

## Job Description

Position: Lecturer Foundation Skills (Trade Start)

Date: September 2024

Reports to: Academic Portfolio Manager

### Te Tirohanga Whakamua; Our Vision:

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

### Nga Whāinga; Our Goals:

- Partnerships that make a difference
- An Institution for the 21<sup>st</sup> Century
- All our people are equipped for the new world
- Global outreach and globalization

### Nga Whanonga Pono; Our Values:

- Relationships – Whanaungatanga
- Excellence – Kia eke panuku, eke Tangaroa
- Transformation – Te huringa whakaaro
- Agility – Kia kakamā

### Purpose of the Position:

To provide high quality delivery of subjects or units of learning as required of the programme and defined by the curriculum. To ensure our ākonga | students can succeed academically in a safe, healthy and supportive learning environment. To provide such support duties as required to maintain the effective running of the course, the Faculty and UCOL.

**Note: This position is based “behind the wire” at Auckland South Correctional Facility, Wiri.**

### Responsible for:

- No direct reports

### Internal Relationships:

- Executive Director Education and Applied Research
- Executive Directors
- Executive Deans
- Faculty Administrators
- Own team

## External Relationships:

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## Key Result Areas

### Key Performance Indicator (KPI) 1 – Development of learning material

Development of appropriate learning material for the delivery of the learning outcomes of the curriculum and develop activities which enhance learning opportunities.

What will I be doing?	How will I know I am doing it well?
Develop the appropriate lecture material using multimedia.	The material is current, complete, and meets UCOL's standards.
Develop student workbooks.	
Develop an interactive learning internet site for subjects taught.	
Develop formative assessment tasks and model answers.	Each module has a variety of tasks to ensure that well-rounded learning is achieved.
Develop practical activities and laboratories.	

### Key Performance Indicator (KPI) 2 – The delivery of learning material

Provide high quality delivery of learning material and assess learning outcomes using a variety of appropriate assessment tools.

What will I be doing?	How will I know I am doing it well?
Delivery of the material is done so in an energetic manner and with enthusiasm.	Student and peer evaluations are positive. The incumbent is able to constructively self-reflect.
Delivery of the material is done so in a structured and coherent manner.	
The assessment schedule is developed for each module.	The assessment schedule meets the moderation requirements.
All learning outcomes are assessed with the appropriate ranges.	
Assessment tool meets assessment requirements.	

### Key Performance Indicator 3 – Pastoral Care

Ensure delivery and support of akonga|students meets the organisations obligations under The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (The Code).

What will I be doing?	How will I know I am doing it well?
Ensure the teaching environment supports the wellbeing and safety of learners.	Interactions with learners is professional and supportive.
Work alongside other internal departments to effectively refer students to the appropriate support service	Where required, akonga are referred to other internal services (Raukura and/or Student Success)
Attend training in relation to The Code, including but not limited to: Te Tiriti o Waitangi Understanding diverse learners and appropriate cultural competencies	Training engagement is genuine and ways of working are adjusted to incorporate the course outcomes.

Incident reporting Violence prevention and response Privacy and safe handling of personal information Referral pathways and escalation procedures Wellbeing and safety awareness	
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### Key Performance Indicator (KPI) 3 – Academic records

Maintain appropriate academic records to meet faculty requirements and ensure high quality standards.

What will I be doing?	How will I know I am doing it well?
All student grades are appropriately recorded using ARION.	Student grades are entered into ARION in a timely manner to ensure the database is kept current.
Work records are maintained.	
Conducts student reviews on all units.	Provides documented analysis of student reviews and self-reflective analysis.
Conducts a self-reflective analysis on each unit.	

### Key Performance Indicator (KPI) 4 - Research

Publish applied research projects to reputable journals (personal professional development).

What will I be doing?	How will I know I am doing it well?
Develop a plan to either improve current qualifications and/or add to personal publication / presentation portfolio.	The incumbent passes papers and/or submits a paper for publication or conference presentation.
Keeps specialist knowledge current.	The incumbent attends at least one (per year) conference in the subject area and provides a report,
Develops a plan to improve delivery capacity and ability.	Actively participates and documents performance review process for the Faculty and UCOL's professional development programmes.

### Key Performance Indicator (KPI) 5 – Stakeholder Relations

Build and maintain UCOL's stakeholder relationships.

What will I be doing?	How will I know I am doing it well?
Develop and maintain strong stakeholder relationships within industry	UCOL is well placed to maximise communications with industry and provide students with opportunities to connect with key stakeholders
Plan and facilitate real work projects / internships / guest lectures / networks for students	Industry engagement with students and UCOL will promote UCOL and its students as market leaders.

## Key Performance Indicator (KPI) 6 – Student focus

Maintain a student focus/availability to students.

What will I be doing?	How will I know I am doing it well?
Available to students for an appropriate amount of time.	Positive student reviews are received.
Maintains good student relations.	
Identifies, develops and delivers appropriate programmes for Māori and Pacifica learners, including assisting implementation of Te Atakura, and in consultation with Iwi.	
Where required, connect and assist prospective learners as they go through the enquiry / application / enrolment journey, working with Student Enrolment and Registry Teams.	Conversations with prospective learners during the application and enrolment process are timely, thoughtful, and responsive.

## Key Performance Indicator (KPI) 7 – Health and Safety

As an employee, under the Health & Safety at Work Act 2015, you are deemed to be a “Worker” and are responsible for the practical implementation of the systems and processes established to protect your health, safety and wellbeing while not endangering others. As an employee of UCOL, employees must ensure that they comply with UCOL’s Health and Safety Policies, Procedures, and any Standard Operating Procedures along with any relevant Legislation or Industry Standards, which apply to the delivery of their tasks or are required by their Faculty or Department.

What will I be doing?	How will I know I am doing it well?
Undertake your work safely and do not participate in activities that may place yourself and others in danger or at risk.	Nothing that the incumbent does or doesn’t do results in others being put in danger or risk or harmed.
Comply with all health and safety information, instruction, training, and supervision.	You actively participate in any health and safety training appropriate to the role, and will at all times comply with health and safety policies, procedures and standards.
Report any health and safety hazards, incidents, and near misses accurately and in a timely manner to your Line Manager and enter into the electronic health and safety management system (Vault).	All health and safety hazards, incidents, and near misses are required to be entered into the health and safety management system immediately. If this cannot be done immediately, it must be done as soon as practicable after the hazard, incident, near miss occurred. Serious incidents and hazards should also be reported immediately to the Line Manager and verbally to your Senior Manager and entered into the health and safety management system.
Comply with all requirements of return to work or rehabilitation plans.	You will comply with all of the requirements of a return to work or rehabilitation plan to ensure that they return to work in a sensible, healthy, and safe way.
Report any faults or issues relating to health and safety into the Vault, Health & Safety Management system and ensure that your	Any faults or issues relating to health and safety need to be reported to your Line Manager and/or to the Health and Safety team immediately. If this

Line Manager is kept fully informed of any issues.	cannot be done immediately, it must be done as soon as practicable after becoming aware of the fault or issues.
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*To be successful we need to work as a team, so the responsibilities set out in this job description are not exhaustive. As a result, after mutual agreement, we may require you to undertake other reasonable tasks as required, which are within the ability of the jobholder.*

## Core Competencies – compressed version

### Tangata Tiriti – how we embrace culture.

- **Engagement** - establish and maintain effective professional relationships focussed on the learning and wellbeing of our ākonga and staff, demonstrate commitment to ongoing professional learning and development of personal professional practice by engaging in He Kāhano Rua (UCOL's Cultural Competency Framework).
- **Enlightenment** - continue to develop understanding of Te Tiriti o Waitangi / the Treaty of Waitangi and continue to develop knowledge of Tikanga Māori and the appropriate usage and accurate pronunciation of te Reo Māori.
- **Empowerment** – demonstrate commitment to bicultural partnership in Aotearoa New Zealand, works effectively within the bicultural context of UCOL.

*Please note, the list below is a condensed version of the behaviours and practices; for descriptors of each behaviour, please refer to 'Staff Competencies' on our website or the Teams Portal.*

### Professional behaviours – how we behave at work.

- Dependable/compliant
- Resilience
- Flexibility
- Risk Conscious/ Zero Harm Attitude
- Self-Insight
- High Emotional Intelligence
- Shows initiative
- Ethics and integrity
- Personal responsibility

### Work practice – how we achieve results.

- Achievement
- Mental Power
- Critical Thinking
- Logical Reasoning
- Numerical Reasoning
- Results focus
- Digital competence / IT literacy
  - Information
  - Communication
  - Innovative
  - Safety
  - Problem-solving

### Relationships – how we work together.

- Communication
- Verbal Reasoning
- Teamwork
- Negotiation/ Conflict management
- Building relationships
- Strategic agility
- Values diversity
- Collaboration
- Keeps student focus

## Qualifications and/or Skills:

- A relevant carpentry/construction qualification at level 4 or above
- An Adult Tertiary Teaching qualification and/or the NZ Certificate in Adult Literacy and Numeracy Education and/or unit 4098 workbased assessor or be working toward these
- Experience delivering at the tertiary level and/or extensive industry experience, including delivery of targeted literacy and numeracy

## Personal Characteristics/Attributes:

- Strong industry networks
- Ability to work effectively both independently and as part of a team
- Effective time management skills and the ability to meet deadlines
- Understands the importance of confidentiality, professionalism and integrity

## Other Requirements:

- Must have a full driver's licence.
- Pre-employment Criminal Convictions Checks (NZ Police Vetting and Ministry of Justice (MoJ) check)
- Clean from the influences of drugs and alcohol in the workplace at all times.

*We aim for a "can-do!" attitude where we help one another and UCOL. For that reason, you will need to be open to reasonable changes in your duties and responsibilities and this job profile being updated from time to time, after mutual agreement, as we adapt to change and keep striving to deliver all that we can for our students.*