



WHANGANUI
founded in
1892



WAIRARAPA
founded in
1896



MANAWATŪ
founded in
1902



HOROWHENUA
founded in
1987

Job Title: Academic Administrative Coordinator

Kaupapa | Purpose

Provide efficient and responsive academic administration and systems support to the Curriculum and Academic Services, Literacy and Numeracy, Learning Development and Te Atakura functions. Provide administration support to academic governance committees and processes. Coordinate NZQA and ISB operational communications including compliance with external moderation of assessment scheduling and submissions ensuring accurate records and reporting. Support institutional continuous quality improvement activities and reporting.

Reports to: Executive Director Quality and Academic Assurance.

Team: Quality and Academic Assurance

Te Tirohanga Whakamua | Our vision

To be the skills engine drive the economic and social development of the Central North Island.

Te Whakatakanga | Our purpose

Our mission is to transform the contribution vocational education makes to our country's growth. We will work for a future that radiates high-value skills and wages, increased productivity, and a growing economy. Our journey will stretch boundaries. Employers and entrepreneurs will drive the skills that learners need. We will enable the learning and learner support that will deliver smart workers and sought-after graduates.

Tā mātou whakahaerenga | Our Organisation

UCOL's roots began in 1892 in Whanganui, joined by Wairarapa in 1896, Palmerston North in 1902 and Horowhenua in 2017. Adapting to the growing needs of a young nation, UCOL's innovation and agility has a compelling track record.

UCOL in its many forms has been part of the community for more than a century. We are a proud example of a successful Institute of Technology and Polytechnic. We have a rich heritage and much to contribute to the future of vocational learning. UCOL is a valued and essential partner and is known for leading vocational education and training opportunities



Ngā mahi | Do

Academic governance support

Ensure all administrative functions are completed accurately and all deadlines are met, including external requests, coordinate action plans, distribute information to support quality assurance decisions by governance committees.

Maintain accurate oversight and reporting of minor programme changes, new/reapproved Adult and Community Education (ACE) courses and other short course tracking and reporting to Academic Approvals Committee (AAC).

Organise formal meetings, prepare agenda ensuring clear and complete information to support decision-making, take accurate committee meeting minutes and maintain and monitor action registers for Academic Committee and its sub-committees. Liaise closely with Academic Advisers for their timely submission of new and significantly changed programmes of study applications into the internal approval system.

Team productivity and efficiency

Curate and maintain the Curriculum and Academic Services (CAS) Sharepoint folder and workflows to a very high standard, meeting the Public Records Act requirements for relevant documentation/records. Schedule, set up and monitor simultaneous workflows for CAS team members and the directorate resulting in transparent and efficient use of resources and improved data quality.

Use institutional systems for purchasing, finance (including monthly commitments lists), travel and accommodation bookings, facilities use etc especially in support of CAS and broader Quality and Academic Assurance directorate staff.

Edit and format annual editions of programme of study documentation.

Plan, organise and coordinate team and directorate events, activities and projects when required. Provide a calendar of events for the incoming year, integrating invitations and notices through the Outlook function.

External quality assurance bodies

Provide timely and accurate coordination of NZQA, and ISB external moderation of assessment requirements. Log and distribute internally NZQA and ISB post-assessment moderation requests and maintain tracking records.

Monitor due dates, coordinate and upload submissions and action resubmission requests within timeframes (ISB).

Monitor and action correspondence, feedback and website notifications from NZQA and other external agencies and communicate across academic leadership.

Collate and submit required reports to NZQA (eg Type 1 programme change summary and updated programme documentation, annual degree self-assessment reports) and other requests as they arise.

Pūkenga | Have

At least five years as an experienced administrator who has worked at an intermediate to senior level with strong organisational skills, time management and effective communications skills, both written and verbal.

Attention to detail and accuracy. Able to work autonomously, and show initiative.

Previous experience in a tertiary educational administration role is advantageous.

Experience in formal committee processes (committee organisation, agenda and minute taking).

Proven experience in problem solving and seeking alternative solutions.


Maintains confidentiality.

Well developed-digital technology skills including an initial appreciation of artificial intelligence, its potential applications, and impacts within an administration position in the tertiary education environment.

Experience in supporting the inclusion of Te Tiriti o Waitangi practices in a workplace setting.

Ability to support and advocate the use of te reo, tikanga, and mātauranga Māori in the workplace.

Ability to support and advocate approaches that promote equity and prioritise the needs of priority groups.



Administration oversight of active student complaint investigations

Monitor progress of student complaint investigations through the investigators' logging of their progress and uploading of plans, meeting notes, reports, summaries and all correspondence (emails, letters, etc) into the Customer Relationship Management software system. Prompt investigators, escalate insufficient progress to Executive Director Quality and Academic Assurance. Produce high level twice-yearly summary report drafts for EDQAA, for Academic Committee and Executive Leadership Team on the nature, outcomes and trends in complaints.

UCOL quality assurance and self review

Assist with and contribute to new and developing quality improvement processes through administrative assistance with compliance checks including stock takes, desk-top audits, focus-audits, reviews, and new and revised academic policy and framework consultation and implementation.

Health and Safety

Under the Health and Safety at Work Act 2015, you must take reasonable care of your own health and safety and that of others affected by your actions at work. This includes complying with UCOL's health and safety policies, procedures, and relevant legislation. You must identify and report hazards promptly, use equipment and PPE correctly, report incidents and near misses immediately, and participate in health and safety training and initiatives. Active engagement in improving health and safety practices is expected.



Ngā Uara | Our Values

Whanaungatanga | Relationships

Connecting with people and establishing meaningful relationships built on trust and integrity is vital. Great relationships result in collaboration, partnerships and unity. At UCOL, we embrace diversity and inclusivity for all people.

Kia eke panuku, eke Tangaroa | Excellence

Everywhere we look at UCOL we seek innovation and quality that defines us as a high performing institute. We strive for excellence in our programmes, our teaching methods, our resources and systems and processes. We want to see people excelling at what they do and are proud of what we achieve.

Te huringa tangata | Transformation

Transformation requires inspiration, and bold, courageous behaviour. We take pride in being a part of the transformation that occurs in our students as they become successful graduates and alumni. UCOL is always looking at fresh ideas.

Kia kakamā | Agility

Agility is about us working in many different ways, being adaptable and agile in the way we work with others. Through engagement, empowerment and innovation we develop deeper understanding and discover new ways of achieving our goals.

Ngā Hononga Mahi | Working relationships

Functional Relationships

Internal: Curriculum and Academic Services, Literacy and Numeracy Leader, Learning and Development Lead, Digital Education Team, Executive Leadership Team, Faculty Deans and Academic Portfolio Managers, Faculty Operations Managers, Faculty Boards of Educational Improvement, academic and general kaimahi.

External:

NZ Qualifications Authority (NZQA), Industry Skills Boards (ISBs), Tertiary Education Commission (TEC), other Polytechnics

Resource delegations and responsibilities:

Finance: raise PO for approval, & order goods and services.

