

<b>Name of Policy</b>	<b>Classification Standards for Academic and General Staff Policy</b>	
<b>Description of Policy</b>	This policy outlines the Minimum Standards for Academic Levels and the DWM Descriptors for General Staff.	
<input checked="" type="checkbox"/> New Policy	<input type="checkbox"/>	Revision
<b>Description of Revision</b>		

### Human Resources Directorate

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## 1. Background Information

This policy has been developed in support of the operation of classification for Academic and General Staff positions at ACU.

## 2. Policy Statement

The use of classification standards for each level of position at ACU assists the management of staff across a range of employment matters including appointment of staff, performance, development, promotion and reclassification.

## 3. Policy Purpose

This policy informs all staff and supervisors of the content of different levels for academic staff and different levels at which general staff positions can be classified.

It is intended to allow for equitable and transparent classification of academic staff and general staff positions.

## 4. Application of Policy

This policy applies to:

- all non-casual academic staff employed by the University at levels A to E, other than as Dean, Campus Dean, Pro-Vice-Chancellor and Vice-Chancellor, and
- all non-casual general staff positions from Levels 1 to 9.

All academic staff other than casual academic staff will be classified in terms of the Minimum Standards for Academic Levels (MSALs) at Attachment 1 of this Policy. All general staff positions from Level 1 to 9 will be classified in accordance with the DWM descriptors at Attachment 2 of this Policy as the primary determinant of classification.

The University will develop a set of ACU-specific secondary classification descriptors based upon the DWM descriptors. These ACU-specific descriptors, when developed, will replace the use of the Hay Points Factor System as the secondary system for classification.

Until the ACU-specific descriptors are developed, where a Classification Committee is unable to reach a unanimous decision using the DWM descriptors, the Hay Points Factor System will be utilised by the Committee as a secondary system in order to reach a decision.

General staff positions at Level 10 and above will be classified externally.

## 5. Approvals

Approvals of classification in accordance with the MSALs and the DWM descriptors, the Hay Points Factor System and the new ACU-specific secondary classification descriptors will occur under a variety of processes including:

- promotion of academic staff,
- establishment of new academic positions,
- establishment of new general staff positions,
- promotion of general staff to advertised vacant positions, and
- action by the General Staff Classification Committee and approval by the relevant Executive Staff member.

## **6. Procedures**

### **6.1 Academic Staff**

All non-casual academic staff at Levels A to E are classified under the Minimum Standards for Academic Levels (MSALs) in Attachment 1.

### **6.2 General Staff Positions**

All general staff positions from Level 1 to 9 will be classified in accordance with the DWM descriptors in Attachment 2 as the primary determinant of classification.

## **7. Policy Review**

In particular, the University will develop a set of ACU-specific secondary classification descriptors based upon the DWM descriptors. These ACU-specific descriptors, when developed, will replace the use of the Hay Points Factor System as the secondary system for classification of general staff positions.

Generally, the University may make changes to this policy and procedures from time to time to improve the effectiveness of their operation. In this regard, any staff member who wishes to make any comments about this Policy may forward their suggestions to the Director, Human Resources.

## **8. Further Assistance**

Any staff member who requires assistance in understanding this Policy should first consult their nominated supervisor who is responsible for the implementation and operation of the arrangements in their work area. Should further advice be needed, they should contact the Human Resources Consultant responsible for their campus.

## **9. Attachments**

1. Minimum Standards for Academic Levels (MSALs)
2. DWM Descriptors

## **Attachment 1 – Minimum Standards for Academic Levels (MSALs)**

### **Introduction:**

The Minimum standards for levels of academic staff, other than a casual, are set out in this Schedule. The levels are differentiated by level of complexity, degree of autonomy, leadership requirements of the position and level of achievement of the academic. The responsibilities of academic staff may vary according to the specific requirements of the institution to meet its objectives, to different discipline requirements and/or to individual staff development.

An academic appointed to a particular level may be assigned and may be expected to undertake, responsibilities and functions of any level up to and including the level to which the academic is appointed or promoted. In addition, an academic may undertake elements of the work of a higher level in order to gain experience and expertise consistent with the requirements of an institution's promotion processes.

The MSALs will not be used as a basis for claims for reclassification.

### **Teaching and Research Academic Staff:**

#### **Level A**

A Level A academic will work with the support and guidance from more senior academic staff and is expected to develop his or her expertise in teaching and research with an increasing degree of autonomy. A Level A academic will normally have completed four years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.

A Level A academic will normally contribute to teaching at the institution, at a level appropriate to the skills and experience of the staff member, engage in scholarly, research and/or professional activities appropriate to his or her profession or discipline, and undertake administration primarily relating to his or her activities at the institution. The contribution to teaching of Level A academics will be primarily at undergraduate and graduate diploma level.

#### **Level B**

A Level B academic will undertake independent teaching and research in his or her discipline or related area. In research and/or scholarship and/or teaching a Level B academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other staff, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline. He or she will normally undertake administration primarily relating to his or her activities at the institution and may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the institution.

#### **Level C**

A Level C academic will make a significant contribution to the discipline at the national level. In research and/or scholarship and/or teaching he or she will make original contributions, which expand knowledge or practice in his or her discipline.

A Level C academic will normally make a significant contribution to research and/or scholarship and/or teaching and administration activities of an organisational unit or an interdisciplinary area at undergraduate, honours and postgraduate level. He or she will normally play a major role or provide a significant degree of leadership in scholarly, research

and/or professional activities relevant to the profession, discipline and/or community and may be required to perform the full academic responsibilities of and related administration for the coordination of a large award program or a number of smaller award programs of the institution.

#### **Level D**

A Level D academic will normally make an outstanding contribution to the research and/or scholarship and/or teaching and administration activities of an organisational unit, including a large organisational unit, or interdisciplinary area.

A Level D academic will make an outstanding contribution to the governance and collegial life inside and outside of the institution and will have attained recognition at a national or international level in his or her discipline. He or she will make original and innovative contributions to the advancement of scholarship, research and teaching in his or her discipline.

#### **Level E**

A Level E academic will provide leadership and foster excellence in research, teaching and policy development in the academic discipline within the institution and within the community, professional, commercial or industrial sectors.

A Level E academic will have attained recognition as an eminent authority in his or her discipline, will have achieved distinction at the national level and may be required to have achieved distinction at the international level. A Level E academic will make original, innovative and distinguished contributions to scholarship, researching and teaching in his or her discipline. He or she will make a commensurate contribution to the work of the institution.

#### **Research-only Academic Staff (inclusive of creative disciplines):**

##### **Level A**

A Level A research academic will typically conduct research/scholarly activities under limited supervision either independently or as a member of a team and will normally hold a relevant higher degree.

A Level A research academic will normally work under the supervision of academic staff at Level B or above, with an increasing degree of autonomy as the research academic gains skills and experience. A Level A research academic may undertake limited teaching, may supervise at undergraduate levels and may publish the results of the research conducted as sole author or in collaboration. He or she will undertake administration primarily relating to his or her activities at the institution.

##### **Level B**

A Level B research academic will normally have experience in research or scholarly activities, which have resulted in publications in refereed journals or other demonstrated scholarly activities.

A Level B research academic will carry out independent and/or team research. A Level B research academic may supervise postgraduate research students or projects and be involved in research training.

### **Level C**

A Level C research academic will make independent and original contributions to research which have a significant impact on his or her field of expertise. The work of the research academic will be acknowledged at a national level as being influential in expanding the knowledge of his or her discipline. This standing will normally be demonstrated by a strong record of published work or other demonstrated scholarly activities.

A Level C research academic will provide leadership in research, including research training and supervision.

### **Level D**

A Level D research academic will make major original and innovative contributions to his or her field of study or research, which are recognised as outstanding nationally or internationally.

A Level D research academic will play an outstanding role within his or her institution, discipline and/or profession in fostering the research activities of others and in research training.

### **Level E**

A Level E research academic will typically have achieved international recognition through original, innovative and distinguished contributions to his or her field of research, which is demonstrated by sustained and distinguished performance.

A Level E research academic will provide leadership in his or her field of research, within his or her institution, discipline and/or profession and within the scholarly and/or general community. He or she will foster excellence in research, research policy and research training.

## Attachment 2 – DWM Descriptors

This Schedule includes definitions of the four levels of supervision, the eight qualification levels and the seven classification dimensions that are referred to in the descriptors.

### DEFINITIONS

#### Definition 1: Supervision

Close supervision: clear and detailed instructions are provided. Tasks are covered by standard procedures. Deviation from procedures or unfamiliar situations are referred to higher levels. Work is regularly checked.

Routine supervision: direction is provided on the tasks to be undertaken with some latitude to rearrange sequences and discriminate between established methods. Guidance on the approach to standard circumstances is provided in procedures, guidance on the approach to non-standard circumstances is provided by a supervisor. Checking is selective rather than constant.

General direction: direction is provided on the assignments to be undertaken, with the occupant determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available. Performance is checked by assignment completion.

Broad direction: direction is provided in terms of objectives which may require the planning of staff, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.

### DEFINITION 2

*Within the Australian Qualifications Framework:*

#### Qualifications

Year 12: Completion of a Senior Secondary Certificate of Education, usually in Year 12 of secondary school.

Trade certificate: Completion of an apprenticeship, normally of four years duration, or equivalent recognition, eg Certificate III.

Post-trade certificate: A course of study over and above a trade certificate and less than a Certificate IV.

Advanced certificate: A two-year part-time post-Year 12 or post-trade certificate course, or a four year part-time course for those who have completed Year 10 only of secondary school.

Certificates I and II: Courses that recognise basic vocational skills and knowledge, without a Year 12 prerequisite.

Certificate III: A course that provides a range of well-developed skills and is comparable to a trade certificate.

Certificate IV: A course that provides greater breadth and depth of skill and

knowledge and is comparable to a two year part time post-Year 12 or post-trade certificate course.

### **Qualifications**

Diploma: A course at a higher education or vocational educational and training institution, typically equivalent to two years full time post-Year 12 study.

Advanced diploma: A course at a higher education or vocational educational and training institution, typically equivalent to three years full time post-Year 12 study.

Degree: A recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one year diploma.

Postgraduate degree: A recognised postgraduate degree, over and above a degree as defined above.

**Note:** Previously recognised qualifications obtained prior to the implementation of the Australian Qualifications Framework continue to be recognised. The above definitions also include equivalent recognised overseas qualifications.

### **Definition 3: Classification Dimensions**

**Task Level:** the type, complexity and responsibility of tasks typically performed by staff within each proposed classification level.

#### **Judgement, Independence & Problem Solving:**

Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed. Independence is the extent to which a staff member is able (or allowed) to work effectively without supervision or direction. Problem solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.

This dimension looks at how much of each of these three qualities applies at each proposed classification level.

#### **Organisational Knowledge:**

the level of knowledge and awareness of the organisation, its structure and functions that would be expected of staff at each proposed classification level, and the purposes to which that organisational knowledge may be put.

**Training Level:** the type and duration of training which the duties of the classification level typically require for effective performance. Training is the process of acquiring skills and knowledge through formal education, on the job instruction or exposure to procedures.

#### **Occupational Equivalent:**

occupations typically falling within each proposed classification level.

**Typical Activities:** activities typically undertaken by staff in different occupations at each of the proposed classification levels.

## **1. HIGHER EDUCATION WORKER LEVEL 1**

### **1.1 Task Level:**

Straightforward manual duties, or elements of Level 2 duties under close supervision and structured on the job training. Some knowledge of materials, e.g. cleaning chemicals and hand tools, may be required. Established procedures exist.

### **1.2 Judgement, Independence and Problem Solving:**

Resolve problems where alternatives for the job holder are limited and the required action is clear or can be readily referred to higher levels.

### **1.3 Level of Supervision:**

Close supervision or, in the case of more experienced staff working alone, routine supervision.

### **1.4 Organisational Knowledge:**

May provide straightforward information to others on building or service locations.

### **1.5 Training Level or Qualifications:**

Employees at the base of Level 1 would not be required to have formal qualifications or work experience upon engagement.

Employees engaged at the base of this level will be provided with structured on the job training in addition to up to 38 hours of induction to the higher education industry which shall provide information on the higher education institution, conditions of employment, training to be made available and consequent career path opportunities, physical layout of the institution/work areas, introduction to fellow workers and supervisors, work and documentation procedures, occupational health and safety, equal employment opportunity practices and extended basic literacy and numeracy skills training where required/necessary to enable career path progression.

### **1.6 Occupational Equivalent:**

Cleaner, Labourer, Trainee for Level 2 duties.

### **1.7 Typical Activities:**

Perform a range of industrial cleaning tasks, move furniture, assist trades personnel with manual duties.

## **2. HIGHER EDUCATION WORKER LEVEL 2**

### **2.1 Task Level:**

Perform a range of straightforward tasks where procedures are clearly established. May on occasion perform more complex tasks.

### **2.2 Judgement, Independence and Problem Solving:**

Solve relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives.

An employee at Level 2 will be expected to perform a combination of various routine tasks where the daily work routine will allow the latitude to rearrange some work sequences, provided the prearranged work priorities are achieved.

### **2.3 Level of Supervision:**

Routine supervision of straightforward tasks, close supervision of more complex tasks (see below).

### **2.4 Organisational Knowledge:**

Following training, may provide general information/advice and assistance to members of the public, students and other staff which is based on a broad knowledge of the employee's work area/responsibility, including knowledge of the functions carried out and the location and availability of particular personnel and services.

### **2.5 Training Level or Qualifications:**

Persons employed at Level 2 shall typically perform duties at a skill level which assumes and requires knowledge, training or experience relevant to the duties to be performed, or completion of Year 12 without work experience or an equivalent combination of experience and training.

### **2.6 Occupational Equivalent:**

Clerk, Security Patrol Officer.

### **2.7 Typical Activities:**

Clerical positions at this level may include duties involving the inward and outward movement of mail; keeping, copying, maintaining and retrieving records; straightforward data entry and retrieval.

Security Officers may be involved in a range of patrol duties, including responding to alarms, following emergency procedures and preparing incident reports.

## **3. HIGHER EDUCATION WORKER LEVEL 3**

### **3.1 Task Level:**

Some complexity. Apply body of knowledge equivalent to trade certificate, including diagnostic skills and assessment of the best approach to a given task.

### **3.2 Judgement, Independence and Problem Solving:**

Exercise judgement on work methods and task sequence within specified timelines and standard practices and procedures.

### **3.3 Level of Supervision:**

In technical positions, routine supervision, moving to general direction with experience. In other positions, general direction. This is the first level where supervision of other staff may be required.

### **3.4 Organisational Knowledge:**

Perform tasks/assignments which require knowledge of the work area processes and an understanding of how they interact with other related areas and processes.

### **3.5 Training Level or Qualifications:**

Persons employed at Level 3 shall typically perform duties at a skill level which assumes and requires knowledge or training in clerical/administrative, trades or technical functions equivalent to:

- completion of a trades certificate; or
- completion of Year 12, with relevant work experience; or
- equivalent relevant experience or combination of relevant experience and education/training.

Persons advancing through Level 3 may typically perform duties which require further on the job training or knowledge and training equivalent to progress toward completion of an advanced certificate or associate diploma.

### **3.6 Occupational Equivalent:**

Tradesperson, technical assistant/technical trainee, clerical/secretarial.

### **3.7 Typical Activities:**

In trades positions, apply the skills taught in a trade certificate, including performance of a range of construction, maintenance and repair tasks, using precision hand and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training.

In Technical Assistant positions,

- assist a technical officer in operating a laboratory, including ordering supplies
- assist in setting up routine experiments
- monitor experiments for report to a technical officer
- assist with the preparation of specimens
- assist with the feeding and care of animals.

Staff would be expected to perform a greater range and complexity of tasks as they progressed through the level and obtained further training.

In clerical positions, perform a range of clerical support tasks including:

- standard use of a word processing package (including store and retrieve documents, key and lay out correspondence and reports, merge, move and copy, use of columns, tables and basic graphics) or an established spreadsheet or database application
- provide general clerical support to staff within a faculty, including word processing, setting up meetings, answering straightforward inquiries and directing others to the appropriate personnel
- process accounts for payment.

## **4. HIGHER EDUCATION WORKER LEVEL 4**

### **4.1 Task Level:**

May undertake limited creative, planning or design functions; apply skills to a varied range of different tasks.

#### **4.2 Judgement, Independence and Problem Solving:**

In trades positions, extensive diagnostic skills. In technical positions, apply theoretical knowledge and techniques to a range of procedures and tasks. In clerical/secretarial positions, provide factual advice which requires proficiency in the work area's rules and regulations, procedures requiring expertise in a specialist area or broad knowledge of a range of personnel and functions.

#### **4.3 Level of Supervision:**

In technical positions, routine supervision to general direction depending upon experience and the complexity of the tasks. In other positions, general direction.

May supervise or co-ordinate others to achieve objectives, including liaison with staff at higher levels. May undertake stand alone work.

#### **4.4 Organisational Knowledge:**

Perform tasks/assignments which require proficiency in the work area's rules, regulations, processes and techniques, and how they interact with other related functions.

#### **4.5 Training Level or Qualifications:**

Persons employed at Level 4 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:

- completion of an associate diploma level qualification with relevant work related experience or a certificate level qualification with post-certificate relevant work experience; or
- completion of a post-trades certificate or advanced certificate and extensive relevant experience and on the job training; or
- an equivalent combination of relevant experience and/or education/training.

#### **4.6 Occupational Equivalent:**

Technical officer or technician, clerical/secretarial above Level 3, advanced tradesperson.

#### **4.7 Typical Activities:**

In trades positions,

- work on complex engineering or interconnected electrical circuits
- exercise high precision trades skills using various materials and/or specialised techniques.

In technical positions,

- develop new equipment to criteria developed and specified by others
- under routine direction, assist in the conduct of major experiments and research programs and/or in setting up complex or unusual equipment for a range of experiments and demonstrations
- demonstrate the use of equipment and prepare reports of a technical nature as directed.

In library technician positions,

- undertake copy cataloguing
- use a range of bibliographic databases

- undertake acquisitions
- respond to reference inquiries.

In clerical/secretarial positions,

- may undertake a full range of word processing functions, including mathematical formulae and symbols, manipulation of text and layout in desktop publishing software and use of a range of word processing packages if required
- be responsible for providing a full range of secretarial services in a faculty
- plan and set up spreadsheets or data base applications
- provide advice to students on enrolment procedures and requirements, administer enrolment and course progression records.

## **5. HIGHER EDUCATION WORKER LEVEL 5**

### **5.1 Task Level:**

Apply body of broad technical knowledge and experience at a more advanced level than Level 4, including the development of areas of specialist expertise. In professional positions, apply theoretical knowledge, at degree level, in a straightforward way. In administrative positions, provide interpretation, advice and decisions on rules and entitlements.

### **5.2 Judgement, Independence and Problem Solving:**

In professional positions, solve problems through the standard application of theoretical principles and techniques at degree level. In technical positions, apply standard technical training and experience to solve problems. In administrative positions, may apply expertise in a particular set of rules or regulations to make decisions, or be responsible for co-ordinating a team to provide an administrative service.

### **5.3 Level of Supervision:**

In professional positions, routine supervision to general direction, depending on tasks involved and experience. In technical positions, general direction and may supervise other staff.

### **5.4 Organisational Knowledge:**

Perform tasks/assignments which require proficiency in the work area's rules, regulations, processes and techniques and how they interact with other related functions.

### **5.5 Training Level or Qualifications:**

Persons employed at Level 5 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:

- completion of a degree without subsequent relevant work experience; or
- completion of an associate diploma and at least 2 years subsequent relevant work experience; or
- completion of a post-trades certificate or advanced certificate and extensive relevant experience as a technician; or
- an equivalent combination of relevant experience and/or education/training.

## **5.6 Occupational Equivalent:**

Graduate (ie degree) or professional, without subsequent work experience on entry (including inexperienced computer systems officer); administrator with responsibility for advice and determinations; experienced technical officer.

## **5.7 Typical Activities:**

In technical positions,

- develop new equipment to general specifications
- under general direction, assist in the conduct of major experiments and research programs and/or in setting up complex or unusual equipment for a range of experiments and demonstrations
- under broad direction, set up, monitor and demonstrate standard experiments and equipment use
- prepare reports of a technical nature.

In library technician positions, perform at a higher level than Level 4, including assist with reader education programs and more complex bibliographic and acquisition services.

- operate a discrete unit within a library which may involve significant supervision or be the senior staff member in an outposted service.

In administrative positions, responsible for the explanation and administration of an administrative function, eg HECS advice, records, determinations and payments, a centralised enrolment function, the organisation and administration of exams at a small campus.

In professional positions and under professional supervision,

- work as part of a research team in a support role
- provide a range of library services including bibliographic assistance, original cataloguing and reader education in library and reference services
- provide counselling services.

## **6. HIGHER EDUCATION WORKER LEVEL 6**

### **6.1 Task Level:**

Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Employees would have the latitude to develop or redefine procedure and interpret policy so long as other work areas are not affected. In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience and application.

### **6.2 Judgement, Independence and Problem Solving:**

Discretion to innovate within own function and take responsibility for outcomes; design, develop and test complex equipment, systems and procedures; undertake planning involving resources use and develop proposals for resource allocation; exercise high level diagnostic skills on sophisticated equipment or systems; analyse and report on data and experiments.

### **6.3 Level of Supervision:**

In professional positions, general direction; in other positions, broad direction. May have extensive supervisory and line management responsibility for technical, clerical, administrative and other non-professional staff.

### **6.4 Organisational Knowledge:**

Perform tasks/assignments which require proficiency in the work area's existing rules, regulations, processes and techniques and how they interact with other related functions, and to adapt those procedures and techniques as required to achieve objectives without impacting on other areas.

### **6.5 Training Level or Qualifications:**

Persons employed at Level 6 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:

- a degree with subsequent relevant experience; or
- extensive experience and specialist expertise or broad knowledge in technical or administrative fields;
- an equivalent combination of relevant experience and/or education/training.

### **6.6 Occupational Equivalent:**

Graduate or Professional with subsequent relevant work experience (including a computer systems officer with some experience); line manager; experienced technical specialist and/or technical supervisor.

### **6.7 Typical Activities:**

In technical positions,

- manage a teaching or research laboratory or a field station
- provide highly specialised technical services
- set up complex experiments
- design and construct complex or unusual equipment to general specifications
- assist honours and postgraduate students with their laboratory requirements
- install, repair, provide and demonstrate computer services in laboratories.

In administrative positions,

- provide financial, policy and planning advice
- service a range of administrative and academic committees, including preparation of agendas, papers, minutes and correspondence
- monitor expenditure against budget in a school or small faculty.

In professional positions,

- work as part of a research team
- provide a range of library services, including bibliographic assistance, original cataloguing and reader education in library and reference services
- provide counselling services
- undertake a range of computer programming tasks
- provide documentation and assistance to computer users
- analyse less complex user and system requirements.

## **7. HIGHER EDUCATION WORKER LEVEL 7**

### **7.1 Task Level:**

Independently relate existing policy to work assignments or rethink the way a specific body of knowledge is applied in order to solve problems. In professional or technical positions, may be a recognised authority in a specialised area.

### **7.2 Judgement, Independence and Problem Solving:**

Independently relate existing policy to work assignments, rethink the way a specific body of knowledge is applied in order to solve problems, adapt procedures to fit policy prescriptions or use theoretical principles in modifying and adapting techniques. This may involve stand alone work or the supervision of others in order to achieve objectives. It may also involve the interpretation of policy which has an impact beyond the immediate work area.

### **7.3 Level of Supervision:**

Broad direction. May manage other administrative, technical and/or professional staff.

### **7.4 Organisational Knowledge:**

Detailed knowledge of academic and administrative policies and the interrelationships between a range of policies and activities.

### **7.5 Training Level or Qualifications:**

Persons employed at Level 7 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:

- a degree with at least 4 years subsequent relevant experience; or
- extensive experience and management expertise in technical or administrative fields; or
- an equivalent combination of relevant experience and/or education training.

### **7.6 Occupational Equivalent:**

Senior librarian, technical manager, senior professional or scientific officer, senior administrator in a small less complex faculty.

### **7.7 Typical Activities:**

In a library, combine specialist expertise and responsibility for managing a library function; in student services, the training and supervision of other professional staff combined with policy development responsibilities which may include research and publication; in technical manager positions, the management of teaching and research facilities for a department or school; in research positions, acknowledged expertise in a specialised areas or a combination of technical management and specialist research.

In administrative positions, provide less senior administrative support to relatively small and less complex faculties or equivalent.

## **8. HIGHER EDUCATION WORKER LEVEL 8**

### **8.1 Task Level:**

Work at this level is likely to require the development of new ways of using a specific body of knowledge which applies to work assignments, or may involve the integration of other specific bodies of knowledge.

### **8.2 Judgement, Independence and Problem Solving:**

Responsible for program development and implementation. Provide strategic support and advice to schools or faculties requiring integration of a range of university policies and external requirements, and an ability to achieve objectives operating within complex organisation structures.

### **8.3 Level of Supervision:**

Broad direction. May manage other administrative, technical and/or professional staff.

### **8.4 Organisational Knowledge:**

The employee would be expected to make policy recommendations to others and to implement programs involving major change which may impact on other areas of the institution's operations.

### **8.5 Training Level or Qualifications:**

Persons employed at Level 8 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:

- completion of, or progress towards, postgraduate qualifications and extensive relevant experience; or
- extensive experience and management expertise; or
- an equivalent combination of relevant experience and/or education/training.

### **8.6 Occupational Equivalent:**

Researcher of national standing; manager; senior school or faculty administrator.

### **8.7 Typical Activities:**

Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources; manage a function or development and implementation of a policy requiring a high degree of knowledge and sensitivity; manage a small and specialised unit where significant innovation, initiative and/or judgement are required; provide senior administrative support to schools and faculties of medium complexity, taking into account the size, budget, course structure, external activities and management practices within the faculty or equivalent unit.

## **9. HIGHER EDUCATION WORKER LEVEL 9**

### **9.1 Task Level:**

Demonstrated capacity to conceptualise, develop and review major professional, management or administrative policies at the corporate level. Significant high level creative, planning and management functions. Responsibility for significant resources.

## **9.2 Judgement, Independence and Problem Solving:**

Responsible for program development and implementation. Provide strategic support and advice to schools or faculties requiring integration of a range of internal and external policies and demands, and an ability to achieve objectives operating within complex organisation structures.

## **9.3 Level of Supervision:**

Broad direction. Will manage other administrative, technical and/or professional staff.

## **9.4 Organisational Knowledge:**

Conceptualise, develop and review major policies, objectives and strategies involving high level liaison with internal and external client areas. Responsible for programs involving major change which may impact on other areas of the institution's operations.

## **9.5 Training Level or Qualifications:**

Persons employed at Level 9 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:

- postgraduate qualifications and extensive relevant experience; or
- extensive management experience and proven management expertise; or
- an equivalent combination of relevant experience and/or education/training.

## **9.6 Occupational Equivalent:**

Researcher of national or international standing; manager; senior school or faculty administrator.

## **9.7 Typical Activities:**

Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources; manage a function or development and implementation of a policy requiring a high degree of knowledge and sensitivity and the integration of internal and external requirements; manage a small and specialised unit where significant innovation, initiative and/or judgement are required; provide senior administrative support to the more complex schools and faculties, taking into account the size, budget, course structure, external activities and management practices within the faculty or equivalent unit.