • Seek relevant information to identify key issues and relationships • Compare data from different sources to find cause and effect linkages • Consider alternatives, taking into account resources, constraints and organisational values and principles • Define decision-making criteria • Commit to the action that will create the greatest value
<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 • Knows when 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. Whakakiia ngā kete a ngā uri o Awanuiārangī 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 Awanuiārangī and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as 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 Awanuiārangī.

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 Awanuiārangī.

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, Mataatua 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 Āhuetanga Māori. This means that Māori knowledge and practices are central components to the academic programmes, 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 four locations – Whakatāne, Rotorua, 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 function that ensures legislative compliance across all aspects of the Wānanga.
- 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 with regard to 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.