



Te Whare Wānanga
o Awanuiārangi

Job Description

Position Title Quality Advisor

**Team/
School:** Academic Registry

**Position
Holder**

Date January 2026

Reports to Quality Manager

Location Whakatāne, Tāmaki Makaurau or
Wairoa (delivery sites)

**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:

- lead the design, development, evaluation and continuous improvement of new and/or current Wānanga academic programmes to ensure they meet or exceed the requirements of Tertiary Education Commission (TEC), New Zealand Qualifications Authority (NZQA), Ministry of Education (MOE) and the Wānanga Quality Management System (QMS).
- provide specialist academic and evaluative expertise, ensuring programmes are pedagogically sound, culturally grounded, compliant and aligned with Wānanga strategy.
- support the Quality Manager by contributing to quality assurance practice, academic evaluation, and evidence-based improvement across the institution.

DIMENSIONS AND AUTHORITY

Staff: Nil

Financial: Nil

RELATIONSHIPS

Internal:

- Academic Registrar
- Other Programme Developers, Quality Advisors
- Academic Committees
- Heads of School, National Programme Co-ordinators and Programme Managers
- All other Academic Registry Staff
- Academic Staff
- All Staff

External:

- Programme Stakeholders
- Community
- Iwi, Hapū, Marae

KEY RESULTS AREAS

The role of Quality Advisor encompasses the following major functions or Key Result Areas:

1. Programme Development and Accreditation
2. Teaching, Learning, and Assessment Expertise
3. Quality Assurance Practice

4. Innovation and Evidence-Based Improvement
5. Continuous Improvement
6. Relationship Management
7. Effective Communication and Client Focus
8. Team and Personal Effectiveness
9. General requirements of all Wānanga employees

Key Result Areas What am I meant to do?	How do I know I'm successful?
<p>KRA 1: Programme Development and Accreditation</p> <ul style="list-style-type: none"> • Lead the academic design and redevelopment of programmes. 	<ul style="list-style-type: none"> • Programme development plans and priorities are agreed with the Quality Manager. • High-quality programme documents are produced that meet QMS, NZQA, TEC, and MoE standards. • NZQA approval and consent to assess are successfully achieved. • TEC funding requirements are met for new programmes. • Programme changes are well-documented, auditable, and approved through Academic Standards Committee/Academic Committee. • Progress reports are provided within agreed timeframes.
<p>KRA 2: Teaching, Learning, and Assessment Expertise</p> <ul style="list-style-type: none"> • Provide specialist academic expertise to ensure high-quality curriculum and assessment design. 	<ul style="list-style-type: none"> • Current knowledge of curriculum theory, teaching practice, and assessment is evident in programme design. • Assessment and moderation practices align with NZQA and Wānanga expectations. • Data analysis and evaluative reporting support evidence-based decision-making. • Stakeholders receive clear, accurate, and relevant academic advice.
<p>KRA 3: Quality Assurance Practice</p> <ul style="list-style-type: none"> • Strengthen academic quality through evaluative practice and compliance support. 	<ul style="list-style-type: none"> • Quality assurance activities (e.g. moderation, consistency reviews, degree monitoring, programme self-assessment) are supported with specialist input. • Academic staff receive guidance that strengthens evaluative capability and consistency. • Quality improvement actions are identified and implemented in collaboration with Schools and Registry. • Contributions to internal and external review processes are timely, accurate, and aligned with QMS requirements.

<p>KRA 4: Innovation and Evidence-Based Improvement</p> <ul style="list-style-type: none"> • Advance academic quality through innovation and evaluative thinking. 	<ul style="list-style-type: none"> • Evidence-based evaluation methods are applied to programme development and review. • Innovative approaches to teaching, learning, and assessment are identified and shared. <p>Collaborative improvement initiatives enhance programme quality and learner outcome</p>
<p>KRA 5: Continuous Improvement</p> <ul style="list-style-type: none"> • Actively contribute to a culture of quality and continuous improvement by reviewing processes and approaches as required, and leading the development of self-assessment, evaluation and continuous improvement processes. 	<ul style="list-style-type: none"> • Documented process improvements implemented, with measurable gains in efficiency, quality, or consistency. • Regular self-assessment cycles completed, with findings translated into clear actions and tracked to completion. • Stakeholder feedback incorporated into revised processes, showing improved satisfaction or reduced issues over time. • Continuous improvement initiatives led, resulting in sustained enhancements to team capability, service delivery or organisational outcomes.
<p>KRA 6: Relationship Management</p> <ul style="list-style-type: none"> • Build and maintain key internal and external stakeholder relationships. • Deliver clear messages and training to staff 	<ul style="list-style-type: none"> • Stakeholder feedback identifies high level of confidence and positive interaction. • Academic Registrar is satisfied that relationship are built and maintained with both internal and external stakeholders and feedback is positive. • Evidence of documented support from Stakeholders and communities for new or revised programmes. • Evidence of quality improvement systems and activities are understood by staff.
<p>KRA 7: 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 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 is maintained.

<p>KRA 8: Team and Personal Effectiveness</p> <ul style="list-style-type: none"> • Provides relief to line Manager and other colleagues within Academic Registry and wider group during leave or peak workload. • Engages in wānanga initiatives and meetings. • Documents the critical functions within areas of responsibility. • Continual updating of knowledge and skills relating to technology, administrative systems and other aspects of the position. 	<ul style="list-style-type: none"> • Team is supported as required. • Feedback evidences communication. • Attendance at wānanga initiatives and meetings. • Work processes are updated continuously. • Professional development and training are undertaken as required or directed.
<p>KRA 9: 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; • Strive for high student retention and success. • 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; • Create and maintain complete and accurate information and records within their domain in approved business information systems and applications in a timely manner as a routine part of their work practice; • Comply with information and records management policies, standards, guidelines, and procedures; • Be culturally aware and uphold EEO in all aspects of work and development; • Participate in the Wānanga appraisal process; • Improve and develop yourself through training and professional development opportunities; • 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"> • A minimum degree in Education or related field. • Teaching qualification • A current, unrestricted private motor vehicle licence. 	<ul style="list-style-type: none"> • Masters degree • Adult Teaching qualification.
Experience – Essential	Desirable
<ul style="list-style-type: none"> • Tertiary teaching experience. • Experience writing curriculum for new and/or redeveloped programmes in the tertiary sector to meet NZQA, TEC and MoE standards. • Proven experience of self-evaluation, monitoring and Quality Management Systems. • Project management experience. 	<ul style="list-style-type: none"> • Evidence of commitment to iwi, community, industry and professional groups
Skills and Attributes - Essential	Desirable
<ul style="list-style-type: none"> • Ability to use Microsoft Word, Excel, Outlook and Power Point applications effectively to at least at intermediate level. • Ability to co-ordinate diverse work programmes. • Te Reo Māori competency to at least an intermediate level. • Understanding of Tikanga Māori in a tertiary context. 	<ul style="list-style-type: none"> • Advanced user of MS Word and Excel. • Fluency in Te Reo Māori.
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>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>Project Management Skills 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>Analysis/Problem Assessment 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 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 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 of time.</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 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.
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TE WHARE WĀNANGA O AWANUIĀRANGI - VISION, MISSION AND VALUES

VISION

Rukuhia te Mātauranga ki tōna hōhonutanga me tona whānuitanga. Whakakiiia 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 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 whāinga, 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, 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 Āhuatanga 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 are 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 Wairoa, with a further site currently being determined in the North (Te Tai Tokerau). 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 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.