Lecturer
Profile and Expectations

OUR VISION and Values
We are recognised nationally and internationally as New Zealand’s leading Polytechnic.

<table>
<thead>
<tr>
<th>Excellence  Mouraka</th>
<th>We set and achieve high standards, always doing our best</th>
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<tbody>
<tr>
<td>Caring  Manaakitaka</td>
<td>We are respectful, generous, welcoming and inclusive</td>
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<tr>
<td>Responsibility  Kaweka</td>
<td>We do the right thing, acting in Otago Polytechnic’s best interests</td>
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<tr>
<td>Partnerships  Ka Hoahoa</td>
<td>We work and learn together, contributing to one another’s success</td>
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<tr>
<td>Learning  Ako</td>
<td>We are continuously learning, developing and innovating</td>
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<tr>
<td>Sustainability  Kaitiakitaka</td>
<td>We practice sustainability for the best of our communities and the environment</td>
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OVERVIEW

The Lecturer is an industry/professional practitioner with demonstrated experience and expertise in their field. The Lecturer develops and provides current and innovative blended learning opportunities within the context of the learning environment and learning needs. Lecturers will hold a relevant undergraduate qualification or a relevant industry/professional qualification appropriate for the level of teaching and will have current involvement in trade, professional, industry or community activities in their field. They will hold or be working towards a tertiary teaching qualification.

Develop and provide blended learning opportunities in and for diverse learning contexts, which enhance student achievement and which assist students to develop as independent learners. Provide learning environments which address individual differences and diverse needs of learners, and uses effectively a variety of learning methods.

Apply assessment practices to promote, facilitate and to determine the effectiveness of student learning, taking into account the range of contexts in which learning can occur.

The Lecturer is proficient in course design and development and is able to develop a range of different models of delivery.

1. Curriculum Delivery

Expected Outcomes – Kā hua tūmanako

- Prepare thoroughly own course plans, outlines and materials for delivery of assigned classes, in accordance with the “Programme Documents” and with a focus on professional practices and methodologies used in the industry/profession. (Preparation includes research, consultation with other lecturers and external bodies, production of original content and handouts, photocopying and preparation of lesson materials.)

- Facilitate learning by different approaches which may include, presenting lectures, tutorials, seminars, workshops and papers as appropriate to the course and learner needs, using a range of methods (e.g. engage with learners through classroom/laboratory/workshop activities, group interaction, assignment work and individual projects). Facilitate learning at a distance using appropriate techniques (e.g. study guides, chat, email, conference calls, video conferencing, on-line learning); and facilitate learning in workplace and practice contexts.

- Apply effective communication skills in diverse learning situations.

- Practice in a non-racist, non-sexist and ethical way, working within the provisions of the human rights act with regard to, and being sensitive to students and colleagues with special needs.
2. **Student Supervision**

**Expected Outcomes — Kā hua tūmanako**

- Supervise and assist students with individual or group practical, research and project work (as applicable), providing technical and conceptual guidance to students within a team teaching environment.

3. **Pastoral Care**

**Expected Outcomes — Kā hua tūmanako**

- Anticipate, be receptive to, and resolve promptly student related problems, as they affect students.
- Be aware of and respond to the needs of students that affect their ability to complete their course of study, or reduce their success.
- Support students both locally and remotely.

4. **Assessment of Student Achievement**

**Expected Outcomes — Kā hua tūmanako**

- Apply effective assessment skills, including the planning, and marking of both formative and summative assessment within the particular learning context.
- Provide feedback to students on progress towards learning outcomes.
- Assess learning in a variety of settings, including the workplace and practice contexts.
- Assess prior experiential and theoretical learning.
- Mark summative assessments reliably and in a timely manner, and ensure results are recorded accurately in accordance with Polytechnic requirements.
- Ensure external and internal moderation of assessments is carried out as per the moderation plan and documented appropriately; and moderate other lecturers’ assessments as requested, providing constructive feedback.
- Participate in student appeal processes, ensuring student concerns are heard and appropriate actions are taken.

5. **Curriculum Development**

**Expected Outcomes - Kā hua tūmanako**

- Plan, develop, implement and contribute to the review of courses to meet learning needs.
- Contribute to the design of courses.
- Plan for and implement flexible/blended delivery and develop flexible/blended delivery materials and courses, and assessments appropriate for such courses.

6. **Scholarly Activity**

**Expected Outcomes - Kā hua tūmanako**

Engage in scholarly activity appropriate to discipline and teaching practice. This will include a range of activities, (e.g. reading, writing, conference participation, consultancy, action research) which will result in an understanding of, and ability to contribute to, critique and debate related to their discipline and to the practice of teaching in further/higher education within their teaching team/programmes; and to put that into effect within their teaching practice.

- Maintain own discipline currency and the ability to integrate new discipline knowledge effectively into teaching and learning practices.
- Critically reflect on practice as a teacher, and
- Continuously improve and develop teaching practices as a result.
- Engage in research appropriate for a Degree program.
### Appendix One – Programme Specific Duties

This position is for a Lecturer to teach in the Certificate in Beauty Therapy Programme Level 4 and Diploma in Beauty Therapies and Epilation Programme Level 5.

The Beauty Therapy programmes provide students with a solid foundation in the various aspects of the Beauty Therapy field in the first year, before specialisation in year two of the Diploma programme.

The programmes prepare students to meet the professional competence standards that are increasingly essential in Beauty therapy roles. Student learning combines practical and theoretical learning activities including the opportunity to work with real clients.

Students are also offered the opportunity to access the International therapy examination counsel (ITEC) qualification.

The Lecturer will hold a tertiary qualification and/or have extensive experience of working in that field.

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### 1. Quality Outcomes

Practise always within the quality standards of Otago Polytechnic’s policies and procedures and maintaining professional standards

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### 2. Teamwork

Act in a collegial manner and participate in Department and Otago Polytechnic events

- Contributing actively to the improvement of the direction and operation of their teaching team and Department, including participation in Committee/project teams and attendance at meetings and functions.
- Contributing to Department processes, e.g. assessment committees, admissions/student selection processes.
- Contributing to Department publications (newsletters, handbooks etc) and promotion and marketing activities.
- Being respectful and professional in dealings with other staff.
- Providing open and honest feedback when requested, both to individuals and on organisational processes or issues.

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### 3. Administration

Take responsibility to ensure administrative processes are completed in a timely fashion and with least effort.

- Completing administrative requirements in relation to reporting student attendances and assessments in own student groups in a timely and accurate manner.
- Planning for own workload, personal and professional development and performance reviews.
- Meeting legislative requirements.
- Examining regularly own work practices to ensure personal effectiveness and efficiency.

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### 4. Health and Safety

Ensure that all practicable steps are taken to ensure own safety and the safety of others in the workplace on or off campus and comply with all Health and Safety legislation, guidelines and policies.

- Observing safe work practices, rules and instructions relating to work and study, and be pro-active in hazard management.
- Ensuring that activities, or failure to take action, do not cause harm to oneself or other persons.
- Maintaining current knowledge of the use of safety equipment.
- Being proactive in the reporting of unsafe conditions or equipment, and of accidents or incidents on and offsite.
5. **Professional Development**

- Develop and regularly update (at least yearly) personal and professional development plan, in conjunction with programme manager/coordinator/HOD.

- Actively pursue own professional and personal development with a view to
  - Maintaining currency in subject area(s).
  - Developing further expertise in subject area(s).
  - Enhancing teaching effectiveness.
  - Enhancing personal effectiveness.

- Undertake training as required to meet legislative requirements and specific Polytechnic staff requirements e.g. Health and Safety training.

- Initiate and respond to feedback from students and peers using institutional feedback processes.

- Seek and use available resources to improve teaching effectiveness.

### PERSON SPECIFICATION

**Knowledge and Experience Te mātauraka me te mātaka**

- Demonstrate extensive knowledge of a range of current theory and practices in the area of Beauty therapy as it is practiced in New Zealand and worldwide.

- Knowledge and experience may include but not be limited to; for example, Body and Facial electrical treatments, Professionalism and Business awareness, Anatomy and Physiology as it is related to Beauty Therapy, Swedish Massage treatment and Figure Diagnosis would be an advantage but not essential.

- Have extensive experience of working in the field of Beauty Therapy.

- Understand the significance of Te Tiriti o Waitangi.

- Teaching experience an advantage.

- Experience in assessing student achievement an advantage.

**Qualifications Kā tohu**

- An appropriate and relevant tertiary qualification in Beauty Therapy.

- A recognised relevant teaching qualification or willingness to complete such a qualification within two years of employment is essential.

**Skills and Attributes**

- Student/learner focused.

- Demonstrate confidence and competence in using a range of communication strategies including: oral delivery and public speaking, written communication, online presentation and social media skills.

- Demonstrate initiative and the ability to work both independently and as a member of a Self –Managing Team.

- Experience in providing pastoral care an advantage.

- Excellent organisational skills
Please choose if appropriate one or more of the following three appendices to include with the profile and expectations. Please delete those roles that are not required.

**Appendix Three: Research**

- The Lecturer will be actively engaged in research, individually and/or within a research team; and will produce research outputs. Research outputs may be generated from consultancy activity and where this is the case, consultancy will be deemed to be part of the Lecturer’s research activity. (If teaching on a degree programme it is expected that the lecturer will develop at least initial expertise in research)

**Appendix Four: Leadership & Service**

- The Lecturer, who may be engaging in consultancy specific roles as a part of Leadership and Service, will be contributing actively to the general development and effective operation of their Department and the Polytechnic; and/or to their trade/profession or to the communities which Otago Polytechnic serves. Leadership and Service may include consultancy activities, especially where these service activities are undertaken ‘pro bono’ and with service as the primary motivation.

**Appendix Five: Consultancy**

- Work with industry/ trade/profession/business in a consultancy role and be recognised at least locally for expertise in their field. Develop responses and proposals for service provision and will project manage engagements. Engagements will be relevant to the lecturer’s teaching practice. This career path is a separate path and is only for activities for and on behalf of the polytechnic, as an employee of the polytechnic. However, consultancy activities undertaken by the lecturer on their own account or occasionally on behalf of the polytechnic may be included as a part of research, or leadership and service.
Research in this context refers to applied activity, creative work and works of a theoretical nature, undertaken on a systematic basis to increase knowledge, and the use of this knowledge to devise new applications. In some fields the result of this activity may be embodied in the form of artistic work, design or intellectual property. Research includes contributions to the intellectual infrastructure of subjects and disciplines and educational research. It also includes the experimental development of design or construction solutions, as well as investigation that leads to new or substantially improved materials, devices, products or processes. Research may also be informed by consultancy activities.

### Research – Key Accountabilities - Kā kaweka take

<table>
<thead>
<tr>
<th>1. Research Activity</th>
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<tbody>
<tr>
<td>• Undertake research within their field of expertise.</td>
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<td>• Produce research outputs from their research, including outputs appropriate for PBRF requirements.</td>
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<tr>
<th>2. Teaching Research Interface</th>
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<tr>
<td>• Use their research to inform their teaching practice.</td>
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<th>3. Professional Development</th>
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<tr>
<td>• Plan and implement ongoing professional development with respect to research activity.</td>
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<th>4. Research Grants/Awards</th>
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<tr>
<td>• Assist in the preparation of research applications to internal/external funding bodies.</td>
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<td>• Oversee management (including financial) of grants received for their research projects.</td>
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### Research – Optional Accountabilities

<table>
<thead>
<tr>
<th>1. Networking/Collaborative Links</th>
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<tr>
<td>• Make effective use of research networks which may include networks created by consultancy activity, external and/or internal to the Polytechnic.</td>
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<th>2. Staff Guidance</th>
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<td>• Supervise research assistants, research support and/or administrative staff if any of these are involved in Lecturer's research.</td>
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<tr>
<td>• Guide the development of less experienced researchers and lead research teams or manage larger scale research projects.</td>
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<th>3. Peer review of others’ research</th>
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<tr>
<td>• Review research by students and colleagues internal to the Polytechnic.</td>
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<tr>
<td>• Review research of colleagues external to the Polytechnic.</td>
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<th>4. Postgraduate Supervision/Programmes</th>
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<tr>
<td>• Supervise postgraduate research projects to completion within their field of research.</td>
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<tr>
<td>• Be an internal examiner for student research.</td>
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<tr>
<td>• Be an examiner of research work of students from other tertiary institutions.</td>
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<tr>
<td>• Review/Develop/Redevelop postgraduate programmes internally or externally.</td>
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<td>• Organise Seminars and workshops for postgraduate studies.</td>
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Appendix Four – Leadership & Service

Leadership and Service refers to the broader contributions which the Lecturer makes to the work of their Department and the Polytechnic; and/or to their trade/profession; or to the communities which Otago Polytechnic serves.

Leadership includes consultancy activity undertaken as a service, and/or which is indicative of leadership in the trade, profession or discipline.

Leadership may be embedded in a formal organisational role such as Course Co-ordinator or Year Co-ordinator, or other role as appropriate to the Department or School. Where this is the case the expectations particular to that role shall also apply.

Leadership & Service – Key Accountabilities - Kā kaweka take

<table>
<thead>
<tr>
<th>Contribute to the Effectiveness of their Department/Programme</th>
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<tbody>
<tr>
<td>• Contribute actively to their course/programme team, to a project team, or to a function or service at departmental level.</td>
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<tr>
<td>• Develop effective leadership capability, in setting, pursuing and achieving group goals; supporting colleagues; and in fostering development, innovation and improvement.</td>
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<tr>
<td>• Leadership may include, but is not limited to, any or a combination of curriculum development, including flexible delivery options, assessment of student performance, pastoral care, educational equity initiatives, marketing and student recruitment.</td>
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Leadership & Service – Optional Accountabilities

1. Contribute to Otago Polytechnic
   - Participate effectively in a significant Polytechnic Committee, project team or service, which may include union activities, interdepartmental initiatives or service.

2. Contribute to the Community
   - Participate effectively in at least one of:
     - Service which may include Consultancy activity, to community operations, industry/business and/or government, drawing on expertise as discipline specialist or educator.
     - Service which may include Consultancy activity, to learned societies, trades or professional bodies, drawing on expertise as discipline specialist or educator.
   
   Service to the community must demonstrably:
   - Enhance organisational linkages to the benefit of the Polytechnic.
   - Enhance the reputation of the Polytechnic.

3. Professional Development
   - Plan and implement ongoing professional development with respect to leadership and service activities, including initiatives and responding to feedback from students or colleagues.

4. Specific Accountabilities
   - These are the accountabilities relating to an agreed and formalised leadership role with the Department
   - Where accountabilities for lecturers include Consultancy activity, details of consultancy activity expectations are contained in Appendix III

5. Role Related Accountabilities
   - There may be additional accountabilities connected with a specific organisational role to pursue leadership and service as a formal aspect of the position.
Appendix Five – Consultancy

Consultancy refers to the activities normally undertaken by the Lecturer to develop for clients (fee paying or pro-bono) to develop improved practices, to solve problems or technical issues, or to develop new products or services. Consultancy activities have at their core the application of the Lecturer’s knowledge, experience and skills to real world situations. Consultancy activities are purposeful, being directed towards intended outcomes which have been scoped and defined in conjunction with a client. Consultancy activities may be undertaken individually or collaboratively with other staff, external parties or students. Such activities will demonstrably build the credibility of the Lecturer as a practitioner, and will demonstrably benefit Otago Polytechnic.

For Consultancy to be acknowledged as an academic career path the consultancy activities must be undertaken on behalf of the Polytechnic or organised in such a way as to be associated with the Polytechnic. The lecturer will undertake consultancy work as an employee of the Polytechnic.

N.B. Notwithstanding the requirement that Consultancy be carried out on behalf of or for the Polytechnic the lecturer is not precluded from presenting consulting activities in support of promotion under the category "Leadership and Service" or 'Research', where such activity is undertaken as a service; or alternatively is indicative of leadership in the trade, profession or discipline.

Evidence of consultancy activity may also satisfy the requirement for lecturers to demonstrate that they are keeping current in their discipline.

### Consultancy – Key Accountabilities - Kā kaweka take

1. **Consultancy Activity**
   - Undertake consultancy within their field of expertise.
   - Manage consultancy activity if appointed to do so.
   - Report on consultancy outcomes.
   - Follow appropriate management practices.

2. **Consultancy - Teaching Linkages – (where applicable)**
   Use their consultancy to inform their teaching practice, and/or to enrich the learning opportunities for students.

3. **Professional Development**
   Plan and implement ongoing professional development with respect to consultancy activity

### Consultancy – Optional Accountabilities

1. **Networking/Collaborative Links**
   Make effective use of consultancy networks, external and/or internal to the Polytechnic

2. **Engage Students in Consultancy Activity**
   Secure consultancy activities for students as part of their programme of learning, and supervise effectively to ensure satisfactory outcomes which preserve or enhance the reputation of Otago Polytechnic.

3. **Consultancy Funding**
   - Secure funding for consultancy projects.
   - Oversee financial management of funds received for their consultancy projects.

4. **Staff Guidance**
   Guide the development of less experienced staff engaged in consultancy and may lead consultancy teams or manage larger scale consultancy projects.

5. **Role Related Accountabilities**
   There may be additional accountabilities connected with a specific organisational role to pursue leadership and service as a formal aspect of the position.