UCOL
Te Pae Mātauranga ki te Ao
Universal College of Learning

WHANGANUI
founded in
1892

WAIRARAPA
founded in
1896

MANAWATŪ
founded in
1902

HOROWHENUA
founded in
1987

Digital Education Lead

Kaupapa | Purpose

To provide senior practice leadership with institutional influence in digital education within our professional and vocational education context, contributing to institutional growth through co-construction, implementation and embedding of a refreshed teaching and learning framework and associated digital education practices.

Lead learner-lifecycle-informed digital education approaches for learning that responds to the differing needs of school-leavers transitioning into tertiary study and adult learners with established experiential knowledge.

Ensure UCOL's digital educational platforms and tools, staff capability, and LMS service delivery actively remove barriers to participation, and support equitable learner success outcomes, with particular focus on Māori and Pacific learners.

Reports to: Executive Director Quality and Academic Assurance

Team: QAA/Digital Education

Tō mātou tirohanga roa | Our vision

Whakairohia he toki, tāraia te anamata | Learning with purpose, creating our futures

Tō Mātou Pūtake | Our purpose

UCOL provides excellent and quality education opportunities that support learners, employers and communities gain the skills, knowledge, and capabilities Aotearoa needs now and for the future. Learners and their whānau are at the centre of all we do.

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

Educational Design

- Lead good educational design with academic kaimahi, academic advisers, and digital education designers through implementation of constructive alignment for new and reviewed programme curriculum planning.
- Ensure professional principles of educational design, curriculum alignment, adult education are applied in the e-learning context.
- Being proactive in the early stages of programme design and working with kaimahi towards a technology supported teaching and learning approach.
- Demonstrating through practice, an understanding of heutagogy and the potential of technology-supported learning tools to develop autonomy and independence in learning in UCOL's ākonga, and to foster this approach with academic kaimahi during programme design.
- Fostering constructive alignment when supporting academic kaimahi in the design of online courses, especially in the design of assessment and asynchronous and ākonga-directed learning.

Champion Technology Supported Learning

- Work collaboratively across UCOL to champion the potential of technology-supported learning and foster high quality, achievable targets in staff learning and development solutions.
- Promote and achieve improved use of technology in ākonga learning and academic kaimahi practice.
- Support other teams in the adoption of online repositories for the sharing of teaching and learning resources and good practices.

Team Leadership

- Co-construct the team priorities, work planning and effectiveness as the lead of the Digital Education team.
- Leverage strong relationship management skills with experience partnering across academic staff, quality assurance teams, learning and development functions, Māori and Pacific teams for quality outputs that meet set milestones.

Pūkenga | Have

Senior practice leadership (non-executive) experience in digital education, learning design, or teaching and learning enhancement.

Experience working effectively within executive-led strategies, translating intent into coherent, operational practice.

Demonstrated capability in learner-centred, lifecycle-informed educational design, adult learning and transition-to-tertiary pedagogy and their application in digital and blended environments.

Experience with mana enhancing, culturally responsive digital education practices with particular focus on Māori learner success.

Experience giving effect to Te Tiriti o Waitangi within professional practice.

Relevant degree qualification or equivalent professional experience in education, digital learning design, organisational development or a related field.

Ngā mahi | Do

Achieving equity and learner success

• Understand equity issues impacting Māori, Pacific and other priority learners and promote practical solutions
  made possible through digital education and the reducing of systemic barriers.

• A working knowledge of the TEC Tertiary Education Strategy, the TEC Learner Success Framework, NZQA
  Integrated Quality Assurance Framework, the Education (Pastoral Care for Tertiary and International Learners)
  Code of Practice 2021 and UCOL's relevant policy sets and statutes results in informed, holistic
  and multidimensional contribution to workstreams and UCOL's success.

Standard Clauses

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.

Waiaro | Be

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:

Digital Services

Curriculum and Academic Services

Learning and Development Lead

Faculty Executive and Managers

Academic kaimahi communities of practice

Student Success services

External:

ITP national network relationships.

Digital educational technology vendors.

National/international professional digital education services.

Government agencies as required.

Resource delegations and responsibilities:

Digital Education budget – day to day.

Co-constructs digital education technology solution decisions with Digital Services.