UCOL
Te Pae Mātauranga ki te Ao
Universal College of Learning



Academic Staff Member (ASM)

Kaupapa | Purpose

Academic Staff Members (ASMs) facilitate high-quality, learner-centred education that supports ākonga achievement and success. They design and deliver effective teaching and learning experiences, grounded in current industry practice and educational methods, while fostering inclusive, culturally responsive environments.

ASMs are responsible for the quality of their teaching, learning, and assessment practice across the academic framework domains and contribute to continuous improvement within their portfolio and the wider organisation. They work collaboratively with colleagues and engage with industry, iwi, and community stakeholders to ensure programmes remain relevant and responsive

Reports to: Academic Portfolio Manager (APM)

Team: Early Childhood and Languages

Te Tirohanga Whakamua | The Vision

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

Te Whakatakanga | The Misson

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

Teaching and Learning

- Design and deliver engaging, learner-centred teaching across a range of delivery modes (face-to-face, online, applied learning).
- Develop and implement learning activities and assessments that support ākonga achievement and progression.
- Provide effective academic guidance, feedback, and pastoral support to ākonga.
- Support literacy, numeracy, and digital capability development within teaching practice.

Cultural and Inclusive Practice

- Embed Te Tiriti o Waitangi principles and culturally responsive practices into teaching and learning.
- Create inclusive learning environments that reflect and support diverse ākonga needs and identities.

Programme Delivery and Compliance

- Deliver approved programmes and contribute to curriculum and resource improvement.
- Comply with academic policies, programme regulations, and legislative requirements.
- Maintain accurate learner records, including attendance, progress, and achievement data.

Industry and Stakeholder Engagement

- Maintain industry currency and integrate current practice into teaching and assessment.
- Contribute to engagement with industry, iwi, and community stakeholders to enhance programme relevance.
- Support recruitment and promotional activities where required.

Quality and Continuous Improvement

- Reflect on and evaluate teaching practice to improve learner outcomes.
- Participate in programme review, moderation, and quality assurance processes.
- Engage in professional development, including teaching qualifications and emerging practice.

Collaboration

- Work collaboratively within programme teams and contribute to a positive team culture.
- Participate in communities of practice and institutional activities

Health and Safety Clause (all Kaimahi)

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.

Pūkenga | Have

Demonstrated capability in learner-centred teaching and learning design in a tertiary or equivalent setting.

Relevant industry experience and commitment to maintaining professional currency.

Holds and maintains relevant industry qualifications, certifications, registrations, or equivalent experience aligned to discipline requirements and current industry standards.

Ability to apply culturally responsive practice, including supporting Te Tiriti o Waitangi obligations.

Effective communication and relationship-building skills with diverse learners and stakeholders.

Competence in using educational technologies and adapting teaching approaches to learner needs.

Commitment to continuous improvement, reflective practice, and professional development.

Holds (or is working towards) a recognised adult/tertiary teaching qualification.

Ability to work collaboratively and contribute positively within teams

Uphold 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.

Waiaro | Be

- Build and maintain respectful, trusting relationships, working collaboratively to achieve shared outcomes.
- Demonstrate professionalism, accountability, and a commitment to delivering high-quality work.
- Actively contribute to an inclusive environment that values diversity and supports others to succeed.
- Show initiative and openness to new ideas, contributing to continuous improvement and innovation.
- Adapt positively to change, using flexible and responsive approaches to meet evolving needs.
- Engage in reflective practice, seeking and applying feedback to enhance performance and outcomes.

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:

Academic Portfolio Manager (APM

Programme/Portfolio team members (ASM, SASM, PASM)

Academic Administration and Registry teams

Student support services (learning support, wellbeing, library, etc.)

People & Culture and other corporate services

Executive Deans and wider faculty teams

External:

Ākonga (students and learners)

Industry partners, employers, and professional bodies

Iwi, hapū, and Māori stakeholders

Community organisations and priority groups

External education providers and moderation bodies

Prospective learners and recruitment channels

Resource delegations and responsibilities:

nil