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| **JOB DESCRIPTION** | |
| **Job Title:** | Academic Developer |
| **Department:** | Whanake Ake (Academic Development & Quality) |
| **Reports To:** | Head of Academic Development & Quality |
| **Job Purpose:** | The Academic Developer is a member of the Academic Development Team and contributes to excellent teaching and learning through leading the development of high quality, fit-for-purpose programmes of study.  More specifically the Academic Developer will:   * Drive an innovative approach to programme development, with a focus on equity and inclusion. * Manage the development and maintenance of quality programmes that meet the needs of internal and external stakeholders. * Develop and sustain effective relationships with key stakeholders. * Maintain currency in effective programme development practices and delivery. * Possess a solid understanding of Mātauranga Māori approaches to programme development to increase participation and improve outcomes for ākonga Māori. |
| **Date:** | December 2024 |

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| **Organisational Context:** |
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| |  | | --- | | **Toi Ohomaitanga: how we act and behave at Toi Ohomai will be guided by our values** | | L:\PEC\Values\Images\TOI OHOMAI_values icons x4_BW.jpg |   **Toi Ohomai Institute of Technology Strategic Intent**  Globally education is undergoing disruptive change, driven by technology; learner expectations of employment outcomes; as well as employer & government expectations of relevance and value**.** Delivery models have changed more in the past 10 years than in the previous 1000 years and are expected to change even more rapidly. In this context Toi Ohomai will systematically and continuously adapt to ensure that its education models and practices are relevant; that our technology, systems and processes meets future business needs; that kaimahi capability and culture embraces change; and our physical asset base meets future learning needs, with a specific focus on improving access to education and enabling employment opportunities throughout the Bay of Plenty.  The ability for Toi Ohomai to produce the best possible outcomes for our ākonga, communities and business through seamless connectivity with our regional stakeholders, and Iwi in particular, is critical to the social, cultural, environmental and economic wellbeing of the wider Bay of Plenty region. | |
| The Toi Ohomai Strategic Intent is to: | We will: |
| 1. *Have meaningful and effective partnerships* | 1. Be a strategic education partner to Iwi, industry and the communities in the region. 2. Recognise Iwi of the region as rights holders. 3. Work collaboratively with other education providers. 4. Work closely with government agencies. |
| 2. *Deliver tertiary education, research and technology transfer to meet the needs of the region.* | 1. Ensure that we understand and meet the tertiary education needs of the region. 2. Provide accessible and adaptable pathways for learners. 3. Develop our discipline and research strengths to align with those of the region. 4. Be active in technology transfer and applied research for 5. industry. |
| 3. *Be innovative and support innovation* | 1. Create an organisational culture that encourages and supports innovative practice. 2. Develop activities that support new innovators and entrepreneurs in our region. 3. Embrace and share new technologies and practices in education and industry. 4. Build our capability and delivery of STEM subjects and courses. |
| 4. *Be learner-centred* | 1. Offer a range of services to support student success prior to enrolment, during their study and beyond graduation. 2. Tailor our educational delivery to suit the needs of the learners and to enhance their employability. 3. Ensure our campuses, programmes, delivery and support mechanisms engage and support Maori and Pasifika students to achieve success. 4. Create a culturally-safe environment for all learners. |
| 5. *Be a sustainable organisation* | 1. Ensure that we are financially responsible and sustainable. 2. Develop revenue streams appropriate to our core purpose. 3. Maintain the highest standards of health and safety for our staff and students. 4. Develop the capability of our staff to meet the future needs of the organisation. 5. Minimise our negative environmental impact. 6. Contribute to the social cohesion of our communities. |

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| **Resource Management:** | |
| **Financial Authorities:** | **Staff Authorities:** |
| Budget owner: No  Delegated Financial Authority as per Toi Ohomai Delegations Policy: No | Number of Direct Reports: Nil Number of Indirect Reports: Nil  Responsible for contract staff, and/or coaching, training of others: No  Responsible for new employee hire: No |
| **Functional Relationships:** | |
| ***INTERNAL***   * Academic Development & Quality team * Programme kaiako * Programme leaders * Academic Services | ***EXTERNAL***   * Workforce Development Councils * Other Government Agencies * External regulatory bodies * Other Te Pūkenga Business Divisions |

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| **Key Competencies are framed by the Toi Ohomai Strategic Intent** | |
| The delivery of all key competencies should align to the delivery of the Toi Ohomai Strategic Intent and values. The following list articulates the generic key responsibilities of the role. In addition to these the employee may also be required to undertake reasonable tasks and projects beyond these responsibilities. | |
| **Key Competencies:** | **Expected Outcomes:** |
| ***Development and maintenance of programmes of study***  Facilitate the development and maintenance of quality programmes of study that meet the needs of industry, community, iwi, the institute and external approval bodies through:   * Providing support and expertise to faculty staff on programme matters. * Maintaining currency of knowledge in relation to NZQA programme approval and accreditation rules. * An understanding of TEC funding requirements * Actively participating in institute committees as required. * Contributing to the embedding of Work Integrated Learning (WIL), technology enhanced learning, and Mātauranga Māori approaches into Toi Ohomai programmes of study. | * High standard of support is provided to faculties * Correct application of the rules and regulations of internal and external approval bodies. * Programmes are developed “right first time” to meet NZQA requirements and TEC funding rules. * Programme developments are planned and involve a development team including input from subject matter experts and industry. * WIL and technology are embedded in programmes as appropriate. * Mātauranga Māori approaches are understood and   embedded in developments where appropriate. |

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| ***Creating and fostering stakeholder relationships***  Develop and maintain strong and productive working relationships including:   * Partnering with Academic Development team members to advance teaching and learning approaches at Toi Ohomai. * Collaborating with faculty teaching teams, other providers and industry stakeholders to develop relevant programmes of learning. * Building relationships with specialists and experts from other providers. | * Positive relationships are developed and maintained. |
| ***Being innovative, and supporting innovation***  Actively seek out ways to be innovative to ensure 21st century educational practices are core to programme development through (but not limited to):   * Collaborating with teaching staff on new approaches to programme delivery. * Maintaining and advancing knowledge and understanding of teaching and learning in vocational tertiary education. * Collaborating with the TEEL team on ways to include technology into programmes at the development stage. * Supporting and contributing to research into innovations. | * Programmes meet the contemporary needs of industry * Currency in teaching and learning practices are maintained. * Understanding of delivery methods including technology enhanced learning is maintained. |
| ***Applying a continuous quality improvement approach to programme development activities***  Actively contribute to a culture of quality, sustainability and continuous improvement including:   * Taking a project approach to developments. * Reviewing processes and approaches as required. * Actively contributing to the organisation’s commitment to Health and Safety. * Contributing to the development of self-assessment, evaluation and continuous improvement processes across the institution. | * Programme Developments meet timeline and quality expectations. * Regular engagement in self-assessment and reflection, as an individual and as part of the Academic Development team. * Actions for improvement are implemented. * Feedback is sought and used to inform improved practice. |

**Note:**

The above key competencies and expected outcomes are provided as a guide. You are expected in your role to undertake any and all reasonable and lawful instructions and / or delegated tasks given by your manager, or someone in a position authorised to give such instruction. The precise performance measures for this position should be discussed between the jobholder and manager as part of the performance development process.

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| **Person Specification:** | |
| **Qualifications** | |
| ***Essential:*** | ***Desirable:*** |
| * Bachelor level qualification in a relevant discipline. | * Postgraduate or Master’s degree in a relevant discipline, preferably education. |
| **Knowledge / Experience** | |
| ***Essential:*** | ***Desirable:*** |
| * Minimum four years’ experience working in the tertiary education field. * Demonstrated experience in programme development (including micro-credentials) within the New Zealand vocational tertiary environment and across all levels of the NZQF. * Thorough understanding of NZQA programme approval and accreditation requirements. * Understanding of Mātauranga Māori approaches to teaching and learning. * Knowledge of TEC funding codes and conditions. * Experience in supporting the inclusion of Te Tiriti o Waitangi practices in a workplace setting. | * Vocational tertiary education teaching experience. * Experience with Workforce Development Council programme endorsement and micro-credential requirements for NZQA programme approvals. * Experience with the development of Level 7 and above qualifications. * Experience in advice and application of TEC funding codes and conditions. |
| **Skills and Attributes** | |
| ***Essential:*** | ***Desirable:*** |
| * Strong verbal and written communication skills * Excellent facilitation skills in both face-to-face and online contexts * Demonstrated ability to establish and maintain strong working relationships with people at all levels of an organisation. * Demonstrated capability in working in a culturally competent way with all stakeholders * Able to prioritise and deliver on tight timeframes * Experience in supporting and advocating the use of te reo, tikanga and Mātauranga Māori in the workplace * Demonstrated practice in advocating and supporting approaches that promote equity and prioritise the needs of priority groups. * A positive and proactive working style. | * Excellent practical knowledge of Microsoft Office 365 products. * Digital resource development capability. |

**Change to Job Description:**

From time to time it may be necessary to consider changes in the job description in response to the changing nature of our work environment; including but not limited to technological requirements or statutory changes. Such change may be initiated as necessary by the manager of this position. This Job Description may be reviewed as part of the preparation for performance planning for the annual performance cycle.