A wānanga as provided under section 398D of the Education and Training Act 2020, is an institution that: "Māori, have been instrumental in establishing; a wide diversity of teaching and intellectual endeavour that is closely interdependent; associated with higher learning; and are kaitiaki of Mātauranga Māori, te Reo Māori, and tikanga Māori within the tertiary education sector. A wānanga positions themselves within the networks of indigenous tertiary institutions across the world and contributes to the setting of international indigenous standards of teaching and intellectual endeavour".

Tūranga / Position:	Programme Lifecycle Advisor (Marau) – Te Hiringa	
Uepū / Wāhanga / Department:	Ako Excellence/ Quality Programme Lifecycle	
Takiwā / Rohe / District:	Te Puna Manaaki	
Wāhi Mahi / Location:	As per letter of offer	
Reports to:	Portfolio Manager – Te Hiringa	
Whakatau ki / Direct reports:	Nil	
Indirect Reports:	Nil	
Māka Pūtea / Salary Grade:	Level 7	
Wā Roanga / Tenure:	As per letter of offer	
Key Relationships:	**Internal:**	• Programme Lifecycle teams • Te Wānanga o Aotearoa (TWoA) kaiako and kaimahi ako • TWoA site/campus kaimahi and tauira (location specific) • Development and Quality Assurance teams • Ako Excellence kaimahi
	External:	• External Stakeholders (Contractors) • Tauira, iwi, hapū and whānau • Relevant external agencies and providers • (TEC, MoE, NZQA, ISBs)

Pūtake Tūranga / Role Purpose

The primary purpose of the Programme Lifecycle Advisor (Marau) – Te Hiringa is to develop and maintain current programme marau (curriculum), including learning management systems (LMS) content and resources to ensure they are learner-centred, current, accurate, relevant to key stakeholders and aligned with approved programme documentation.

This role requires a high level of expertise in NZQA rules and guidelines, including processes for type 1/2 changes, memo changes, curriculum document management, NZQA qualification reviews, Industry Skills Boards requirements regarding standard settings for training and vocational programmes, unit standards/skills standards and TEC compliance.

Stakeholder engagement and relationship management skills, plus a readiness to engage in NZQA Qualification reviews is essential. This includes iwi and hapū, programme stakeholders and communities of practice, workforce and Standard Setting Bodies (SSBs). Excellence in designing long-term cycles/schedules to manage workflow over a programme's lifecycle is also essential, requiring strengths in planning and understanding key programme milestones for updating documents, engaging in reviews and actively making improvements to programmes, including micro-credentials.

Key Responsibilities	Deliverables / Accountabilities
Self-Leadership: Undertakes mahi based on Kaupapa-Matua practice that's strategically aligned, adaptive to change, and demonstrating calm and confidence in challenging times.	- Works collaboratively with integrity and care, and actions demonstrate shared values. - Positive under pressure, maintains a calm disposition and exudes confidence in challenging times. - Flexible, adaptive to change and supports others to navigate change positively. - Creates a respectful and supportive workplace tone, promoting shared purpose and belief in the collective potential over individual agendas. - Communication is transparent, building trust through openness and clarity. - Provides critically constructive feedback, supporting learning and continuous improvement through growth-minded, purposeful and respectful mentoring.
Role Specific Requirements	**Curriculum Document Control** - Develop and maintain current programme marau (curriculum), including learning management systems (LMS) content and resources to ensure they are accurate, current, relevant to key stakeholders and aligned with approved programme documentation. - Maintain continuous improvement practices, including type 1/2 changes and memo changes, when and where applicable. - Review Programme Resource lists annually or as per cycle **External programme requirements** - Actively prepare and engage in NZQA Qualification Reviews as per NZQA rules and guidelines.

Key Responsibilities	Deliverables / Accountabilities
	- Actively ensure engagement with Industry Skills Boards and alignment to their requirements regarding standard settings for training and vocational programmes, unit standards/skills standards. - TEC compliance. - Plan and maintain long-term cycles/schedules based on key programme milestones. - Contribute by updating documents, engaging in reviews and actively making improvements to programmes, including micro-credentials. **Stakeholder Engagement and Relationship management** - Establish and manage relationships and regular engagement with relevant programme stakeholders and communities of practice, Standard Setting Bodies (SSBs), workforce, iwi and hapū. **Kaiako Support and Training** - Provide kaiako training where necessary, to support kaiako to develop a clear understanding of their marau, with particular emphasis on new or redeveloped programmes or micro-credentials. - Develop and provide induction for new kaiako where required. **Reporting and Instructional Support** - Collaborate with Development teams and Quality Assurance team by contributing insights to reports and helping to inform reviews of teaching effectiveness and curriculum design. **Research & Sector Engagement** - Maintain up-to-date knowledge of NZQA rules and guidelines, including processes for type 1/2 changes, memo changes, curriculum document management, NZQA qualification reviews - Maintain up-to-date knowledge of Industry Skills Boards requirements regarding standard settings for training and vocational programmes, unit

Key Responsibilities	Deliverables / Accountabilities
	standards/skills standards and TEC compliance.
Driving for Business Performance: Role content specific to the relevant subject matter expertise or specialism of this role. - Responsibility for specific KPIs or performance and or reporting metrics. - Role in organisational success (e.g. service delivery, financial targets, culture).	- Accountable for task completion and quality. - Sets clear direction for self and is able to self-manage. - Uses initiative. - Seeks own development and takes accountability. - Provides feedback and builds trust. - Contributes to team capability and cohesion.
Problem Solving Requirements including but not limited to: Decision-Making Authority & Delegations Level of autonomy in strategic, operational, or tactical decisions. Impact of decisions across the organisation or sector.	- Makes task decisions within role scope. - Escalates complex, strategic or people-related issues.
Kaupapa Matua Te Wānanga o Aotearoa has a unique history and operating context. Te Kaupapa Matua o Te Wānanga o Aotearoa tells our history, guides our future and shapes the unique identity of our Wānanga. There is therefore an expectation that kaimahi will follow and work by these guiding principles.	- Able to articulate the history, evolution and unique context of Te Wānanga o Aotearoa. - Actions are aligned with Te Wānanga o Aotearoa leaders. - Ngā Uara are applied in a manner that protects the mana of Te Wānanga o Aotearoa, leadership peers and kaimahi.
Communications and Relationship Management Effectively builds and maintains relationships that uphold the reputation and mana of Te Wānanga o Aotearoa	- Communication style and frequency supports internal and external contact with stakeholders.
Information Management Te Wānanga o Aotearoa records are created and maintained in corporate information systems, meeting specified information management standards and legislation.	- Meet the statutory responsibilities detailed in the Data, Information, and Records Management Tikanga Whakahaere. - Create and manage records of TWoA activities in accordance with TWoA privacy, data, information,

Key Responsibilities	Deliverables / Accountabilities
	and records management policies and procedures.
Health and Safety Uphold and comply with the Health and Safety at Work Act 2015. Demonstrate a commitment to Te Wānanga o Aotearoa health and safety policies and procedures and take reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety and well-being of others.	- Report potential risks, incidents and near misses so the organisation can investigate, and eliminate or minimise harm or risk of harm, in accordance with TWoA Health and Safety policies and procedures. - Promotes personal and team wellbeing. - Recognises and actively manages stress.
Other Duties	- Undertake other duties as required by the employer where the kaimahi has the required skills and qualifications to do so, or is willing to undertake the necessary training to perform other duties if required.
The kaimahi shall be required to exercise all their skills and knowledge to achieve the position objectives and follow any current or future procedures and policies related to achieving them. The responsibilities and expectations outlined in this position description may alter as business needs change. In addition, specific objectives and outcomes will be agreed upon with the upline manager on an annual basis.	

Person specification

Qualifications:	- Bachelor's degree in Education, Curriculum Development or related field. - Full NZ Drivers Licence (Class 1).
Essential Experience and Skills: Please list role specific skills and years of experience	- 5 years' experience in tertiary education, curriculum development, academic quality support or a related sector. - 2 years' experience in experience leading or managing academic projects across programme development or delivery (particularly in assessment and assessment design). - Deep subject matter expertise in a relevant field, with the ability to apply academic, contextual, and industry insights to programme design and review. - Proven experience working collaboratively with

	internal teams and external partners to support curriculum relevance and responsiveness. - Strong facilitation and communication skills, particularly in training, stakeholder hui, and curriculum interpretation. - Experience interpreting academic regulations and embedding continuous improvement in educational programmes. - Familiarity with learning management systems and engagement analytics is desirable. - Strong communication and facilitation skills, particularly in training and supporting academic staff. - Excellent relationship management skills with a demonstrated ability to work collaboratively across teams. - Proven ability to analyse, investigate and interpret data, issues and situations.
Āhuatanga Māori	- Demonstrated commitment to participating fully in cultural activities on-site (e.g., pōwhiri / karakia /Te Whāriki) and exemplify Māori values. - Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour. - Te Kaupapa Mātua is understood and applied to mahi and relationships.
Essential Attributes:	**Critical Thinking and Strategic/Planning Contribution** - Understands organisation's purpose. - Can articulate how their role contributes to organisational goals. - Contributes ideas. Understands how tasks relate to wider goals. **Financial Responsibility** - Uses resources responsibly. - Understands cost implications. **Digital & Technology Fluency, Adoption & Modernisation**

	- Uses advance digital tools, especially in the field of document management, planning and development. **Data-Informed Decision-Making** - Understands relevant data. **Innovation & Continuous Improvement** - Actively reviews, implements and documents continuous improvements. - Adapts a continuous improvement mind-set and practices.