JOB DESCRIPTION

# Engineer Digital Learning Space Technology

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| **ROLE TITLE** | Engineer Digital Learning Space Technology |
| **SECTION/DIVISION:** | Enterprise Digital Support, Digital Division |
| **REPORTS TO:** | Team Leader Digital Learning Space Technology |
| **DIRECT REPORTS (FTE):** | Nil |
| **INDIRECT REPORTS (FTE):** | Nil |
| **PRIMARY PURPOSE OF THE ROLE:** | Develop, configure, commission and install audio visual (AV) and room automation technologies and solutions across the University<br><br>Being part of the Enterprise Digital Support team, the position flexibly provides AV and room automation support related services across the University. A client focused orientation providing excellent service delivery is critical to success in this role. |
| **ACCOUNTABILITIES:** | **Software configuration, PORT: Level 4**<br>Designs, verifies, documents, amends and refactors complex software configurations for deployment.<br><br>Contributes to the selection of the software configuration methods, tools and techniques.<br><br>Applies agreed standards and tools, to achieve well-engineered outcomes.<br><br>Participates in reviews of own work and leads reviews of colleagues' work.<br><br>**Systems installation and removal, HSIN: Level 4**<br>Undertakes or supervises complex installations and de-installations of systems or components, including handover to the client.<br><br>Develops procedures and standards for installation and handover to maintain and improve the installation service.<br><br>Schedules installation work around client priorities and resource availability.<br><br>Ensures adherence to established safety and quality procedures.<br><br>**Customer service support, CSMG: Level 3**<br>Acts as the routine contact point, receiving and handling requests for support.<br><br>Responds to a broad range of service requests for support by providing information to fulfil requests or enable resolution.<br><br>Provides first line investigation and diagnosis and promptly allocates unresolved issues as appropriate.<br><br>Assists with the development of standards, and applies these to track, monitor, report, resolve or escalate issues. Contributes to creation of support documentation.<br><br>**Incident management, USUP: Level 4**<br>Ensures that incidents are handled according to agreed procedures. |

Prioritises and diagnoses incidents. Investigates causes of incidents and seeks resolution. Escalates unresolved incidents.
Facilitates recovery, following resolution of incidents. Documents and closes resolved incidents.

Contributes to testing and improving incident management procedures.

**Specialist advice, TECH: Level 4**
Provides detailed and specific advice regarding the application of their specialism to the organisation's planning and operations.

Actively maintains knowledge in one or more identifiable specialisms.

Recognises and identifies the boundaries of their own specialist knowledge.

Where appropriate, collaborates with other specialists to ensure advice given is appropriate to the organisation's needs.

**Project management, PRMG: Level 4**
Defines, documents and executes small projects or sub-projects.

Works alone or with a small team actively participating in all phases of the project. Applies appropriate project management methods and tools. Identifies, assesses and manages risks effectively.

Agrees project approach with stakeholders and prepares realistic project plans (including scope, schedule, quality, risk and communication plans). Tracks activities against the project schedule, managing stakeholder involvement as appropriate.

Monitors costs, times, quality and resources used takes action where these exceed agreed tolerances.

**Real-time/embedded systems development, RESD: Level 4**
Designs, builds and integrates complex real-time/embedded components and sub-systems.

Designs physical layouts that reflect the connection between system components to test and optimise performance.

Builds system prototypes and simulations to aid development and enable debugging, testing and troubleshooting of embedded software.

Applies a range of approaches to the validation, verification and testing of real-time components and sub-systems. Is fully familiar with a range of specialist tools.

**KEY RELATIONSHIPS:**

Internal
Leaders, managers and staff
Students
Digital Division teams
Procurement team
Events Management team
Disability, Information & Support
Property Services
Campus Development
Custodial and security staff/services

External
Events participants/guests/hirers of facilities
Vendors, suppliers, consultants
May include other universities, DHBs

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| **QUALIFICATIONS AND EXPERIENCE:** | Essential<br>IT qualification or recognised relevant AV industry credential.<br>Proven experience in the audio visual or IT industry.<br><br>Preferred<br>Tertiary level IT qualification.<br>Experience designing, installing, configuring and commissioning AV systems and hardware.<br>Experience diagnosing, troubleshooting and repairing integrated AV systems in a medium sized or complex organisation.<br>Tertiary sector experience, supporting learning and teaching environments.<br>Experience in computer programming.<br>Experience working within a Service Management framework e.g. applying ITIL processes. |
| **TECHNICAL SKILLS AND KNOWLEDGE:** | Essential<br>Proficiency in the Microsoft suite of programmes and one or more operating systems: Windows, Macintosh or Linux.<br>Knowledge of audio and video formats and codecs.<br>Diagnostic skills with automated lecture theatre monitoring and control operating systems and associated audio-visual equipment.<br>Electrical Service Technician - Part A certification<br><br>Preferred<br>Ability to design and configure AV hardware, operating systems and software.<br>Understanding of audio & video transmission in large network environments.<br>AVIXA - CTS certification (or similar industry certification). |
| **SPECIAL REQUIREMENTS:** | Contribute as part of a network of IT Support Services staff to provide suitable coverage during periods of leave, peak period activities and to cater for University and customer requirements. May be required to perform duties at different workplaces or locations across the Campus. Provide service and support to the University of Otago satellite campuses as and when required. Undertake after hours and weekend assignment work as required.<br><br>At the University, we are required to be compliant with the Public Records Act 2005 and Privacy Act 2020. Staff are expected to participate in available training to understand these requirements and effectively manage information accordingly. |
| **DIRECT BUDGET ACCOUNTABILITY:** | Authorises expenditure from another person's budget in accordance with university financial delegations. |
| **MĀORI STRATEGIC FRAMEWORK:** | Act in a manner consistent with the principles and implications, as well as the University's commitment to the Treaty as articulated in the Māori Strategic Framework. |
| **PACIFIC STRATEGIC FRAMEWORK:** | Act in a manner consistent with the strategies and goals contained in the University's Pacific Strategic Framework, role-modelling and promoting Pacific values, equity and diversity principles and cultural safety practices. |
| **HEALTH AND SAFETY:** | Act and work in a manner compliant with current health and safety at work legislation and University procedures, frameworks and guidelines. Role model safe behaviour and practices, share the responsibility to prevent harm and contribute to a safe campus and work environment, including raising workplace health and safety concerns for self, students, visitors and other staff. |
| **SUSTAINABILITY:** | Act in a manner consistent with the University's sustainability commitments; role-modelling sustainable practices, with a particular emphasis on minimising the environmental impact of day-to-day activities. |

SKILLS FRAMEWORK FOR THE INFORMATION AGE (SFIA)

# Engineer Digital Learning Space Technology

Role Type: Engineer

### SFIA Levels of responsibility

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| Autonomy | 4 | Influence | 4 | Complexity | 4 | Business Skills | 4 | Knowledge | 4 |

### SFIA Skills Profile

| Category | Subcategory | Skill | Code | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|---|---|---|---|---|---|---|---|---|---|---|
| Development and implementation | Systems development | Software configuration | PORT | | | | ■ | | | |
| Delivery and operation | Technology management | Systems installation and removal | HSIN | | | | ■ | | | |
| Relationships and engagement | Stakeholder management | Customer service support | CSMG | | | ■ | | | | |
| Delivery and operation | Service management | Incident management | USUP | | | | ■ | | | |
| Strategy and architecture | Advice and guidance | Specialist advice | TECH | | | | ■ | | | |
| Change and transformation | Change implementation | Project management | PRMG | | | | ■ | | | |
| Development and implementation | Systems development | Real-time/embedded systems development | RESD | | | | ■ | | | |

https://help.sfia.nz/hc/en-nz/sections/4407230514201-Levels-of-responsibility

https://sfia-online.org/en/sfia-8/sfia-views/full-framework-view?path=/glance