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ACADEMIC EMPLOYEE PROGRESSION

Section	People and Organisation Development		
Approval Date	08.01.2014	Approved by	Directorate
Next Review	15.11.2019	Responsibility	People & Organisation Development Manager
This review	15.11.2017	Key Evaluation Question	6

PURPOSE

To build a culture of purposeful inquiry into teaching practices and support staff engagement in change and quality improvement. Career progression, appraisals and other forms of recognition are all key components for developing this culture. NMIT positively acknowledges academic employee achievement by providing professional career advancement through a clear progression pathway within and between Academic Grades.

SCOPE

- All academic employees holding permanent full-time or proportional appointments. It does not apply to academic employees on a fixed term appointment or contractors or volunteers.
- All academic employees belonging to a collective employment agreement (CEA) or an individual employment agreement (IEA) in which case the relevant agreement will take precedent.
- These procedures apply to progression within and between academic grades and associated salary movements.
- These procedures do not apply to tutorial or institute-wide salary increases and increases negotiated within employment agreements.

DEFINITIONS

Academic Grades	There are three (academic) grades referred to in increasing seniority areas: ASM, SASM and PASM.
Academic steps	There are 11 academic salary steps within the ASM grade. There are no steps within the SASM and PASM grades.
AMC	Agreement Monitoring Committee (as described in the Collective Employment Agreement).
ASM	Academic Staff Member
Career progression	Movement to a more senior academic grade.

CE	Chief Executive
CEA	Collective Employment Agreement
CTLT	Certificate in Tertiary Learning and Teaching
Market allowance	This is a payment negotiated in recognition of industry experience and/or skills shortage.
PASM	Principal Academic Staff Member
POD	People and Organisation Development
Progression panel	<p>The panel is made up of equal numbers of not less than two each of Management Team representatives and two non-management team members. The members will include at least two of the following:</p> <p>POD Manager as Convener</p> <p>Directorate member</p> <p>A PASM (who is not themselves applying for progression)</p> <p>A SASM (who is not themselves applying for progression)</p> <p>A TEU observer will be present but will not be a voting member of the panel.</p>
Salary progression	Movement to a higher salary within an academic grade.
SASM	Senior Academic Staff Member

RESPONSIBILITY

AMC	<ul style="list-style-type: none"> Monitor the implementation of provisions of the NMIT Academic Staff Members Collective Employment Agreement.
Academic Progression Panel	<ul style="list-style-type: none"> Consider applications from the academic progression round in accordance with the terms of reference described in Appendix 1, for making recommendations to the CE on promotion to PASM and salary progression within PASM, and for deciding all other career and salary progressions arising from the progression round.
Chief Executive	<ul style="list-style-type: none"> Review and approve recommendations for promotion to PASM and salary progression within PASM of the Academic Progression Panel.

POD Manager	<ul style="list-style-type: none"> • Panel Convener • Organising the annual progression round and notifying academic staff
Head of Department	<ul style="list-style-type: none"> • Review and approve through the performance appraisal process, standard increments within the ASM grade • Supporting staff in their application and preparation.

The panel's and Chief Executive's decisions are final. Appeals are only on the basis of process to ensure that the requirements of natural justice are met and shall be made to the CE within fourteen days of notification.

1 PROGRESSION WITHIN THE ACADEMIC STAFF MEMBER GRADE

1.1 MOVEMENT FROM SALARY STEP 8 TO SALARY STEP 9

This clarifies the description in the team member's employment agreement:

1.1.1 CONDITIONS

In order for a team member to progress to salary step 9 they will need to have completed:

- the equivalent of twelve months' full-time service on salary step 8 of the ASM grade;
- probation requirements;
- the agreed professional development plan for the previous twelve months;
- CTLT or recognised equivalent;
- verification through the performance appraisal process will establish the ASM characteristics are met.

1.1.2 PROCEDURE

- The POD Manager will advise Heads of Department and Managers each year of those team members who will complete the equivalent of twelve months' full-time on salary step 8 during the following year.
- At least four weeks before ASMs complete the equivalent of twelve months' full-time on salary step 8 Heads of Department shall ensure a review is carried out and that the performance appraisal is completed.
- The Heads of Department will advise the ASM in writing of the outcome of the review.
- The Heads of Department will forward the completed recommendation/approval to the POD team in time for any salary increase to be paid to the team member on completion of twelve months on salary step 8.

1.2 MOVEMENT OTHER THAN FROM SALARY STEP 8 TO SALARY STEP 9

As described in the employee's employment agreement.

2 CAREER PROGRESSION: ASM -> SASM; or SASM -> PASM

Career progression is as described in the relevant employment agreement.

Guidelines to assist employees to apply for career progression to SASM or PASM will be determined by the Agreement Monitoring Committee each year. They will be published on the HR Intranet page, and publicised to employees.

This procedure applies to base salary and is not affected by market allowances.

3 SALARY PROGRESSION: WITHIN ASM, SASM OR PASM

Salary progression is as described in the relevant employment agreement.

Guidelines to assist employees to apply for salary progression within the ASM, SASM or PASM salary ranges will be determined by the Agreement Monitoring Committee each year. They will be published on the HR Intranet page and publicised to employees.

REFERENCES

INTERNAL

- Relevant Employment Agreement
- Salary Progression Guidelines
- Career Progression Guidelines
- Academic Progression Panel – Terms of Reference

APPENDICES

- Appendix 1: Defining characteristics of ASMs, SASMs and PASMs
- Appendix 2: NMIT Job Description – Academic Staff Member (ASM)
- Appendix 3: NMIT Job Description – Senior Academic Staff Member (SASM)
- Appendix 4: NMIT Job Description – Principal Academic Staff Member (PASM)

DEFINING CHARACTERISTICS OF ASMS, SASMS AND PASMS

(extract from the Academic Collective Employment Agreement)

These characteristics should be applied:

1. in the identification of academic staff positions
2. during probationary period
3. for career progression.

These characteristics should be applied appropriately when considering positions which do not have a teaching component.

ASM Characteristics

ASMs are expected to assume responsibility for the quality of their own outcomes insofar as they relate to the dimensions of practice identified below. In other areas ASMs should work under the guidance of SASMs or PASMs.

They should:

1. Be competent in their discipline/subject area.
2. Implement and develop programmes and learning (respond to feedback).
3. Apply effective communication skills in learning situations related to their discipline.
4. Select and apply teaching and/or learning strategies to promote effective learning consistent with individual student learning needs.
5. Contribute to the development of and implement programmes for the assessment of student learning.
6. Recognise student learning difficulties and arrange for appropriate support.
7. Evaluate and reflect on own practice in order to identify directions and strategies for development.
8. Demonstrate commitment to ongoing professional development both within their discipline and as an educator:
9. Initiate and respond to feedback from students and/or peers
10. Plan and implement programmes for professional development.
11. Practise in non-racist and non-sexist ways and to be sensitive to students and colleagues with special needs.
12. Demonstrate that their practice is informed by the current body of knowledge about effective teaching and learning.
13. Be able to contribute to the effective outcome of work teams.
14. Participate in the broader professional and academic life of the institution.
15. Discharge administrative responsibilities integral to the ASM work.
16. Support and contribute to the objectives, direction and operation of their department including research projects where appropriate.
17. Practise within the policy framework and legislative obligations of the institute.

SASM Characteristics

SASMs are expected to take responsibility for the quality of their own outcomes insofar as these relate to the dimensions of practice identified below. They are also expected to be able to guide and support ASMs who are developing the identified skills and attributes, and to take responsibility for the quality of outcomes which exceed the responsibilities of the ASM position. The emphasis on these criteria will reflect institutional and professional priorities.

They should:

1. Be able to demonstrate advanced standing in their discipline/subject area.
2. Design, implement, develop and evaluate new and existing programmes of learning (through application of defensible models).
3. Apply effective communication skills in diverse learning situations.
4. Select and apply teaching and/or learning strategies consistent with individual student learning needs.
5. Select and apply strategies to enable students to develop as independent learners.
6. Plan, implement and evaluate programmes for the assessment of student learning, including the assessment of prior experiential learning.
7. Be able to identify student learning difficulties and plan and implement strategies for improvement.
8. Design and implement small scale research into effective teaching and/or learning within own discipline.
9. Evaluate and reflect on own practice in order to identify directions and strategies for improvement.
10. Demonstrate commitment to ongoing professional development both within their discipline and as an educator:
11. Initiate and respond to feedback from students and/or peers
12. Plan and implement programmes for professional development.
13. Practise in non-racist and non-sexist ways and be sensitive to students and colleagues with special needs.
14. Demonstrate that their practice is informed by the current body of knowledge about effective teaching and learning.
15. Take responsibility for the effective outcome of work teams.
16. Actively contribute to the broader academic and professional life of the institution.
17. Discharge administrative responsibilities integral to SASM role.
18. Practise within the policy framework and legislative obligation of the institute.
19. Demonstrate professional activities which contribute in a positive way to the reputation of the polytechnic/profession e.g. research, consultancy, publication.
20. Actively support and contribute to the objectives, direction and operation of their department and the institute.

PASM Characteristics

To achieve PASM status applicants will need to demonstrate to the PASM panel that they fit a holistic* description of a PASM, rather than meeting narrow performance criteria. The following statements describe what a PASM means at NMIT and reflect the significance the Institute ascribes to PASM status.

Principal Academic Staff Members:

Are education professionals who have attained the highest standards of quality in their practice, have set an example of excellence in what they do, share their wisdom and expertise with their colleagues, contribute significantly to the Institute and the community; and Have extensive successful experience as an educator in the tertiary sector; and

1. Demonstrate a high level of scholarship with published research an added advantage
 - a. have a master's degree or equivalence. Equivalence equates to: a bachelor's degree with postgraduate qualification; or
 - b. work equivalence measured against NZQA Level 9 descriptors.
2. Lead curriculum development or educational innovation; and
3. Are respected for their leadership and collegial support; and
4. Have demonstrated standing in their discipline.

*holistic: A view that all of the components identified above or the whole system of beliefs must be considered rather than simply the individual components.

NMIT JOB DESCRIPTION

ACADEMIC STAFF MEMBER

Post Title: Academic Staff Member (ASM)

Reports to: Head of Department



FUNCTIONAL RELATIONSHIPS

- Students
- Head of Department
- Other academic staff
- Administrative staff

PURPOSE

ASMs are expected to assume responsibility for the quality of their own outcomes insofar as they relate to the dimensions of practice identified below. In other areas ASMs should work under the guidance of SASMs or PASMs.

RESPONSIBILITIES

DELIVER QUALITY PROGRAMMES AS DESCRIBED IN PROGRAMME DOCUMENTATION

Demonstrate commitment to NMIT Te Tiriti o Waitangi & EedO policies	<ul style="list-style-type: none"> • Attend workshops/seminars • Integrate culturally safe practices into teaching methods • Apply/refer to NMIT policies where appropriate • Practise in non-racist and non-sexist ways and to be sensitive to students and colleagues with special needs.
Plan and prepare for all classes	<ul style="list-style-type: none"> • Course materials prepared to satisfactory standard • Curriculum content up-to-date & relevant to meet learning outcomes • Assessments prepared to appropriate standard • Student work evaluated and returned in a timely fashion
Provide clearly defined learning objectives	<ul style="list-style-type: none"> • Appropriate learning objectives identified and stated • Learning objectives clearly communicated to students • Apply effective communication skills in learning situations related to their discipline.
Develop and implement flexible and effective teaching & learning methods	<ul style="list-style-type: none"> • Implement appropriate teaching & learning methods for class • Monitor effectiveness of teaching and learning methods • Demonstrate that their practice is informed by the current body of knowledge about effective teaching and learning.
Encourage students to develop as independent learners	<ul style="list-style-type: none"> • Develop appropriate adult learning skills in students • Identify learning tools and support students in their use
Implement appropriate assessment & moderation procedures	<ul style="list-style-type: none"> • Ensure assessments are fair, equitable and appropriate • Develop assessment marking schemes • Contribute to the development of and implement programmes for the assessment of student learning. • Ensure assessments are internally moderated

	<ul style="list-style-type: none"> • Ensure external moderation procedures are complied with
Seek & respond to regular student & peer feedback	<ul style="list-style-type: none"> • Provide students with a safe environment in which to give feedback • Encourage student participation in student evaluation process • Evaluate and respond to feedback as appropriate • Participate in peer review process as appropriate
Regularly evaluate programme delivery	<ul style="list-style-type: none"> • Participate in programme area student/peer/ external body evaluation processes as appropriate • Ensure programme content meets learning outcomes
Participate in Self-Assessment process and implement appropriate change	<ul style="list-style-type: none"> • Attend and participate in Self-Assessment meetings • Implement appropriate changes
In conjunction with other appropriate staff, develop and maintain up-to-date resource base of course delivery	<ul style="list-style-type: none"> • Contribute to shared resource base • Maintain currency of resources

SHOW A GENUINE CONCERN FOR STUDENTS

Ensure students clearly understand what is expected of them	<ul style="list-style-type: none"> • Learning objectives clearly communicated • Assessment requirements clearly communicated • Provide students with appropriate information & guidance to enable compliance with required standards of conduct
Identify and address individual learning needs	<ul style="list-style-type: none"> • Provide appropriate support to students to assist them in meeting their own learning needs
Act as first point of contact for students on issues that arise for them	<ul style="list-style-type: none"> • Encourage open communication with students in safe environment • Provide opportunities for students to discuss academic matters and personal concerns • Ensure professional/ethical codes of conduct are met • Refer students to specialist support as required

PARTICIPATE IN PROFESSIONAL OR PERSONAL DEVELOPMENT

Maintain professional standards of practice	<ul style="list-style-type: none"> • Comply with NMIT policies and codes of conduct • Comply with external professional body requirements
Keep up-to-date in respective subject areas	<ul style="list-style-type: none"> • Participate in appropriate Professional development activities which may include extra study research • Attend appropriate conferences, seminars etc. • Be competent in their discipline/subject area
Keep up-to-date in effective tertiary teaching and learning methods	<ul style="list-style-type: none"> • Participate in appropriate Professional Development activities • Attend appropriate conferences and seminars
Professional development plan is negotiated & implemented	<ul style="list-style-type: none"> • Identify Professional Development needs in consultation with Head of Department • Negotiate appropriate Professional development resources with Head of Department • Complete and review negotiated Professional development activities

PARTICIPATE IN DEPARTMENT AND NMIT ACTIVITIES AND PROVIDE COLLEGIAL SUPPORT

<p>Actively support NMIT and programme area goals and objectives</p>	<ul style="list-style-type: none"> • Participate in setting, monitoring, evaluating programme area goals & objectives • Support NMIT goals and objectives • Participate in developing and implementing programme area marketing activities as appropriate • Participate in specialised activities/projects as negotiated within area • Participate in the broader professional and academic life of the institution. • Support and contribute to the objectives, direction and operation of their department including research projects where appropriate. • Practise within the policy framework and legislative obligations of the institute.
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MEET ADMINISTRATION REQUIREMENTS FOR PROGRAMME DELIVERY AND HR PURPOSES

<p>Complete programme & HR administration requirements within given timeframes</p>	<ul style="list-style-type: none"> • Maintain class register as appropriate • Maintain individual student records for each subject taught • Communicate student records to appropriate staff as required • Complete HR records as required • Be able to contribute to the effective outcome of work teams. • Discharge administrative responsibilities integral to the ASM work.
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NMIT JOB DESCRIPTION

SENIOR ACADEMIC STAFF MEMBER

Post Title: Senior Academic Staff Member (SASM)

Reports to: Head of Department



FUNCTIONAL RELATIONSHIPS

- Students
- Head of Department
- Other academic staff
- Administrative staff

PURPOSE

SASMs are expected to take responsibility for the quality of their own outcomes insofar as these relate to the dimensions of practice identified below. They are also expected to be able to guide and support ASMs who are developing the identified skills and attributes, and to take responsibility for the quality of outcomes which exceed the responsibilities of the ASM position. The emphasis on these criteria will reflect institutional and professional priorities.

RESPONSIBILITIES

DELIVER QUALITY PROGRAMMES AS DESCRIBED IN PROGRAMME DOCUMENTATION

Demonstrate commitment to NMIT Te Tiriti o Waitangi & EedO policies	<ul style="list-style-type: none"> • Attend workshops/seminars • Integrate culturally safe practices into teaching methods • Apply/refer to NMIT policies where appropriate • Practise in non-racist and non-sexist ways and be sensitive to students and colleagues with special needs
Plan & prepare for all classes	<ul style="list-style-type: none"> • Course materials prepared to satisfactory standard • Curriculum content up-to-date & relevant to meet learning outcomes • Assessments prepared to appropriate standard • Student work evaluated and returned in a timely fashion
Provide clearly defined learning objectives	<ul style="list-style-type: none"> • Appropriate learning objectives identified and stated • Learning objectives clearly communicated to students
Develop and implement flexible and effective teaching & learning methods	<ul style="list-style-type: none"> • Implement appropriate teaching & learning methods for class • Monitor effectiveness of teaching and learning methods • Design, implement, develop and evaluate new and existing programmes of learning (through application of defensible models). • Select and apply teaching and/or learning strategies consistent with individual student learning needs
Encourage students to develop as independent learners	<ul style="list-style-type: none"> • Develop appropriate adult learning skills in students • Identify learning tools and support students in their use

Implement appropriate assessment & moderation procedures	<ul style="list-style-type: none"> • Ensure assessments are fair, equitable and appropriate • Develop assessment marking schemes • Ensure assessments are internally moderated • Ensure external moderation procedures are complied with • Plan, implement and evaluate programmes for the assessment of student learning, including the assessment of prior experiential learning.
Seek & respond to regular student & peer feedback	<ul style="list-style-type: none"> • Provide students with a safe environment in which to give feedback • Encourage student participation in student evaluation process • Evaluate and respond to feedback as appropriate • Participate in peer review process as appropriate
Regularly evaluate programme delivery	<ul style="list-style-type: none"> • Participate in programme area student/peer/ external body evaluation processes as appropriate • Ensure programme content meets learning outcomes
Participate in Self-Assessment process and implement appropriate change	<ul style="list-style-type: none"> • Attend and participate in Self-Assessment meetings • Implement appropriate changes
In conjunction with other appropriate staff, develop and maintain up-to-date resource base of course delivery	<ul style="list-style-type: none"> • Contribute to shared resource base • Maintain currency of resources

SHOW A GENUINE CONCERN FOR STUDENTS

Ensure students clearly understand what is expected of them	<ul style="list-style-type: none"> • Learning objectives clearly communicated • Assessment requirements clearly communicated • Provide students with appropriate information & guidance to enable compliance with required standards of conduct • Apply effective communication skills in diverse learning situations • Select and apply strategies to enable students to develop as independent learners
Identify and address individual learning needs	<ul style="list-style-type: none"> • Provide appropriate support to students to assist them in meeting their own learning needs • Be able to identify student learning difficulties and plan and implement strategies for improvement
Act as first point of contact for students on issues that arise for them	<ul style="list-style-type: none"> • Encourage open communication with students in safe environment • Provide opportunities for students to discuss academic matters and personal concerns • Ensure professional/ethical codes of conduct are met • Refer students to specialist support as required

PARTICIPATE IN PROFESSIONAL OR PERSONAL DEVELOPMENT

Maintain professional standards of practice	<ul style="list-style-type: none"> • Comply with NMIT policies and codes of conduct • Comply with external professional body requirements • Demonstrate that their practice is informed by the current body of knowledge about effective teaching and learning.
Keep up-to-date in respective subject	<ul style="list-style-type: none"> • Participate in appropriate Professional development activities which may include extra study research

areas	<ul style="list-style-type: none"> Attend appropriate conferences, seminars etc. Be able to demonstrate advanced standing in their discipline/subject area. Design and implement small scale research into effective teaching and/or learning within own discipline
Keep up-to-date in effective tertiary teaching and learning methods	<ul style="list-style-type: none"> Participate in appropriate Professional Development activities Attend appropriate conferences and seminars Evaluate and reflect on own practice in order to identify directions and strategies for improvement
Professional development plan is negotiated & implemented	<ul style="list-style-type: none"> Identify Professional Development needs in consultation with Head of Department Negotiate appropriate Professional development resources with Head of Department Complete and review negotiated Professional development activities Demonstrate commitment to ongoing professional development both within their discipline and as an educator: <ul style="list-style-type: none"> initiate and respond to feedback from students and/or peers plan and implement programmes for professional development

PARTICIPATE IN PROGRAMME AREA AND NMIT ACTIVITIES AND PROVIDE COLLEGIAL SUPPORT

Actively support NMIT and programme area goals and objectives	<ul style="list-style-type: none"> Participate in setting, monitoring, evaluating programme area goals & objectives Support NMIT goals and objectives Participate in developing and implementing programme area marketing activities as appropriate Participate in specialised activities/projects as negotiated within area Take responsibility for the effective outcome of work teams Actively contribute to the broader academic and professional life of the institution
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MEET ADMINISTRATION REQUIREMENTS FOR PROGRAMME DELIVERY AND HR P U R P O S E S

Complete programme & HR administration requirements within given timeframes	<ul style="list-style-type: none"> Maintain class register as appropriate Maintain individual student records for each subject taught Communicate student records to appropriate staff as required Complete HR records as required Discharge administrative responsibilities integral to SASM role Practise within the policy framework and legislative obligation of the institute Demonstrate professional activities which contribute in a positive way to the reputation of the polytechnic/profession e.g. research, consultancy, publication Actively support and contribute to the objectives, direction and operation of their department and the institute.
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NMIT JOB DESCRIPTION

PRINCIPAL ACADEMIC STAFF MEMBER

Post Title: Principal Academic Staff Member (PASM)

Reports to: Head of Department



FUNCTIONAL RELATIONSHIPS

- Students
- Head of Department
- Other academic staff
- Administrative staff

PURPOSE

To achieve PASM status applicants will need to demonstrate to the PASM panel that they fit a holistic description of a PASM* (see below), rather than meeting narrow performance criteria. The following statements describe what a PASM means at NMIT and reflect the significance the Institute ascribes to PASM status.

RESPONSIBILITIES

DELIVER QUALITY PROGRAMMES AS DESCRIBED IN PROGRAMME DOCUMENTATION

*Demonstrate they are education professionals who have attained the highest standards of quality in their practice, have set an example of excellence in what they do, share their wisdom and expertise with their colleagues, contribute significantly to the Institute and the community	<ul style="list-style-type: none"> • Have extensive successful experience as an educator in the tertiary sector • Demonstrate a high level of scholarship with published research an added advantage • Have a master's degree or equivalence. Equivalence equates to: a bachelor's degree with postgraduate qualification; or • Work equivalence measured against NZQA Level 9 descriptors • Lead curriculum development or educational innovation • Are respected for their leadership and collegial support • Have demonstrated standing in their discipline
Demonstrate commitment to NMIT Te Tiriti o Waitangi & EedO policies	<ul style="list-style-type: none"> • Attend workshops/seminars • Integrate culturally safe practices into teaching methods • Apply/refer to NMIT policies where appropriate
Plan & prepare for all classes	<ul style="list-style-type: none"> • Course materials prepared to satisfactory standard • Curriculum content up-to-date & relevant to meet learning outcomes • Assessments prepared to appropriate standard • Student work evaluated and returned in a timely fashion
Provide clearly defined learning objectives	<ul style="list-style-type: none"> • Appropriate learning objectives identified and stated • Learning objectives clearly communicated to students
Develop and implement flexible and effective teaching & learning methods	<ul style="list-style-type: none"> • Implement appropriate teaching & learning methods for class • Monitor effectiveness of teaching and learning methods

Encourage students to develop as independent learners	<ul style="list-style-type: none"> • Develop appropriate adult learning skills in students • Identify learning tools and support students in their use
Implement appropriate assessment & moderation procedures	<ul style="list-style-type: none"> • Ensure assessments are fair, equitable and appropriate • Develop assessment marking schemes • Ensure assessments are internally moderated • Ensure external moderation procedures are complied with
Seek & respond to regular student & peer feedback	<ul style="list-style-type: none"> • Provide students with a safe environment in which to give feedback • Encourage student participation in student evaluation process • Evaluate and respond to feedback as appropriate • Participate in peer review process as appropriate
Regularly evaluate programme delivery	<ul style="list-style-type: none"> • Participate in programme area student/peer/ external body evaluation processes as appropriate • Ensure programme content meets learning outcomes
Participate in Self-Assessment process and implement appropriate change	<ul style="list-style-type: none"> • Attend and participate in Self-Assessment meetings • Implement appropriate changes
In conjunction with other appropriate staff, develop and maintain up-to-date resource base of course delivery	<ul style="list-style-type: none"> • Contribute to shared resource base • Maintain currency of resources

SHOW A GENUINE CONCERN FOR STUDENTS

Ensure students clearly understand what is expected of them	<ul style="list-style-type: none"> • Learning objectives clearly communicated • Assessment requirements clearly communicated • Provide students with appropriate information & guidance to enable compliance with required standards of conduct
Identify and address individual learning needs	<ul style="list-style-type: none"> • Provide appropriate support to students to assist them in meeting their own learning needs
Act as first point of contact for students on issues that arise for them	<ul style="list-style-type: none"> • Encourage open communication with students in safe environment • Provide opportunities for students to discuss academic matters and personal concerns • Ensure professional/ethical codes of conduct are met • Refer students to specialist support as required

PARTICIPATE IN PROFESSIONAL OR PERSONAL DEVELOPMENT

Maintain professional standards of practice	<ul style="list-style-type: none"> • Comply with NMIT policies and codes of conduct • Comply with external professional body requirements
Keep up-to-date in respective subject areas	<ul style="list-style-type: none"> • Participate in appropriate Professional development activities which may include extra study research • Attend appropriate conferences, seminars etc.
Keep up-to-date in effective tertiary learning and teaching methods	<ul style="list-style-type: none"> • Participate in appropriate Professional Development activities • Attend appropriate conferences and seminars
Professional development plan is negotiated & implemented	<ul style="list-style-type: none"> • Identify Professional Development needs in consultation with Head of Department • Negotiate appropriate Professional development resources with Head of Department

	<ul style="list-style-type: none">• Complete and review negotiated Professional development activities
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PARTICIPATE IN PROGRAMME AREA AND NMIT ACTIVITIES AND PROVIDE COLLEGIAL SUPPORT

Actively support NMIT and programme area goals and objectives	<ul style="list-style-type: none">• Participate in setting, monitoring, evaluating programme area goals & objectives• Support NMIT goals and objectives• Participate in developing and implementing programme area marketing activities as appropriate• Participate in specialised activities/projects as negotiated within area
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MEET ADMINISTRATION REQUIREMENTS FOR PROGRAMME DELIVERY AND HR P U R P O S E S

Complete programme & HR administration requirements within given timeframes	<ul style="list-style-type: none">• Maintain class register as appropriate• Maintain individual student records for each subject taught• Communicate student records to appropriate staff as required• Complete HR records as required
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