



WHANGANUI
founded in
1892



WAIRARAPA
founded in
1896



MANAWATŪ
founded in
1902



HOROWHENUA
founded in
1987

Academic Adviser

Kaupapa | Purpose

To provide specialist academic quality assurance, teaching and learning, programme development, assessment and moderation, and academic regulatory compliance advice across the organisation.

The role supports the design, approval, implementation, review and continuous improvement of programmes, micro credentials and related quality systems to ensure compliance with NZQA Rules, the Education and Training Act, and organisational academic governance and policy requirements.

The role contributes to institutional self-review, continuous improvement, learner success, and evidence-informed quality enhancement within the NZQA Integrated Quality Assurance Framework (iQAF).

Reports to: Executive Director Quality and Academic Assurance

Team: Curriculum and Academic Services (CAS)

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

Curriculum Design

- Guide Academic Portfolio Managers (APMs) and academic kaimahi in the construction of educational programmes designing and/or translating graduate outcomes and developing learning outcomes, content, teaching and learning, assessment of learning based on a constructive alignment approach.
- Use institutional templates and standard institutional programme regulation components to specify all programme regulations to achieve approval and accreditation and optimize the ākonga and academic kaiako experience when using the programme.
- Advise on teaching and learning supporting Mātauranga Māori, and achievement by underserved akonga.
- Evaluate and improve assessment and moderation of assessment practices.
- Apply provisions of academic policy when developing, maintaining, or changing courses and educational programmes.

Quality Assurance

- Actively contribute to the Academic Committee, and sub-committees (Academic Approvals Committee, Faculty Boards of Educational Improvement, Research and Knowledge Transfer).
- Assist in development, review and updating of academic policy.
- Assist in and sometimes lead organisational stock takes, reviews and audits, compliance with regulations, Codes of Practice, and policy. Develop and assist in the implementation of the resulting quality improvement action plans.
- Champion critical self-reflection with APMs and academic kaimahi providing staff development in institutional continuous quality improvement frameworks for academic and service areas.

Administration

- Actively participate in and contribute to the welcoming and 'can do' approach of the CAS team and wider Quality and Academic Assurance directorate.
- Operate within the business and digital systems of the directorate and UCOL's other business systems (as required); work collaboratively with others on co-constructed workstreams (eg with Digital Education team for programme development, and assessment and moderation solutions).

Pūkenga | Have

Experience and an approach that fosters ako in different contexts (working with a team and colleagues, guiding academic kaimahi during programme development and critical self-reflection, contributing to academic governance, compliance and rules/systems-based processes).

Minimum of a bachelor's degree with associated critical and analytical thinking skills, plus experience in tertiary education sector academic quality assurance.

Actionable Te Tiriti o Waitangi practices and ways of working in the tertiary and vocational education setting.

Ability to support and advocate the use of te reo, tikanga and mātauranga Māori at work and especially in the design of educational programmes.

Ability to support and advocate approaches that promote equity and prioritise the needs of priority learner groups.

Well developed digital technology skills to navigate the interoperability of the Microsoft environment used in business processes.

Emerging skills in and applications of Artificial Intelligence in adult/tertiary education contexts.

Writing and extensive document development and editing experience.

Initial experience in a learning management system(s) (preferably Moodle), either as a learner and potentially as a kaiako or learning designer.



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: Curriculum and Academic Services, Digital Education Team, Literacy and Numeracy Leader, Faculty Deans and Academic Portfolio Managers, Faculty Operations Managers, Faculty Boards of Educational Improvement, academic kaimahi.

External: New Zealand Qualifications Authority (NZQA), Industry Standards Bodies (ISBs), quality assurance kaimahi in other polytechnics, industry/employer and iwi stakeholders relevant to programme development.

Resource delegations and responsibilities:

Financial – Nil

Academic governance – delegated approval authority (limited).

