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Category: Academic	Date Created: June 2001
Responsibility: Executive Director Education & Applied Research	Date Last Reviewed: March 2018
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Purpose

Student learning is the purpose of UCOL. We are committed to learning and teaching that optimises student success.

UCOL must ensure that all teaching staff facilitating student learning have the skills, knowledge, and qualifications to enhance and optimise students' learning experiences.

Teaching staff are generally employed for their specialist knowledge and skills and/or recent experience and expertise in industry and may require support to gain appropriate skills in the facilitation of adult learning.

Policy Statements

1. All teaching staff will meet the requirements as stated in the Scope and Requirements section of this policy.
2. It is expected that the New Zealand Certificate in Adult and Tertiary Teaching, Level 5 (NZCATT) will be completed within the first two years of employment, and no later than three years.
3. It is expected that the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (NZCALNE) will be completed prior to teaching on level 1, 2 and 3 programmes.
4. Compliance with this policy will normally be a requirement for successful engagement with the careers progression framework and is referenced in the criteria for academic progression and salary review.

Scope and Requirements

Category	Requirement
All teaching staff employed in permanent positions.	Attend the first available New Employee Orientation (NEO). Complete UCOL's NZCATT within two years; or apply for Recognition of Prior Learning (RPL); or, on appointment present certified evidence of achievement of an equivalent or higher qualification to Staff Capability Leader for

Category	Requirement
	<p>evaluation and approval by Faculty Board of Educational Improvement (FBEI) (refer Appendix A).</p> <p>Staff on Level 1, 2 and 3 programmes are expected to have completed NZCALNE prior to commencing teaching.</p>
All teaching staff employed on level 1, 2 and 3 programmes	From 2017 teaching staff must hold or be enrolled in NZCALNE within the first 6 months of teaching.
Teaching staff employed 0.20 FTE and above on a fixed term contract for <u>more</u> than one semester.	<p>Attend the first available New Employee Orientation (NEO).</p> <p>Commence or NZCATT or apply for RPL; or on appointment present certified evidence of achievement of an equivalent or higher qualification to the Staff Capability Leader for evaluation and approval by the FBEI (refer Appendix A). UCOL will fund fees related to teaching qualifications as outlined in this policy, but not additional hours for proportional or part-time staff.</p>
Teaching staff employed on a fixed term contract of 0.2 FTE (or more) for up to one semester.	Attend the first available New Employee Orientation (NEO).
Staff holding other relevant teaching qualifications (higher than level 5) which clearly link to adult or tertiary teaching, such as the Bachelor of Education (Adult), Diploma in Adult Teaching and Learning, the Graduate Diploma in Adult Teaching and Learning, or the Diploma in Tertiary Teaching.	<p>Attend the first available New Employee Orientation (NEO).</p> <p>Complete NZCATT within two years; or apply for RPL; or, on appointment present certified evidence of achievement of an equivalent or higher qualification to the Staff Capability Leader for evaluation and approval by the FBEI (refer Appendix A)</p>
Staff holding teaching qualifications which do not clearly link to adult or tertiary teaching, such as the Bachelor of Education or a Tutor Training Certificate, and who have been teaching in a tertiary environment.	Enrol in NZCATT and apply for RPL.
Staff who have no teaching qualifications, but have extensive adult or tertiary teaching experience.	Enrol in NZCATT and apply for RPL.
Staff who have no adult literacy and numeracy education qualifications, but have extensive experience in this area.	Enrol in NZCALNE and apply for RPL.

Responsibility

The Executive Deans of Faculties and Heads of Schools are responsible for ensuring teaching staff meet the requirements as set out in this policy.

The Executive Deans of Faculties are responsible for ensuring that teaching staff have the discipline-specific knowledge and skills required for classroom delivery. This responsibility may be delegated to Programme Leaders or equivalent as appropriate.

The Executive Deans of Faculties are responsible for the induction of all new teaching staff within their Faculty. The New Employee Orientation (NEO) is organised by the Staff Capability Leader.

The faculty employing the lecturer will pay, if applicable, the enrolment fee for the NZCATT or NZCALNE qualifications. In addition, the Executive Dean of Faculty will approve fair and responsible remission in teaching responsibilities.

The faculties are to report to People and Safety all staff who have gained either NZCATT or NZCALNE or both.

Terms Used

The New Employee Orientation (NEO) provides 6 hours of formal tuition in contextually-relevant adult teaching practice. The programme offers a basic introduction to the guiding principles of adult teaching and assessment of learning and the relevant procedures at UCOL.

New Zealand Certificate in Adult and Tertiary Teaching (NZCATT) is a 60 credit programme at Level 5.

New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) NZCALNE is a 40 credit programme at Level 5.

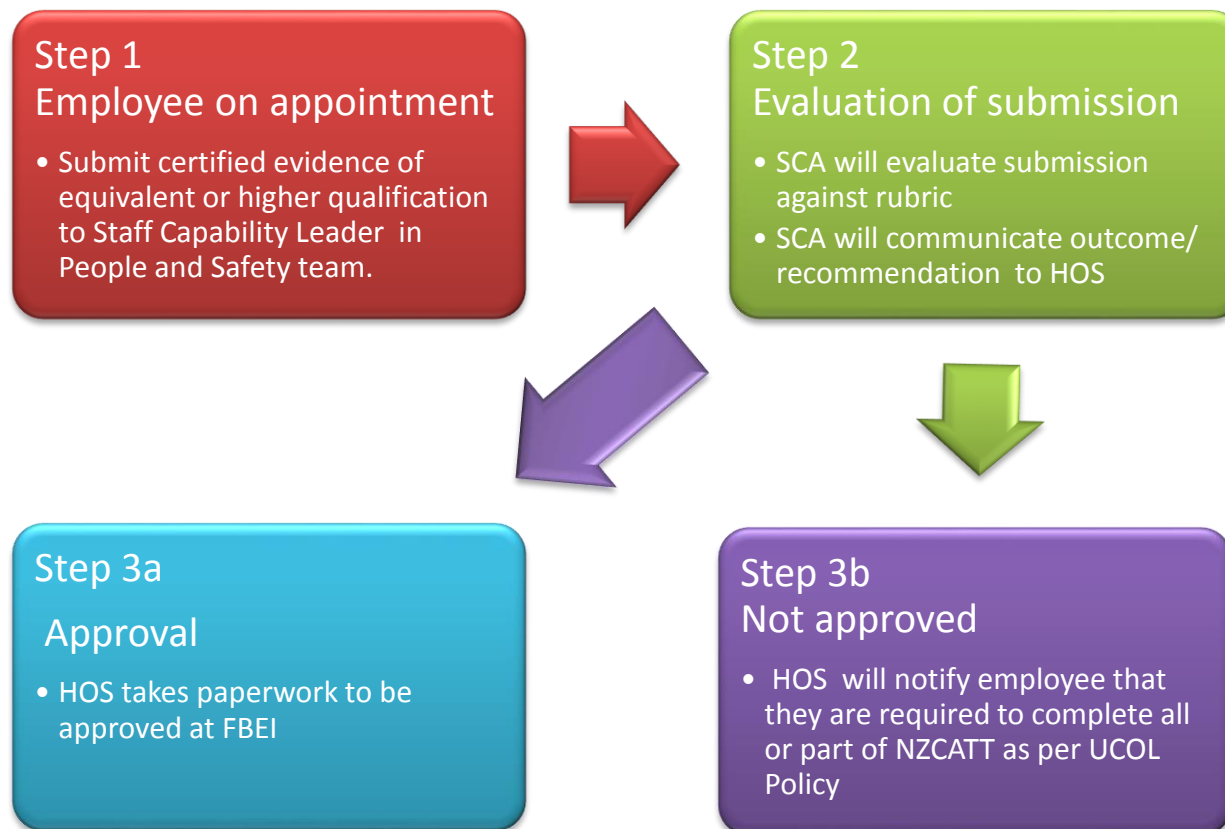
Supporting Documentation

- *UCOL Academic Quality Management System: Standard 4 – Staff Selection, Appraisal and Development.*
- *UCOL Academic Quality Management System: Standard 7 – Programme Delivery*

Related Documentation

- UCOL Staff Members' Collective Employment Contract; Section 21.3.2.
- [Recognition of Prior Learning \(RPL\) Procedure](#)

Teaching Qualifications Policy; Process for approval of an equivalent or higher qualification



Rubric for evaluation of equivalent or higher qualification

Outcome required to be met	Evidence submitted	Met/not met
Course 1 Introduction to Adult Education – Teaching and Learning		
Develop knowledge of the learning needs of the adult learner		
Develop appropriate teaching skills		
Apply basic principles of adult learning		
Use a variety of teaching strategies to facilitate student-centred learning		
Use in depth reflective practice to enhance their own learning experiences and those of their students		
Use a variety of co-operative and collaborative learning approaches to enable their students to be actively involved in the learning process		
Course 2 Applying Assessment Principles		
Apply key principles of assessment in their teaching		
Course 3 Programme Design		
Apply knowledge of programme design principles from conception to implementation relevant to their teaching areas		
Course 4 Teaching Practicum		
Over a sustained period assume full responsibility for the teaching cycle; Designing Planning Teaching Evaluating/reflecting		