

**MOVEMENT FROM ASM TO SASM SALARY SCALE**

**APPLICATION AND SELF ASSESSMENT FORM**

*Self-assessment to be completed by the applicant*

**Applicant's full name** Enter full name here

**Staff ID number** Enter ID number here

**Department** Enter Department here

**Instructions:**

When applying for salary progression from the ASM to SASM salary scale, **you must be able to provide evidence to demonstrate that you meet the characteristics identified below (as contained in Schedule C to the Academic Collective Agreement).**

The evidence provided by you should be sufficient to enable another non-involved person, on the basis of the information you provide, to consider that you meet the required characteristics. Your evidence may include your curriculum vitae, and written feedback from, Programme Director, your peer lecturers, students. Please attach any supporting documents.

While most sections will be relevant to most staff, if you believe any of the criteria do not apply them write in N/A with a justification for that response

1. **How do you demonstrate advanced standing in your discipline/subject area?**

Click here to enter text.

*→ Examples: demonstrates up to date knowledge through course material, demonstrates up to date knowledge through teaching, has appropriate qualifications, contributes to the body of specialist knowledge in their area, assist other staff to maintain up to date knowledge.*

1. **How do you design, implement, develop and evaluate new and existing programmes of learning (through application of defensible models)?**

Click here to enter text.

*→ Examples: Produces evidence of feedback from students or by moderation, produces evidence of constructive response to feedback; actively contributes to curriculum design and evaluation; curriculum development meets the quality standards of the organization.*

1. **How do you apply effective communication skills in diverse learning situations?**

Click here to enter text.

*→ Examples: Learning outcomes and assessment standards are communicated early to students at commencement of unit or course and during learning as appropriate; students assess communication skills as excellent.*

1. **How do you select and apply teaching and/or learning strategies consistent with individual student learning needs to enable students to develop as independent learners?**

Click here to enter text.

*→ Examples: Range of teaching strategies appropriate to students (including students with learning disabilities) and subjects practised; positive learning environment created (including co-ordinating appropriate specialist support, as required); students provided with effective feedback about their progress in the course; evidence of adequate learning preparation exhibited; evidence of developing independent learners; learning activities are organised and managed effectively; demonstrates strategies that facilitate independent learning; students exhibit progression towards characteristics of independent learning; assessment criteria clearly communicated, monitored, and applied in a manner that is fair and consistent.*

1. **How do you plan, implement and evaluate programmes for the assessment of student learning, including the assessment of prior experiential learning?**

Click here to enter text.

*→ Examples: Assessment criteria clearly communicated in advance throughout the course/programme; formative assessment feedback is provided to students; assessments undertaken are fair, valid and consistent; actively participates in developing assessment criteria; audits, monitors and updates student assessments; contributes to assessment moderation processes.*

1. **How do you identify student learning difficulties and plan and implement strategies for improvement?**

Click here to enter text.

*→ Examples: Practises techniques that result in recognition of students with learning disabilities; able to establish a learning environment that accommodates individual learning needs; identifies student learning difficulties and implements strategies for further work/improvements; co-ordinates appropriate specialist support services as required.*

1. **How do you design and implement small scale research into effective teaching and/or learning within own discipline?**

Click here to enter text.

*→ Examples: Peer review or observation; collaborative development activity; literature research; reflective activity engaged in.*

1. **How do you evaluate and reflect on own practice in order to identify directions and strategies for improvement?**

Click here to enter text.

*→ Examples: Willing to identify his/her own strengths and areas in need of development.*

1. **How do you demonstrate commitment to ongoing professional development both within their discipline and as an educator:**
* **Initiate and respond to feedback from students and/or peers?**
* **Plan and implement programmes for professional development?**

Click here to enter text.

*→ Examples: Engages positively with peers and students in relation to feedback given; produces and undergoes professional development in accordance with annual development plan.*

1. **How do you practise in non-racist and non-sexist ways and be sensitive to students and colleagues with special needs?**

Click here to enter text.

*→ Examples: Issues and complaints are dealt with sensitively and in accordance with policy; student evaluations support non-racist and non-sexist behaviour; student evaluations reveal a sensitivity to those with special needs.*

1. **How do you demonstrate that your practice is informed by the current body of knowledge about effective teaching and learning?**

Click here to enter text.

*→ Examples: Contributes to programme / school / institutional or such other as related to teaching and learning.*

1. **How do you take responsibility for the effective outcome of work teams?**

Click here to enter text.

*→ Examples: active participation in working parties, curriculum design teams, assessment redesign*

1. **How do you actively contribute to the broader academic and professional life of the institution?**

Click here to enter text.

*→ Examples: Membership of and contribution to appropriate committees and working parties; support other staff in their activities; active participation in professional bodies.*

1. **How do you discharge administrative responsibilities integral to the “SASM” role?**

Click here to enter text.

*→ Examples: Academic quality requirements and administrative deadlines are met.*

1. **How do you practise within the policy framework and legislative obligation of the institute?**

Click here to enter text.

*→ Examples: Complies with policy requirements as set out in general and academic policies and procedures*

1. **How do you demonstrate professional activities which contribute in a positive way to the reputation of the institution/profession eg. Research, consultancy, publication?**

Click here to enter text.

1. **How do you actively support and contribute to the objectives, direction and operation of their department and the institute?**

Click here to enter text.

*→ Examples: Makes self-available for tasks within skill/competencies; participates in staff meetings; takes fair share of administration, representation and miscellaneous work for the department; makes self-available to lead meetings within department.*

**Decision from Head of Department**

I recommend that Enter applicant’s name here moves from the ASM to the SASM salary scale.

**Approver (Head of Department):** Enter your name here

Date: Click here to pick a date.

**Decision from Executive Dean**

I recommend that Enter applicant’s name here moves from the ASM to the SASM salary scale.

**Approver (Executive Dean):** Enter your name here

Date: Click here to pick a date.

*NB: in accordance with policy HR9:*

1. *An applicant who has their application declined may request that the Chief Executive review the decision of the Executive Dean.*
2. *A request for review must be received in writing by the Manager, HR within 7 days of the applicant being advised that their application has been declined.*
3. *The decision of the CE shall be final.*