

**CLASSIFICATION DESCRIPTION FOR PROFESSIONAL STAFF
HIGHER EDUCATION WORKER LEVELS - SECONDARY DESCRIPTORS**

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Definition

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 staff member may be required. Performance will be measured against objectives.

Definition 2 – Qualifications – Within the Australian Qualifications Framework:

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 4 years' duration, or equivalent recognition, e.g., Certificate III.
Post-trade certificate	A course of study over and above a trade certificate and less than a Certificate IV.
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 2 year part-time post-Year 12 or post-trade certificate course.
Diploma	A course at a higher education or vocational educational and training institution, typically equivalent to 2 years full-time post-Year 12 study
Advanced diploma	A course at a higher education or vocational educational and training institution, typically equivalent to 3 years full-time post-Year 12 study.
Degree	A recognised degree from a higher education institution, often completed in 3 or 4 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

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	Examples of occupations typically falling within each classification level.
Level of supervision	This dimension covers both the way in which staff are supervised or managed and the role of staff in supervising or managing others.
Task level	The type, complexity and responsibility of tasks typically performed by staff within each classification level.
Organisational knowledge and impact	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.
Judgment, independence and problem solving	Judgment 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 actions are available. This dimension looks at how much of each of these 3 qualities applies at each classification level.
Typical activities	Examples of activities typically undertaken by staff in different occupations at each of the classification levels.

Schedule One

This schedule is arranged in order of Higher Education Worker Level.

Within each level are found the descriptors for each of the seven classification dimensions.

Higher Education Worker Level 1

Indicative relativity to base trade: 88% - 92% Indicative
NTB competency level 1

Typical activities

Primary Descriptor

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

Secondary Descriptor

Gardening involving straightforward manual duties that can be performed by staff with little or no work experience or training.

Occupational equivalent

Primary Descriptor

Cleaner, labourer, trainee for level 2 duties

Task level

Primary Descriptor

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.

Secondary Descriptor

Perform repetitive tasks, covered by instructions and procedures, for which the job holder usually requires less than one month of on-the-job training to achieve competence. A basic knowledge of materials and equipment may be required.

Training level or qualification

Primary Descriptor

Staff members at the base of this level would not be required to have formal qualifications or work experience upon engagement.

Staff members 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 will provide information on: the University of Newcastle, conditions of employment; training to be made available and consequent career path opportunities; physical layout of the University of Newcastle/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.

Level of supervision

Primary Descriptor

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

Secondary Descriptor

No addition to Primary Descriptor.

Organisational knowledge and impact

Primary Descriptor

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

Secondary Descriptor

Staff follow procedures in their dealings with others. The impact of established procedures on other people or work areas is the concern of more senior staff.

Judgement, independence and problem solving

Primary Descriptor

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

Secondary Descriptor

There are straightforward tasks involving limited choice and minimal independence. Problem solving is minimal.



Higher Education Worker Level 2

Indicative relativity to base trade : 95% - 100%

Indicative NTB competency level 2

Typical activities

Primary Descriptor

Administrative 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.

Secondary Descriptor

Trades' Assistants with knowledge, training or experience relevant to the duties. Gardening where work experience and/or training is applied to a range of manual duties. Laboratory or research support positions at this level would typically perform any or all of the following duties:

prepare materials for experiments;

clean laboratory apparatus and equipment, bench tops, sinks, containers, etc.;

check stocks of equipment and materials;

undertake duties of like nature and responsibility.

Occupational equivalent

Primary Descriptor

Administrative assistant, security patrol officer.

Task level

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

Secondary Descriptor

Perform a range of straightforward tasks, adhering to clear instructions and procedures. Under instruction, may occasionally perform some more complex tasks for which detailed procedures or standardised instructions exist and where assistance or advice is readily available. Task competency, including knowledge of the procedures to be followed, can be acquired through on-the- job training and/or short courses.

Training level or qualification

Primary Descriptor

Level 2 duties typically require 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.

Secondary Descriptor

Level 2 positions generally require basic skills only. Staff undertaking duties at this level would normally become competent in individual tasks after a limited period of training.

Level of supervision

Primary Descriptor

Routine supervision of straightforward tasks; close supervision of more complex tasks.

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.

Secondary Descriptor

The job holder has some limited discretion to choose between established methods and sequences provided set priorities and timetables are met. Non-standard or more complex tasks will be subject to detailed instructions and checking.

Organisational knowledge and impact**Primary Descriptor**

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 staff member's work area/responsibility, including knowledge of the functions carried out and the location and availability of particular personnel and services.

Judgement, independence and problem solving**Primary Descriptor**

Solve relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives. A staff member at this level 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.

Secondary Descriptor

Problem solving is limited and assistance is available when unusual circumstances are encountered or when established responses are not effective.

Higher Education Worker Level 3

Indicative relativity to base trade: 100% - 115%

Indicative NTB competency level 3 - 4

Typical activities

Primary Descriptor

In trades positions, apply the skills taught in a trade certificate or Certificate III, 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;
- operate and maintain basic research facility equipment.

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

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

- standard use of range of desktop-based programs e.g. word processing, established spreadsheet or database applications, and management information systems (e.g. financial, student or human resource systems). This may include store and retrieve documents, key and lay out correspondence and reports, merge, move and copy, use of columns, tables and basic graphics.
- provide general administrative support to other staff, including setting up meetings, answering straightforward inquiries and directing others to the appropriate personnel; and
- process accounts for payment.

Secondary Descriptor

Gardening, requiring the application of skills taught in a trades certificate, or equivalent experience/training.

Laboratory or research support positions would be expected to perform any or all of the following duties:

**prepare materials for experiments;
order supplies;
carry out routine tests and experiments in accordance with standard methods; monitor
experiments for report to supervisor;
provide minor maintenance to equipment;
prepare test samples;
set up equipment for research;
undertake duties of like nature and responsibility.**

Departmental/Dean's Secretary (Criteria developed for Award Restructuring Priority Review)

Staff would be expected to perform the majority of the following duties to be placed at this level. They could be expected to supervise other staff and would usually be subject to general direction. An understanding of the Department's processes and the way they interact with other areas and processes is required. Judgement on work methods and task sequence within specified timelines, standard practices and procedures may be made.

**standard use of a word-processing package to produce letters, memos, research papers, correspondence, etc. and standard use of an established spreadsheet or database application. receive enquiries by telephone and in person from students, staff, and the general public.
transcribe Dictaphone tapes and modify/correct word processing prepared by other staff (academics) and/or take shorthand.**

establish and maintain departmental files.

maintain appointment diaries for staff in the Department, schedule meetings, book rooms and arrange hospitality.

assist with the organisation of small local conferences, seminars and other functions. assist with the devising of itineraries, including liaising with travel agents.

prepare routine forms for signature by Head of Department.

use photocopiers, facsimile machines and other office equipment. arrange Departmental meetings, prepare agendas and take minutes. order stationery and other consumables.

act as contact person for the Department, for example, communicating information about the timetabling of classes and examinations for the Department in conjunction with the timetabling staff in the Academic Registrar's Branch.

provide limited supervision to other office support staff, prioritising work and ensuring deadlines are met.

assist with departmental administration, for example arranging internal examinations, including contacting students and arranging rooms.

Occupational equivalent

Primary Descriptor

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

Task level

Primary Descriptor

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

Secondary Descriptor

Exercise discretion within established work methods, procedures and priorities to diagnose problems, or to choose between alternate approved work methods or procedures and to determine task sequences. Provide information to staff and other work areas within established guidelines. Communicate and liaise with other work areas.

Training level or qualification

Primary Descriptor

Level 3 duties typically require 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 Certificate III; or
- completion of Year 12 or Certificate II, with relevant work experience; or
- equivalent relevant experience or combination of relevant experience and education/training.

Persons advancing through this level 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 diploma.

Secondary Descriptor

AQF equivalent of base trades qualification, e.g., Certificate III

Level of supervision

Primary Descriptor

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.**

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.

Secondary Descriptor

Supervision received:

Direction is provided on the assignments to be undertaken, with the occupant determining the appropriate use of established methods, tasks and sequences, where:

**task objectives are well defined; and
choices are made between a range of standard alternatives.**

Guidance on the approach to non-standard, more complex or new circumstances will be provided by others.

Supervision given:

Supervision of other staff may be required, where those staff perform a range of straightforward tasks, following set procedures or routines.

Organisational knowledge and impact

Primary Descriptor

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

Secondary Descriptor

Perform tasks which may involve:

a basic knowledge of the University's organisation;
clear understanding of the role and function of own work area and the consequences of routine decisions or courses of action on people and work areas.

Judgement, independence and problem solving

Primary Descriptor

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

Secondary Descriptor

Staff will have the ability to:

provide solutions or courses of action within established guidelines or policy; meet set priorities;
solve problems, requiring some initiative and interpretation in the application of established rules, procedures, precedents, practices, or techniques;
exercise some judgement over when and/or where to refer matters or seek assistance;
where the opportunity arises, make suggestions and develop local job-specific systems to assist in the completion of allocated tasks;
assist in identifying ways to improve performance of tasks.

Higher Education Worker Level 4

Indicative relativity to base trade: 115% - 125%
Indicative NTB competency level 5 (lower range)

Typical activities

Primary Descriptor

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; and/or
- demonstrate the use of equipment and prepare reports of a technical nature as directed;
- maintain research facilities consumables and track their usage;
- collect and maintain facility data and records.

In Library Officer positions:

- undertake copy cataloguing and data processing;
- use a range of bibliographic databases and electronic resource packages;
- undertake acquisitions and collection management work; and/or
- provide an enquiry service, guidance, and advice utilising University systems, applications, and online resources.

In administrative positions:

- may use a full range of desktop-based programs, including word processing packages, mathematical formulae and symbols, manipulation of text and layout in desktop publishing and/or web software, and management information systems;
- be responsible for providing a full range of secretarial services, e.g., in a College;
- plan and set up spreadsheets or data base applications;
- provide advice to students on enrolment procedures and requirements; and/or
- administer enrolment and course progression records.

Secondary Descriptor

Gardening, requiring the application of skills taught in a post-trades or advanced certificate, or equivalent experience/training. Laboratory and research support positions: refer to technical positions in Primary Descriptor.

Departmental/Dean's Secretary (Criteria developed for Award Restructuring Priority Review)

Staff at this Level would be expected to supervise others to achieve objectives, including liaison with staff at higher levels. Alternatively, they may be required to work alone to achieve Departmental objectives. Limited planning, creative and design functions are required and staff would be expected to have a broad knowledge of a range of personnel and functions or specialist expertise in a range of procedures.

Staff at this Level would be expected to perform the duties outlined in Level 3 as well as several of the following requirements:

superior word processing skills, utilising a wide variety of word processing packages and/or capacities within one package. This may include technical typing or programming to produce correspondence, technical papers, notes and materials to desktop publishing standard. Advise academics on layout.

advanced use of other software packages such as Excel, Access, dBase, DOS, CD-ROM and graphics packages on a regular basis to produce documentation. This may include, for example, the use of linked spreadsheets, importing or exporting material from one package to another, establishment and manipulation of large and complex databases, maintaining Departmental records of student performance using formulae to prepare statistical reports.

provide factual information to students about course information, enrolments and other routine enquiries, requiring proficiency in the work area's rules, regulations and processes, expertise in a specialised area or broad knowledge of both Faculty and University functions, policies and procedures.

provide high level assistance with Departmental and other meetings, including preparing agendas, taking minutes and undertaking follow-up actions.

provide assistance to the Head of Department and other academics in the preparation of reports, submissions and other materials.

organise larger conferences on a regular basis. This includes advising on menus and guest lists, issuing invitations, preparing final seating plans, arranging venue and hospitality, monitoring budget for function, greeting guests, arranging guest speakers, accommodation and transport to and from airport.

co-ordinate examinations within the Department, including administering examination paper preparation, ensuring security, liaising with Examinations and Services, academics and nominated Departmental Examinations Officer.

co-ordinate the preparation of research grant applications within the Department, including liaising with the Office for Research and others about deadlines and formats, gathering factual information about salary rates and other costs.

**Monitor budgets, liaise with Faculty Accountants and report to the Head of Department on expenditure, balances and anomalies.
Screen Head of Department's mail, redirecting mail as appropriate or taking appropriate independent follow-up action where necessary.**

Occupational equivalent

Primary Descriptor

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

Task level

Primary Descriptor

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

Secondary Descriptor

Perform a variety of tasks which:

apply knowledge of the specific requirements of the work involved along with an understanding of the associated areas of work;

apply a body of broad knowledge and experience to a varied range of tasks or a limited range of more complex tasks;

require an awareness of the relevant theoretical or policy context;

involve negotiating and liaising with a range of people, working towards defined outcomes.

Knowledge is applied to recurring circumstances, at a routine level of complexity:

to set up, use and demonstrate a range of standard procedures, equipment use and/or experiments; to apply skills ranging across more than one activity; involving the application of specialist skills.

Training level or qualification

Primary Descriptor

Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- completion of a diploma level qualification with relevant work related experience;
- 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.

Level of supervision

Primary Descriptor

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.

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.

Secondary Descriptor**Supervision received:**

supervision is limited when established rules, procedures and guidelines are provided and understood; may work independently in specified task areas.

Supervision given:

may supervise other staff within a work area; may lead a small team.

Organisational knowledge and impact**Primary Descriptor**

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

Secondary Descriptor**Perform tasks which may involve:**

providing guidance and advice to resolve work-related problems, taking into consideration the needs of people, the objectives of the work area and related University policies;
applying a sound knowledge of the role and function of the immediate work area and an awareness of the role of other work units.

Judgement, independence and problem solving**Primary Descriptor**

In trades positions, extensive diagnostic skills.

In technical positions, apply theoretical knowledge and techniques to a range of procedures and tasks.

In administrative 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.

Secondary Descriptor**Identify priorities.**

Independently use established techniques and practices.

Solve problems within established parameters, perhaps in team situations; make recommendation on courses of action to be taken, for authorisation by others.

Higher Education Worker Level 5

Indicative relativity to base trade: 125% - 145%

Indicative NTB competency level 5 (upper range) – 6 (lower range)

Typical activities

Primary Descriptor

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 support librarian positions, perform at a higher level than Level 4, including:

- delivery of information and digital skills programs and promotion of collections and services;
- contribute to the creation of digital learning objects;
- complex bibliographic verification;
- data and system issues analysis and resolution.

In administrative positions:

- responsible for the explanation and administration of an administrative function, e.g., 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 technical inductions and skills training to research facility users;
- provide counselling services.

Secondary Descriptor

Laboratory and research support positions at this level would be expected to perform any or all of the following duties:

work as part of a research team in a support role; collect material for research projects; run experiments; process and collate information; undertake case studies and draft reports; undertake library or archival work; prepare bibliographies; arrange for and trial questionnaires; undertake duties of like nature and responsibility.

In computing services positions:

under general direction, undertake standard programming tasks; under routine supervision, investigate and design programming requirements necessary to maintain and/or implement changes to existing systems; investigate malfunctioning of operational systems and programmes and undertake remedial action within established guidelines to correct malfunction including emergency maintenance; monitor performance and investigate failures in software; produce operational documentation as required; undertake systems design and the preparation of programming specifications for standard computer systems; investigate systems design and programming requirements necessary in implementing routine alterations to existing systems; examine externally designed and written software programmes and report on their efficiency and effectiveness; analyse programme specifications and discuss any apparent errors with senior computing staff; assist, when required, with training of less experienced staff; assess the practicability of programming for proposed systems development.

Departmental/Dean's Secretary (Criteria developed for Award Restructuring Priority Review)

Staff at this level would be required to use a great deal of initiative and make original contributions at degree level in the preparation of reports, correspondence and advice. The level of supervision to which such staff would be subject is limited, with many matters usually handled by the Faculty staff or Head of Department being delegated to these staff. They would be expected to have a degree (or be progressing towards a degree) and/or have significant relevant administrative experience.

Staff at this level would be expected to perform the duties outlined in Levels 3 and 4, as well as taking a greater monitoring and administrative role, particularly:

provide interpretation, advice and decisions on rules and entitlements to students and staff on Department and University matters. This necessitates a detailed knowledge of Department functions, policy and procedures (including information about courses, research programs, student administration). Detailed knowledge of relevant internal University policy and procedures would be required, including Finance, Staffing, and Academic Administration matters.

provide high-level assistance in the preparation of applications for research grants, submissions and reports, including interpretation of guidelines, information gathering, drafting and editing, and advising on criteria and general content.

delegated responsibility for the co-ordination of examinations within the Department, as the Department's officially designated Examinations Officer.

Delegated administrative responsibility for all Departmental Accounts, advising the Head of Department about the status of all accounts, including:

liaising with Faculty Accountant to arrange internal transfers,
 assisting the Faculty Accountant by gathering information to assist in the preparation of budgets,
 preparing and arranging authorisation of requisitions and orders,
 gathering information about part-time teaching requirements and preparing costings,
 monitoring expenditure against budget and making detailed recommendations about expenditure, following up outstanding accounts and investigating anomalies in Departmental financial reports, reconciling monthly accounts with Departmental records and contacting Faculty Accountant with discrepancies.
 prepare and sign correspondence as it relates to areas of responsibility within the Department. prepare reports at degree level as directed, utilising knowledge of Departmental and University processes and policies.

Occupational equivalent

Primary Descriptor

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

Task level

Primary Descriptor

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.

Secondary Descriptor

Tasks at this level are likely to be of a more varied and complex nature, including:

the standard application of theoretical knowledge, procedures and techniques at the level of a new graduate working in their field of expertise; or
 depth (i.e. the development of some areas of specialisation) or breadth of technical, trade or administrative expertise, including a sound appreciation of the relevant theoretical or policy framework, in a particular functional area or a set of related activities.

Apply, interpret and/or advise on policies, systems, manuals, rules, procedures or guidelines. For example, the trialing of and reporting on experiment modifications for laboratory practicals, or the application of a substantial set of rules to the consideration of varying individual cases.

Training level or qualification

Primary Descriptor

Level 5 duties typically require 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 advanced diploma qualification and at least one year's subsequent relevant work experience; or
- completion of a 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.

Level of supervision**Primary Descriptor**

In professional positions, routine supervision to general direction, depending on tasks involved and experience.

In technical positions, general direction and may supervise other staff.

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.

Secondary Descriptor**Supervision received:**

Direction should be provided to establish clear objectives and goals. Duties arise from position descriptions, supplemented by assignment allocation as relevant.

Direction is limited when defined policy or guidelines are available.

Direction should be provided in situations which require clarification of policy outcomes and complex problems.

Supervision given:

May supervise staff and have responsibility for the day-to-day operation of a work unit where this involves setting priorities, meeting service standards and assisting with the monitoring or review of systems; or Supervise or co-ordinate staff with different areas of skill and allocate tasks within a team.

Organisational knowledge and impact**Primary Descriptor**

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

Secondary Descriptor

Apply a detailed knowledge of work unit policies, systems and procedures, and their interaction with policies, systems and procedures in any related areas.

Judgement, independence and problem solving**Primary Descriptor**

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-coordinating a team to provide an administrative service.

Secondary Descriptor

A range of differing situations will be encountered requiring judgement based on theoretical and technical knowledge.

Demonstrate analytical and problem solving skills within more involved rules and guidelines, form conclusions and provide recommendations to senior staff.

Provide information for planning and review of work area. Consequently, positions at this level contribute to decision making. May make regular operational decisions on the availability and deployment of resources and services which impact outside the immediate work area.

Utilise initiative in immediate work area.

Demonstrate knowledge of organisation and management techniques.

Higher Education Worker Level 6

Indicative relativity to base trade : 145% - 160%

Indicative NTB competency level 6

Typical activities

Primary Descriptor

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; and/or
- 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; and/or
- monitor expenditure against budget in a school or small college.

In professional positions:

- work as part of a research team;
- provide a range of library services, including bibliographic assistance, collection development and management, original cataloguing/metadata creation, information and digital skills training, research and bibliometric services;
- provide counselling services;
- undertake a range of computer programming tasks;
- provide documentation and assistance to computer users; and/or
- analyse less complex user and system requirements.

Secondary Descriptor

Laboratory or research support positions at this level would perform work of a more difficult and responsible nature than that of a research support position at level 5, including any or all of the following:

**work as part of a research team;
design and conduct experiments, case studies and questionnaires;
evaluate and interpret the subsequent results and supply the researcher(s) with analysed data; decide priority of tasks to be undertaken;
present reports resulting from surveys, investigations, tests, field trials, observations and other related activities;
undertake duties of a like nature and responsibility.**

In computing services positions:

**undertake tasks in a variety of computer languages;
with limited guidance, undertake maintenance programming;
evaluate and report on the efficiency of computing application systems and make recommendations for improvement and take remedial action where appropriate;
systems design and the preparation of programming specifications for the implementation of computer systems;
advise on the practicability of programming for proposed systems development; provide technical advice and assistance;
carry out a range of tasks necessary to support and develop systems software or other support processes;
evaluate and recommend new hardware and software for standard applications; prepare documentation on various systems, features, operating notes;
monitor performance and investigate failures in software;
critically analyse program specifications of stand alone systems and discuss any apparent errors with**

Occupational equivalent

Primary Descriptor

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.

Task level

Primary Descriptor

Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise.

Staff members 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.

Secondary Descriptor

Perform a range of assignments which are:

guided by policy, precedent, or strategic direction, and where relevant, by professional standards; require a conceptual understanding of the relevant policies, procedures or systems; and require interpretation in the application of policy and/or precedent.

Some ingenuity in the investigation of a range of technical or administrative operating or design issues may be a key duty at this level. May be involved in program design or development or specialist support in a discipline. Should be able to implement agreed developments.

Training level or qualification

Primary Descriptor

Level 6 duties typically require 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; or
- an equivalent combination of relevant experience and/or education/training.

Level of supervision

Primary Descriptor

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.

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 staff member may be required. Performance will be measured against objectives.

Secondary Descriptor

Supervision received:

No addition to Primary Descriptor

Supervision given:

Within policy, will set medium term priorities and monitor work flows and systems within an area of responsibility, i.e. for own position and for a team or section if applicable.

May have supervisory responsibility for line management of a teaching or research facility or a field station or equivalent facility or team level management.

Organisational knowledge and impact

Primary Descriptor

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.

Secondary Descriptor

Provide local authoritative advice in the context of varying circumstances. Provide influential input to policy or systems development on the basis of related expertise where:

**any changes are within policy;
their impact is largely restricted to the work unit(s) concerned; the
changes are authorised at higher levels.**

Judgement, independence and problem solving**Primary Descriptor**

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.

Secondary Descriptor

At this level it is expected that staff will have the ability to:

**solve both common and unusual problems;
identify responses to new or unique circumstances for consideration by others, including making
recommendations to senior management;
apply theoretical or technical knowledge to design, review, develop or test complex equipment, systems or
procedures.**

Higher Education Worker Level 7

Indicative relativity to base trade : 160% - 180%

Indicative NTB competency level 7

Typical activities

Primary Descriptor

In a library, provide specialist advice and services in the delivery and management of key library functions; 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 area or a combination of technical management and specialist research;

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

Secondary Descriptor

Laboratory or research support positions: work at this level is more complex and/or specialised than that required of staff at lower levels, and may involve any or all of the following:

exercise initiative over an identified range of activities;

assist with the planning of the research programmes and make a significant contribution to the content of the project;

engage in specialised areas of research within limits determined by the primary researcher(s); supervise and co-ordinate the work of other personnel engaged on the research project(s);

be a recognised authority in a specialised area.

In computing services positions:

undertake complex programming tasks in a variety of computing environments; initiate and undertake maintenance programming tasks under broad direction; prepare and maintain procedure manuals and produce final documentation;

direct staff engaged in the development and/or maintenance of programs or small projects;

carry out the analysis and design of programs that may impact on more than one operational area; critically analyse program specifications of integrated systems and discuss any apparent errors with senior officers; as part of a team, review computer systems requirements and prepare and/or implement appropriate plans and strategies;

carry out a range of activities necessary to manage and develop computer systems or other support processes;

within general guidelines, undertake institutional data base maintenance; undertake when required training and supervision of staff.

In Counsellor positions:

provide psychological counselling services to students and staff; conduct programmes, workshops, training courses for students and staff;

liaise effectively with academic and administrative staff, student groups and community agencies; maintain and develop professional skills by continued study and practical training.

Occupational equivalent

Primary Descriptor

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

Task level

Primary Descriptor

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.

Secondary Descriptor

Application of substantial theoretical and technical knowledge and experience to a range of issues and circumstances requiring considerable interpretation. May, in addition, be a recognised authority across the University in a specialised area of theoretical, policy, operational or technical complexity. Develop or redefine procedures and interpret policy which may impact beyond the immediate work area. Provide advice to staff at higher levels on program objectives, organisational structures and budget expenditure.

Training level or qualification**Primary Descriptor**

Level 7 duties typically require 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.

Level of supervision**Primary Descriptor**

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

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 staff member may be required.
Performance will be measured against objectives.

Secondary Descriptor**Supervision received:****No addition to Primary Descriptor****Supervision given:**

May have management responsibility for staff performing a related set of functions, usually with distinct areas of expertise or responsibility.

Management at this level includes the allocation of responsibilities, review of performance and establishment of program procedures and priorities.

May have responsibility for management of teaching and research facilities or responsibility for an equivalent level of management.

Organisational knowledge and impact**Primary Descriptor**

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

Secondary Descriptor

Duties require knowledge of the relationship between a range of diverse policies and activities. May negotiate solutions where a range of interests has to be accommodated. May develop proposals or recommendations which co-ordinate the interests of separate work units or contributors around a particular program, function or objective and share some accountability for the decisions taken.

Judgement, independence and problem solving**Primary Descriptor**

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.

Secondary Descriptor

At this level it is expected that staff will have the ability to:

solve new or unique problems or analyse situations and provide solutions;
have the responsibility for independently monitoring, reviewing and developing procedures in own functional area, and provide recommendations to senior staff;
be able to interpret policy which has an impact beyond the immediate functional area;
be able to cross organisational, functional or specialist boundaries to co-ordinate actions and propose initiatives;
focus on objectives rather than procedures and precedents.

Higher Education Worker Level 8

Indicative relativity to base trade: 180% - 210%

Indicative NTB competency level 7

Typical activities

Primary Descriptor

- 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 colleges of medium complexity, taking into account the size, budget, course structure, external activities and management practices within the college or equivalent unit;
- Apply high level scientific and technical expertise to the design and implementation of improvements to a research facility, equipment and procedures.

Secondary Descriptor

In computing services positions:

control the work of staff including specialised areas of activity; commonly be a project leader; responsibility for the maintenance of major relevant procedure manuals;
independently consult with departmental computer users to understand and meet the needs of the department and resolve problems; devise and plan solutions and co-ordinate implementation; undertake investigation, planning and design of requirements to implement computer systems to meet specified needs of departments;
organise and participate in training programs for staff;
oversee security arrangements for the systems;
be responsible for institutional data base management.

In laboratory based positions:

be a recognised contributor to a research field at a national level;
provide scientific leadership of a research project within an overall research programme, possibly involving supervision of other staff and students on the project;
arrange and promote communication between research staff at all levels within the project; develop new opportunities for funding;
ensure project milestones are achieved within the strategic aims of the overall programme and budgetary constraints;
report regularly to programme managers, ensuring integration of project within the overall programme clinics;
organise and participate in training programmes for staff;
exercise a significant level of supervisory responsibility for general staff at Faculty and/or Departmental level;
be responsible for management of laboratory programmes for undergraduate and postgraduate teaching/research.

In Counsellor positions:

a Counsellor at this level must, in addition to other relevant activities, act as a consultant to University units, departments and community agencies.

Occupational equivalent

Primary Descriptor

Researcher of national standing; manager (including administrative, research, professional or scientific); senior school or college administrator.

Task level

Primary Descriptor

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.

Secondary Descriptor

Tasks may span a range of activities in a complex, specialised environment and involve the performance of tasks requiring the integration of substantial theoretical, policy, or technical knowledge to:

manage programs;
develop, review or evaluate significant policies, programs or initiatives;
be a recognised authority within, or outside, the University in a complex specialised area; develop or apply new principles and technology.

Training level or qualification**Primary Descriptor**

Level 8 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- postgraduate qualifications 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.

Secondary Descriptor

a degree with extensive relevant practical experience in a professional field.

Level of supervision**Primary Descriptor**

Broad direction, working with a degree of autonomy. May have management responsibility for a functional area and/or manage other administrative, technical and/or professional staff.

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 staff member may be required. Performance will be measured against objectives.

Secondary Descriptor**Supervision received:**

No addition to Primary Descriptor.

Supervision given:

May advise on and have substantial influence over the establishment of priorities, programs, organisational structures and finances for an area.

Will have scope to reset priorities and resources within overall program objectives.

May have considerable management responsibility for staff working across a range of functions, and/or control of an operational area.

Organisational knowledge and impact**Primary Descriptor**

The staff member 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.

Secondary Descriptor

Responsibilities at this level may require a thorough knowledge of:

University-wide policies;
the external environment, e.g. government legislation, codes, guidelines and requirements, and/or diverse research and teaching activities, e.g. at Faculty or equivalent level.

Perform tasks which may involve:

co-ordinating the interests and activities of, or providing expert advice which may impact on, several functional areas;

implementing programs or systems which may impact upon other areas of the University; initiating and formulating administrative or scientific/technical policies or programs; substantially influencing policy development.

Judgement, independence and problem solving**Primary Descriptor**

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

Secondary Descriptor

At this level it is expected that staff will have the scope to:

**exercise latitude in the initial interpretation of role objectives;
develop and implement programs, priorities, policies and procedures within given role objectives; set objectives across a range of functional areas, taking account of planning directions;
provide the direction for the resolution of complex problems or situations.**

Higher Education Worker Level 9

Indicative relativity to base trade : 210% - 225%

Indicative NTB competency level 8

Typical activities

Primary Descriptor

- Assist in the management of a large functional unit/research facility 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 colleges, taking into account the size, budget, course structure, external activities and management practices within the college or equivalent unit.

Secondary Descriptor

In computing services positions:

undertake applications development and/or support of complex corporate systems;
 undertake investigation, planning and design of requirements to implement new computer systems or modify existing systems to meet specified needs on large or complex systems;
 manage or undertake high level supervision and training of teams engaged on the implementation of computer projects or on the support of systems software;

undertake high level consulting activities to resolve complex computing problems, including systems software support;
 carry out research and investigations of new and improved computing techniques and management thereof;
 initiate and undertake research and direct investigations in a specialist area and provide high level specialist advice;
 initiate and develop standards, procedures and training programmes.

In laboratory based research or research support positions:

maintain recognised national standing and have an international presence in a research field or consultancy.
 conceptualise research projects.
 at an institutional level manage a research or consultancy programme involving a number of individuals.
 provide scientific leadership within the research team.
 contribute to the strategic and operational management of an overall research programme. develop and monitor a programme budget in consultation with members of the research team. prepare reports and contribute to publications on research success both at lay level and for peer review.
 ensure that progress within the team is in accordance with agreed strategic milestones and within budgetary constraints.
 provide regular reports on progress to the Board of Management of an overall programme. promote exchange of information and communication.
 supervise Honours students personally and within the programme.
 supervise general staff and research staff, monitor compliance with agreed performance parameters.

In Counsellor positions:

provide professional supervision and clinical consultation to other Counsellors.
 contribute to the management of critical incidents on campus.
 contribute to the management of a Counselling Service with a diverse, complex set of functions. create and implement innovative programmes.
 participate in University committees and contribute to policy development. represent Counselling Service in professional/community activities.

Occupational equivalent

Primary Descriptor

Researcher of national or international standing; senior manager (including administrative, research, professional or scientific); senior school or college administrator

Task level

Primary Descriptor

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.

Secondary Descriptor

In terms of management and administrative tasks, an employee at this level would be expected to apply knowledge of corporate philosophy and policy in a field. There would be a requirement for considerable conceptual input into corporate management, policy and programs.

General staff involved in research at this level would be expected to be recent major research publication contributors.

Training level or qualification

Primary Descriptor

Level 9 duties typically require 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.

Secondary Descriptor

a degree with extensive relevant practical experience in a professional field.

Level of supervision

Primary Descriptor

Broad direction working with a considerable degree of autonomy. Will have management responsibility for a major functional area and/or manage other administrative, technical and/or professional staff.

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 staff member may be required. Performance will be measured against objectives.

Secondary Descriptor

Supervision received:

Detailed advice or guidance will be provided only in respect of highly complex or unusual situations.

Supervision given:

Substantial accountability and responsibility for the output of others.

Organisational knowledge and impact

Primary Descriptor

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.

Secondary Descriptor

Responsible for proposing and implementing programs involving major change which may impact on other areas of the University's operations.

High level liaison with internal and/or external client areas, including framing the relevant internal consultation and negotiation strategies.

Apply a comprehensive knowledge of related corporate programs involving significant liaison, consultation and negotiation at senior internal and external level.

Judgement, independence and problem solving**Primary Descriptor**

Responsible for significant program development and implementation. Provide strategic support and advice (e.g. to schools or colleges or at the corporate level) requiring integration of a range of internal and external policies and demands, and an ability to achieve broad objectives while operating within complex organisation structures.

Secondary Descriptor

Have independence in the allocation of resources within constraints established by senior management. Manage programs, including, as relevant, setting longer term priorities and objectives, the shaping of organisational structures and influence over the size and composition of the resources available.

Considerable latitude or input applies in the initial definition of the role objectives, and/or where implementation responsibilities are substantially involved.

Higher Education Worker Level 10

Indicative relativity to base trade : 225% and above

Indicative NTB competency level 8

Typical activities

Primary Descriptor

Manage a large functional unit with a diverse or complex set of functions and significant resources; manage a more complex function or unit/research facility where significant innovation, initiative and/or judgement are required; provide compliance and policy advice to assist the decision making process, through quality business intelligence, benchmarking and quality assurance; provide senior administrative support to the most complex schools and colleges in large institutions, involving complex course structures, significant staff and financial resources, outside activities and extensive devolution of administrative, policy and financial management responsibilities to this position.

Secondary Descriptor

In laboratory based research or research support positions:

Maintain recognised national or international standing in a research field.

Manage a major research or consultancy programme involving a number of individuals across more than one discipline, faculty or institution, on a multiperspective and creative basis.

Provide scientific leadership within the research team.

Initiate research programmes in line with the strategic aims of the research group.

Explore additional funding opportunities and initiate funding proposals for the research group. Supervise postgraduate and honours students personally and within the group.

Supervise research and general staff within the group, monitor and enforce agreed performance parameters and research milestones, initiate and promote further training opportunities.

Have membership of overall management team responsible for development of strategic goals and policy and responsible for implementation of policy.

Prepare budget submissions, allocate funds according to agreed budget and ensure compliance with budgetary conditions.

Prepare reports and publications on progress of research within the programme. Review and approve all research publications emanating from the research team.

Occupational equivalent

Primary Descriptor

Senior program, research or administrative manager.

Task level

Primary Descriptor

Complex, significant and high level creative planning, program and managerial functions with clear accountability for program performance. Comprehensive knowledge of related programs. Generate and use a high level of theoretical and applied knowledge.

Secondary Descriptor

Perform tasks requiring the creation, development, review and accountability for the operation of major professional, management or administrative policies and programs at the corporate level. Be accountable for performance and outcomes.

Responsible for significant resources, or have a strong impact on the distribution of significant resources.

General staff involved in research at this level would be expected to be recent major research publication contributors.

Training level or qualification

Primary Descriptor

Duties at or above this Level will typically require a skill level which assumes and requires knowledge or training equivalent to:

proven expertise in the management of significant human and material resources; and, in some areas postgraduate qualifications and extensive relevant experience.

Secondary Descriptor

**Proven experience and expertise in the provision of strategic policy advice. A degree with established excellence in a professional field; or
An equivalent level of knowledge gained through any other combination of education, training and/or experience.**

Level of supervision**Primary Descriptor**

Broad direction, operating with a high overall degree of autonomy. Will have substantial management responsibilities for diverse activities and/or staff (including administrative, technical and/or professional staff).

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 staff member may be required.
Performance will be measured against objectives.

Secondary Descriptor**Supervision received:**

Guidance will be provided on a needs' basis.

Supervision given:

Major accountability and responsibility for outcomes.

Organisational knowledge and impact**Primary Descriptor**

Bring a multiperspective understanding to the development, carriage, marketing and implementation of new policies; devise new ways of adapting the organisation's strategies to new, including externally generated, demands.

Secondary Descriptor

Carry operational responsibility (that is, be the catalyst or driving force) for the development or significant amendment of policies or systems including research programs.

Bring a multiperspective understanding to the development, communication, marketing or implementation of new policies or programs including research programs.

Judgement, independence and problem solving**Primary Descriptor**

Be fully responsible for the achievement of significant organisational objectives and programs.

Secondary Descriptor

At this level it is expected that staff will have the ability to be responsible and accountable for the instigation and achievement of significant organisational or research objectives and programs.

Schedule Two

This schedule lists the descriptions for the ten classification levels under each of the seven classification dimensions.

The dimensions are:

Typical activities

Occupational equivalent

Task level

Training level or qualification

Level of supervision

Organisational knowledge and impact

Judgement, independence and problem solving

Typical activities

Level One

Primary Descriptor

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

Secondary Descriptor:

Gardening involving straightforward manual duties that can be performed by staff with little or no work experience or training.

Level Two

Primary Descriptor

Administrative 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.

Secondary Descriptor

Trades' Assistants with knowledge, training or experience relevant to the duties.

Gardening where work experience and/or training is applied to a range of manual duties.

Laboratory or research support positions at this level would typically perform any or all of the following duties:

prepare materials for experiments;

clean laboratory apparatus and equipment, bench tops, sinks, containers, etc.; check stocks of equipment and materials;

undertake duties of like nature and responsibility.

Level Three

Primary Descriptor

In trades' positions:

apply the skills taught in a trades' certificate or Certificate III, 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; operate and maintain basic research facilities equipment.

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

In administrative positions:

perform a range of administrative support tasks, including standard use of a range of desktop based programs e.g. word-processing, established spreadsheet or database application, and management information system (e.g. financial, student or human resource system). This may include store and retrieve documents, key and layout correspondence and reports, merge, move and copy, use of column, tables and basic graphs; provide general administrative support to other staff, including setting up meetings, answering straightforward inquiries and directing others to the appropriate personnel; process accounts for payment.

Secondary Descriptor

Gardening, requiring the application of skills taught in a trades certificate, or equivalent experience/training.

Laboratory or research support positions would be expected to perform any or all of the following duties:

**prepare materials for experiments;
order supplies;
carry out routine tests and experiments in accordance with standard methods; monitor experiments for report to supervisor;
provide minor maintenance to equipment;
prepare test samples;
set up equipment for research;
undertake duties of like nature and responsibility.**

Departmental/Dean's secretary (Criteria developed for Award Restructuring Priority Review)

Staff would be expected to perform the majority of the following duties to be placed at this level. They could be expected to supervise other staff and would usually be subject to general direction. An understanding of the Department's processes and the way they interact with other areas and processes is required. Judgement on work methods and task sequence within specified timelines, standard practices and procedures may be made.

standard use of a word-processing package to produce letters, memos, research papers, correspondence, etc, and standard use of an established spreadsheet or database application. receive enquiries by telephone and in person from students, staff, and the general public.

transcribe dictaphone tapes and modify/correct word processing prepared by other staff (academics) and/or take shorthand.

establish and maintain departmental files.

maintain appointment diaries for staff in the Department, schedule meetings, book rooms and arrange hospitality.

assist with the organisation of small local conferences, seminars and other functions. assist with the devising of itineraries, including liaising with travel agents.

prepare routine forms for signature by Head of Department.

use photocopiers, facsimile machines and other office equipment. arrange Departmental meetings, prepare agendas and take minutes. order stationery and other consumables.

act as contact person for the Department, for example, communicating information about the timetabling of classes and examinations for the Department in conjunction with the timetabling staff in the Academic Registrar's Branch.

provide limited supervision to other office support staff, prioritising work and ensuring deadlines are met. assist with departmental administration, for example arranging internal examinations, including contacting students and arranging rooms.

Level Four**Primary Descriptor**

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; and/or
demonstrate the use of equipment and prepare reports of a technical nature as directed;
maintain research facilities consumables and track their usage;
collect and maintain facility data and records.

In Library Officer positions:

undertake copy cataloguing and data processing;
use a range of bibliographic databases and electronic resource packages;
undertake acquisitions and collection management work; and/or
provide an enquiry service, guidance, and advice utilising University systems, applications, and online resources.

In administrative positions:

may use a full range of desktop based programs, including word processing packages, mathematical formulae and symbols, manipulation of text and layout in desktop publishing and/or web software and management information systems;

be responsible for providing a full range of secretarial services e.g. in a college;

plan and set up spreadsheets or data base applications;

provide advice to students on enrolment procedures and requirements; and/or

administer enrolment and course progression records.

Secondary Descriptor

Gardening, requiring the application of skills taught in a post-trades or advanced certificate, or equivalent experience/training.

Laboratory and research support positions: refer to technical positions in Primary Descriptor.

Departmental/Dean's Secretary (Criteria developed for Award Restructuring Priority Review)

Staff at this Level would be expected to supervise others to achieve objectives, including liaison with staff at higher levels. Alternatively, they may be required to work alone to achieve Departmental objectives. Limited planning, creative and design functions are required and staff would be expected to have a broad knowledge of a range of personnel and functions or specialist expertise in a range of procedures.

Staff at this Level would be expected to perform the duties outlined in Level 3 as well as several of the following requirements:

superior word processing skills, utilising a wide variety of word processing packages and/or capacities within one package. This may include technical typing or programming to produce correspondence, technical papers, notes and materials to desktop publishing standard. Advise academics on layout.

advanced use of other software packages such as Excel, Access, dBase, DOS, CD-ROM and graphics packages on a regular basis to produce documentation. This may include, for example, the use of linked spreadsheets, importing or exporting material from one package to another, establishment and manipulation of large and complex databases, maintaining Departmental records of student performance using formulae to prepare statistical reports.

provide factual information to students about course information, enrolments and other routine enquiries, requiring proficiency in the work area's rules, regulations and processes, expertise in a specialised area or broad knowledge of both Faculty and University functions, policies and procedures.

high level assistance with Departmental and other meetings, including preparing agendas, taking minutes and undertaking follow-up actions.

provide assistance to the Head of Department and other academics in the preparation of reports, submissions and other materials.

organise larger conferences on a regular basis. This includes advising on menus and guest lists, issuing invitations, preparing final seating plans, arranging venue and hospitality, monitoring budget for function, greeting guests, arranging guest speakers, accommodation and transport to and from airport.

co-ordinate examinations within the Department, including administering examination paper preparation, ensuring security, liaising with Examinations and Services, academics and nominated Departmental Examinations Officer.

co-ordinate the preparation of research grant applications within the Department, including liaising with the Office for Research and others about deadlines and formats, gathering factual information about salary rates and other costs.

monitor budgets, liaise with Faculty Accountants and report to the Head of Department on expenditure, balances and anomalies.

Screen Head of Department's mail, redirecting mail as appropriate or taking appropriate independent follow-up action where necessary.

Level Five**Primary Descriptor**

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 support librarian positions, perform at a higher level than Level 4, including:

delivery of information and digital skills programs and promotion of collections and services;
 contribute to the creation of digital learning objects;
 complex bibliographic verification;
 data and system issues analysis and resolution.

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 technical inductions and skills training to research facilities users;
 provide counselling services.

Secondary Descriptor

Laboratory and research support positions at this level would be expected to perform any or all of the following duties:

**work as part of a research team in a support role;
 collect material for research projects;
 run experiments;
 process and collate information; undertake case studies and draft reports; undertake library or archival work; prepare bibliographies;
 arrange for and trial questionnaires;
 undertake duties of like nature and responsibility.**

In computing services positions:

**under General Direction, undertake standard programming tasks;
 under Routine Supervision, investigate and design programming requirements necessary to maintain and/or implement changes to existing systems;
 investigate malfunctioning of operational systems and programmes and undertake remedial action within established guidelines to correct malfunction (including emergency maintenance; monitor performance and investigate failures in software;
 produce operational documentation;
 undertake systems design and the preparation of programming specifications for standard computer investigate systems design and programming requirements necessary in implementing routine alterations to existing systems;
 examine externally designed and written software programmes and report on their efficiency and effectiveness;
 analyse programme specifications and discuss any apparent errors with senior computing staff; assist, when required, with training of less experienced staff;
 assess the practicability of programming for proposed systems development.**

Departmental/Dean's Secretary (Criteria developed for Award Restructuring Priority Review)

Staff at this level would be required to use a great deal of initiative and make original contributions at degree level in the preparation of reports, correspondence and advice. The level of supervision to which such staff would be subject is limited, with many matters usually handled by the Faculty staff or Head of Department being delegated to these staff. They would be expected to have a degree (or be progressing towards a degree) and/or have significant relevant administrative experience.

Staff at this level would be expected to perform the duties outlined in Levels 3 and 4, as well as taking a greater monitoring and administrative role, particularly:

provide interpretation, advice and decisions on rules and entitlements to students and staff on Department and University matters. This necessitates a detailed knowledge of Department functions, policy and procedures (including information about courses, research programs, student administration). Detailed knowledge of relevant internal University policy and procedures would be required, including Finance, Staffing, and Academic Administration matters.

provide high-level assistance in the preparation of applications for research grants, submissions and reports, including interpretation of guidelines, information gathering, drafting and editing, and advising on criteria and general content.

delegated responsibility for the co-ordination of examinations within the Department, as the Department's officially designated Examinations Officer.

delegated administrative responsibility for all Departmental Accounts, advising the Head of Department about the status of all accounts, including:

liaising with Faculty Accountant to arrange internal transfers,
 assisting the Faculty Accountant by gathering information to assist in the preparation of budgets,
 preparing and arranging authorisation of requisitions and orders,
 gathering information about part-time teaching requirements and preparing costings, monitoring
 expenditure against budget and making detailed recommendations about expenditure,
 following up outstanding accounts and investigating anomalies in Departmental financial reports,
 reconciling monthly accounts with Departmental records and contacting Faculty Accountant with
 discrepancies.

Prepare and sign correspondence as it relates to areas of responsibility within the Department. Prepare reports at degree level as directed, utilising knowledge of Departmental and University processes and policies.

Level Six

Primary Descriptor

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; and/or
 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; and/or
 monitor expenditure against budget in a school or small college.

In professional positions:

work as part of a research team;
 provide a range of library services, including bibliographic assistance, collection development and management, original cataloguing/metadata creation, information and digital skills training, research and bibliometric services;
 provide counselling services;
 undertake a range of computer programming tasks;
 provide documentation and assistance to computer users; and/or
 analyse less complex user and system requirements.

Secondary Descriptor

Laboratory or research support positions at this level would perform work of a more difficult and responsible nature than that of a research support position at level 5, including any or all of the following:

work as part of a research team;
 design and conduct experiments, case studies and questionnaires;
 evaluate and interpret the subsequent results and supply the researcher(s) with analysed data; decide priority of tasks to be undertaken;
 present reports resulting from surveys, investigations, tests, field trials, observations and other related activities;
 undertake duties of a like nature and responsibility.

In computing services positions:

undertake tasks in a variety of computer languages;
 with limited guidance, undertake maintenance programming;
 evaluate and report on the efficiency of computing application systems and make recommendations for improvement and take remedial action where appropriate;
 systems design and the preparation of programming specifications for the implementation of computer systems;
 advise on the practicability of programming for proposed systems development;
 provide technical advice and assistance;
 carry out a range of tasks necessary to support and develop systems software or other support processes;
 evaluate and recommend new hardware and software for standard applications; prepare documentation on various systems, features, operating notes;
 monitor performance and investigate failures in software;
 critically analyse program specifications of stand alone systems and discuss any apparent errors with senior officers;
 undertake , when required, training and supervision of less experienced staff.

Level Seven**Primary Descriptor**

In a library, provide specialist advice and services in the delivery and management of key library functions;

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 area or a combination of technical management and specialist research;

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

Secondary Descriptor

Laboratory or research support positions: work at this level is more complex and/or specialised than that required of staff at lower levels, and may involve any or all of the following:
 exercise initiative over an identified range of activities;

assist with the planning of the research programmes and make a significant contribution to the content of the project;
 engage in specialised areas of research within limits determined by the primary researcher(s); supervise and co-ordinate the work of other personnel engaged on the research project(s);
 be a recognised authority in a specialised area.

In computing services positions:

undertake complex programming tasks in a variety of computing environments; initiate and undertake maintenance programming tasks under Broad Direction; prepare and maintain procedure manuals and produce final documentation;
 direct staff engaged in the development and/or maintenance of programs or small projects;
 carry out the analysis and design of programs that may impact on more than one operational area; critically analyse program specifications of integrated systems and discuss any apparent errors with senior officers;
 as part of a team, review computer systems requirements and prepare and/or implement appropriate plans and strategies;
 carry out a range of activities necessary to manage and develop computer systems or other support processes; within general guidelines, undertake institutional data base maintenance; undertake when required training and supervision of staff.

In Counsellor positions:

provide psychological counselling services to students and staff. conduct programmes, workshops, training courses for students and staff. liaise effectively with academic and administrative staff, student groups and community agencies. maintain and develop professional skills by continued study and practical training.

Level Eight**Primary Descriptor**

Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources; management of 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 colleges of medium complexity, taking into account the size, budget, course structure, external activities and management practices within the college or equivalent unit.

Secondary Descriptor**In computing services positions:**

control the work of staff including specialised areas of activity; commonly be a project leader; responsibility for the maintenance of major relevant procedure manuals; independently consult with departmental computer users to understand and meet the needs of the department and resolve problems; devise and plan solutions and coordinate implementation; undertake investigation, planning and design of requirements to implement computer systems to meet specified needs of departments; organise and participate in training programs for staff; oversee security arrangements for the systems; be responsible for institutional data base management.

In laboratory based positions:

be a recognised contributor to a research field at a national level. provide scientific leadership of a research project within an overall research programme, possibly involving supervision of other staff and students on the project. arrange and promote communication between research staff at all levels within the project. develop new opportunities for funding. ensure project milestones are achieved within the strategic aims of the overall programme and budgetary constraints. report regularly to programme managers, ensuring integration of project within the overall programme clinics. organise and participate in training programmes for staff. exercise a significant level of supervisory responsibility for general staff at Faculty and/or Departmental level. be responsible for management of laboratory programmes for undergraduate and postgraduate teaching/research.

In Counsellor positions:

a Counsellor at this level must, in addition to other relevant activities: act as a consultant to University units, departments and community agencies

Level Nine**Primary Descriptor**

Assist in the management of a large functional unit/research facility 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 colleges, taking into account the size, budget, course structure, external activities and management practices within the college or equivalent unit.

Secondary Descriptor**In computing services positions:**

undertake applications development and/or support of complex corporate systems;
 undertake investigation, planning and design of requirements to implement new computer systems or modify existing systems to meet specified needs on large or complex systems;
 manage or undertake high level supervision and training of teams engaged on the implementation of computer projects or on the support of systems software;
 undertake high level consulting activities to resolve complex computing problems, including systems software support;
 carry out research and investigations of new and improved computing techniques and management thereof;
 initiate and undertake research and direct investigations in a specialist area and provide high level specialist advice;
 initiate and develop standards, procedures and training programmes.

In laboratory based research or research support positions:

maintain recognised national standing and have an international presence in a research field or consultancy.
 conceptualise research projects.
 at an institutional level manage a research or consultancy programme involving a number of individuals.
 provide scientific leadership within the research team.
 contribute to the strategic and operational management of an overall research programme.
 develop and monitor a programme budget in consultation with members of the research team. prepare reports and contribute to publications on research success both at lay level and for peer review.
 ensure that progress within the team is in accordance with agreed strategic milestones and within budgetary constraints.
 provide regular reports on progress to the Board of Management of an overall programme. promote exchange of information and communication.
 supervise Honours students personally and within the programme.
 supervise general staff and research staff, monitor compliance with agreed performance parameters.

In Counsellor positions:

provide professional supervision and clinical consultation to other Counsellors. contribute to the management of critical incidents on campus.
 contribute to the management of a Counselling Service with a diverse, complex set of functions. create and implement innovative programmes.
 participate in University committees and contribute to policy development. represent Counselling Service in professional/community activities.

Level Ten**Primary Descriptor**

Manage a large functional unit with a diverse or complex set of functions and significant resources; manage a more complex function or unit/research facility where significant innovation, initiative and/or judgement are required; provide compliance and policy advice to assist the decision-making process, through quality business intelligence, benchmarking and quality assurance; provide senior administrative support to the most complex schools and colleges in large institutions, involving complex course structures, significant staff and financial resources, outside activities and extensive devolution of administrative, policy and financial management responsibilities to this position.

Secondary Descriptor**In laboratory-based research or research support positions:**

maintain recognised national or international standing in a research field;
 manage a major research or consultancy programme involving a number of individuals across more than one discipline, faculty or institution, on a multiperspective and creative basis;
 provide scientific leadership within the research team;
 initiate research programmes in line with the strategic aims of the research group;
 explore additional funding opportunities and initiate funding proposals for the research group; supervise postgraduate and honours students personally and within the group;
 supervise research and general staff within the group, monitor and enforce agreed performance parameters and research milestones, initiate and promote further training opportunities;
 have membership of overall management team responsible for development of strategic goals and policy and responsible for implementation of policy;
 prepare budget submissions, allocate funds according to agreed budget and ensure compliance with budgetary conditions;
 prepare reports and publications on progress of research within the programme; review and approve all research publications emanating from the research team.

Occupational equivalent

Level One

Primary Descriptor: Cleaner, labourer, trainee for Level 2 duties.

Level Two

Primary Descriptor: Administrative assistant, security patrol officer.

Level Three

Primary Descriptor: Tradesperson; technical assistant / technical trainee; administrative/secretarial.

Level Four

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

Level Five

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

Level Six

Primary Descriptor: 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.

Level Seven

Primary Descriptor: Senior librarian, technical manager, senior research assistant, professional or scientific officer, senior administrator in a small or less complex college.

Level Eight

Primary Descriptor: Researcher of national standing; manager (including administrative, research, professional or scientific); senior school or college administrator.

Level Nine

Primary Descriptor: Researcher of national or international standing; senior manager (including administrative, research, professional or scientific); senior school or college administrator.

Level Ten

Primary Descriptor: Senior program, research or administrative manager.

Task level

Level One

Primary Descriptor

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.

Secondary Descriptor

**Perform repetitive tasks, covered by instructions and procedures, for which the job holder usually requires less than one month of on-the-job training to achieve competence.
A basic knowledge of materials and equipment may be required.**

Level Two

Primary Descriptor

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

Secondary Descriptor

Perform a range of straightforward tasks, adhering to clear instructions and procedures. Under instruction, may occasionally perform some more complex tasks for which detailed procedures or standardised instructions exist and where assistance or advice is readily available. Task competency, including knowledge of the procedures to be followed, can be acquired through on-the-job training and/or short courses.

Level Three

Primary Descriptor

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

Secondary Descriptor

**Exercise discretion within established work methods, procedures, and priorities to diagnose problems, or to choose between alternate approved work methods or procedures and to determine task sequences.
Provide information to staff and other work areas within established guidelines.
Communicate and liaise with other work areas.**

Level Four

Primary Descriptor

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

Secondary Descriptor

Perform a variety of tasks which:

apply knowledge of the specific requirements of the work involved along with an understanding of the associated areas of work;

apply a body of broad knowledge and experience to a varied range of tasks or a limited range of more complex tasks;

require an awareness of the relevant theoretical or policy context;

involve negotiating and liaising with a range of people, working towards defined outcomes.

Knowledge is applied to recurring circumstances, at a routine level of complexity:

to set up, use and demonstrate a range of standard procedures, equipment uses and/or experiments; to apply skills ranging across more than one activity;

involving the application of specialist skills.

Level Five**Primary Descriptor**

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.

Secondary Descriptor

Tasks at this level are likely to be of a more varied and complex nature, including:

the standard application of theoretical knowledge, procedures, and techniques at the level of a new graduate working in their field of expertise; or

depth, i.e., the development of some areas of specialisation, or breadth of technical, trade or administrative expertise, including a sound appreciation of the relevant theoretical or policy framework, in a particular functional area or a set of related activities.

Apply, interpret and/or advise on policies, systems, manuals, rules, procedures or guidelines, or example, the trialling of and reporting on experiment modifications for laboratory practicals, or the application of a substantial set of rules to the consideration of varying individual cases.

Level Six**Primary Descriptor**

Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Staff members 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.

Secondary Descriptor

Perform a range of assignments which:

are guided by policy, precedent, or strategic direction, and where relevant, by professional standards; require a conceptual understanding of the relevant policies, procedures, or systems; and require interpretation in the application of policy and/or precedent.

Some ingenuity in the investigation of a range of technical or administrative operating or design issues may be a key duty at this level. May be involved in program design or development, or specialist support in a discipline. Should be able to implement agreed developments.

Level Seven**Primary Descriptor**

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.

Secondary Descriptor

Application of substantial theoretical and technical knowledge and experience to a range of issues and circumstances requiring considerable interpretation. May, in addition, be a recognised authority within the University in a specialised area of theoretical, policy, operational or technical complexity. Develop or redefine procedures and interpret policy which may impact beyond the immediate work area. Provide advice to staff at higher levels on program objectives, organisational structures and budget expenditure.

Level Eight**Primary Descriptor**

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.

Secondary Descriptor

Tasks may span a range of activities in a complex, specialised environment and involve the performance of tasks requiring the integration of substantial theoretical, policy or technical knowledge to:

manage programs;

develop, review or evaluate significant policies, programs or initiatives;

be a recognised authority within, or outside, the University in a complex specialised area; develop or apply new principles and technology.

Level Nine**Primary Descriptor**

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.

Secondary Descriptor

In terms of management and administrative tasks, an employee at this level would be expected to apply knowledge of corporate philosophy and policy in a field.

There would be a requirement for considerable conceptual input into corporate management, policy and programs.

Staff members involved in research at this level would be expected to be recent major research publication contributors.

Level Ten**Primary Descriptor**

Complex, significant and high-level creative planning, program and managerial functions with clear accountability for program performance. Comprehensive knowledge of related programs. Generate and use a high level of theoretical and applied knowledge.

Secondary Descriptor

Perform tasks requiring the creation, development, review, and accountability for the operation of major professional, management or administrative policies and programs at the corporate level. Be accountable for performance and outcomes.

Responsible for significant resources or have a strong impact on the distribution of significant resources. Staff members involved in research at this level would be expected to be recent major research publication contributors.

Training level or qualification

Level One

Primary Descriptor

Staff members at the base of this level will not be required to have formal qualifications or work experience upon engagement.

Staff members 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 University of Newcastle conditions of employment;
 training to be made available and consequent career path opportunities;
 physical layout of the University of Newcastle/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.

Level Two

Primary Descriptor

Level 2 duties typically require 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.

Secondary Descriptor

Level 2 positions generally require basic skills only. Staff undertaking duties at this level would normally become competent in individual tasks after a limited period of training.

Level Three

Primary Descriptor

Level 3 duties typically require 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 Certificate III; or
 completion of Year 12 or Certificate II, with relevant work experience; or
 equivalent relevant experience or combination of relevant experience and education/training.

Persons advancing through this level 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 diploma.

Secondary Descriptor

AQF equivalent of base trades qualification, e.g. Certificate III

Level Four

Primary Descriptor

Level 4 duties typically require a skill level which assumes and requires knowledge and training equivalent to:

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

Level Five**Primary Descriptor**

Level 5 duties typically require 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 advanced diploma qualification and at least one year's subsequent relevant work experience; or
 completion of a 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.

Level Six**Primary Descriptor**

Level 6 duties typically require 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; or
 an equivalent combination of relevant experience and/or education/training.

Level Seven**Primary Descriptor**

Level 7 duties typically require a skill level which assumes and requires knowledge or training equivalent to:
 a degree with at least four 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.

Level Eight**Primary Descriptor**

Level 8 duties typically require a skill level which assumes and requires knowledge or training equivalent to:
 postgraduate qualifications 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.

Secondary Descriptor

a degree with extensive relevant practical experience in a professional field.

Level Nine**Primary Descriptor**

Level 9 duties typically require 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

Secondary Descriptor

a degree with extensive relevant practical experience in a professional field.

Level Ten**Primary Descriptor**

a skill level which assumes and requires knowledge or training equivalent to:
 proven expertise in the management of significant human and material resources; and,
 in some areas postgraduate qualifications and extensive relevant experience.

Secondary Descriptor

proven experience and expertise in the provision of strategic policy advice. a degree with established excellence in a professional field; or an equivalent level of knowledge gained through any other combination of education, training and/or experience.

Level of supervision

Level One

Primary Descriptor

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

Close supervision: Clear and detailed instructions are provided.
Tasks are covered by standard procedures.
Deviations 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 the procedures.
Guidance on the approach to non-standard circumstances is provided by a supervisor.
Checking is selective rather than constant.

Secondary Descriptor

No addition to Primary Descriptor

Level Two

Primary Descriptor

Routine supervision of straightforward tasks; close supervision of more complex tasks.

Close supervision: Clear and detailed instructions are provided.
Tasks are covered by standard procedures.
Deviations 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 the procedures.
Guidance on the approach to non-standard circumstances is provided by a supervisor.
Checking is selective rather than constant.

Secondary Descriptor

The job holder has some limited discretion to choose between established methods and sequences provided set priorities and timetables are met. Non-standard or more complex tasks will be subject to detailed instructions and checking.

Level Three

Primary Descriptor

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.

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 the 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.

Secondary Descriptor**Supervision received:**

Direction is provided on the assignments to be undertaken, with the occupant determining the appropriate use of established methods, tasks and sequences, where:

**task objectives are well defined; and
choices are made between a range of standard alternatives.**

Guidance on the approach to non-standard, more complex or new circumstances will be provided by others.

Supervision given:

Supervision of other staff may be required, where those staff perform a range of straightforward tasks, following set procedures or routines.

Level Four**Primary Descriptor**

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 coordinate others to achieve objectives, including liaison with staff at higher levels. May undertake stand-alone work.

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 the procedures.
Guidance on the approach to non-standard circumstances is provided by a supervisor.

General direction: Checking is selective rather than constant.
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.

Secondary Descriptor**Supervision received:**

Supervision is limited when established rules, procedures and guidelines are provided and understood. May work independently in specified task areas.

Supervision given:

May supervise other staff within a work area. May lead a small team.

Level Five**Primary Descriptor**

In professional positions, routine supervision to general direction, depending on tasks involved and experience.

In technical positions, general direction and may supervise other staff.

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 the 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.

Secondary Descriptor**Supervision received:**

Direction should be provided to establish clear objectives and goals. Duties arise from position descriptions, supplemented by assignment allocation as relevant.

Direction is limited when defined policy or guidelines are available.

Direction should be provided in situations which require clarification of policy outcomes and complex problems.

Supervision given:

May supervise staff and have responsibility for the day-to-day operation of a work unit where this involves setting priorities, meeting service standards and assisting with the monitoring or review of systems; or Supervise or co-ordinate staff with different areas of skill or tasks, and allocate tasks within a team.

Level Six**Primary Descriptor**

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.

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.

Secondary Descriptor**Supervision received:**

No addition to Primary Descriptor

Supervision given:

Within policy, will set medium term priorities and monitor work flows and systems within an area of responsibility, i.e. for own position and for a team or section if applicable.

May have supervisory responsibility for line management of a teaching or research facility or a field station or equivalent facility or team level management.

Level Seven**Primary Descriptor**

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

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.

Secondary Descriptor**Supervision received:****No addition to Primary Descriptor****Supervision given:****May have management responsibility for staff performing a related set of functions, usually with distinct areas of expertise or responsibility.****Management at this level includes the allocation of responsibilities, review of performance and establishment of program procedures and priorities.****May have responsibility for management of teaching and research facilities or responsibility for an equivalent level of management.****Level Eight****Primary Descriptor**

Broad direction, working with a degree of autonomy.

May have management responsibility for a functional area and/or manage other administrative, technical and/or professional staff.

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.

Secondary Descriptor**Supervision received:****No addition to Primary Descriptor****Supervision given:****May advise on and have substantial influence over the establishment of priorities, programs, organisational structures and finances for an area.****Will have scope to reset priorities and resources within overall program objectives.****May have significant management responsibility for staff working across a range of functions, and/or control of an operational area.****Level Nine****Primary Descriptor**

Broad direction working with a considerable degree of autonomy.

Will have management responsibility for a major functional area and/or manage other administrative, technical and/or professional staff.

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.

Secondary Descriptor**Supervision received:****Detailed advice or guidance will be provided only in respect of highly complex or unusual situations.****Supervision given:****Substantial accountability and responsibility for the output of others.**

Level Ten**Primary Descriptor**

Broad direction operating with a high overall degree of autonomy.

Will have substantial management responsibility for diverse activities and/or staff (including administrative, technical and/or professional staff).

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.

Secondary Descriptor

Supervision received:

Guidance will be provided on a needs' basis.

Supervision given:

Major accountability and responsibility for outcomes.

Organisational knowledge and impact

Level One

Primary Descriptor

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

Secondary Descriptor

Staff follow procedures in their dealings with others. The impact of established procedures on other people or work areas is the concern of more senior staff.

Level Two

Primary Descriptor

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 staff member's work area/responsibility, including knowledge of the functions carried out and the location and availability of particular personnel and services.

Level Three

Primary Descriptor

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

Secondary Descriptor

Perform tasks which may involve:

**a basic knowledge of the University's organisation;
clear understanding of the role and function of own work area and the consequences of routine decisions or courses of action on other work areas.**

Level Four

Primary Descriptor

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

Secondary Descriptor

Perform tasks which may involve:

**providing guidance and advice in relation to work-related problems, taking into consideration the needs of people, the objectives of the work area and related University policies;
applying a sound knowledge of the role and function of the immediate work area and an awareness of the role of other work units.**

Level Five

Primary Descriptor

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

Secondary Descriptor

Apply a detailed knowledge of work unit policies, systems and procedures, and their interaction with policies, systems and procedures in any related areas.

Level Six

Primary Descriptor

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.

Secondary Descriptor

Provide local authoritative advice in the context of varying circumstances.

Provide influential input into policy or systems development on the basis of related expertise where:
any changes are within policy;
their impact is largely restricted to the work unit(s) concerned;
the changes are authorised at higher levels.

Level Seven**Primary Descriptor**

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

Secondary Descriptor

Duties require knowledge of the relationship between a range of diverse policies and activities. May negotiate solutions where a range of interests have to be accommodated. May develop proposals or recommendations which co-ordinate the interests of separate work units or contributors around a particular program, function or objective and share some accountability for the decisions taken.

Level Eight**Primary Descriptor**

The staff member 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.

Secondary Descriptor

Responsibilities at this level may require a thorough knowledge of:

University-wide policies;
the external environment, e.g. government legislation, codes, guidelines and requirements, and/or diverse research and teaching activities, e.g. at Faculty or equivalent level.

Perform tasks which may involve:

coordinating the interests and activities of, or providing expert advice which may impact on, several functional areas;
implementing programs or systems which may impact upon other areas of the University;
initiating and formulating administrative or scientific/technical policies or programs;
substantially influencing policy development.

Level Nine**Primary Descriptor**

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.

Secondary Descriptor

Be responsible for proposing and implementing programs involving major change which may impact on other areas of the University's operations.
High level liaison with internal and/or external client areas, including framing the relevant internal consultation and negotiation strategies.
Apply a comprehensive knowledge of related corporate programs involving significant liaison, consultation and negotiation at senior internal and external level.

Level Ten**Primary Descriptor**

Bring a multiperspective understanding to the development, carriage, marketing and implementation of new policies; devise new ways of adapting the organisation's strategies to new, including externally generated, demands.

Secondary Descriptor

Carry operational responsibility (that is, be the catalyst or driving force) for the development or significant amendment of policies or systems including research programs.

Bring a multiperspective understanding to the development, communication, marketing or implementation of new policies or programs including research programs.

Judgement, independence and problem solving

Level One

Primary Descriptor

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

Secondary Descriptor

There are straightforward tasks involving limited choice and minimal independence.

Problem solving is minimal.

Level Two

Primary Descriptor

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

A staff member at this level 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.

Secondary Descriptor

Problem solving is limited and assistance is available when unusual circumstances are encountered or when established responses are not effective.

Level Three

Primary Descriptor

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

Secondary Descriptor

Staff will have the ability to:

provide solutions or courses of action within established guidelines or policy; meet set priorities;

solve problems, requiring some initiative and interpretation in the application of established rules, procedures, precedents, practices, or techniques;

exercise some judgement over when and/or where to refer matters or seek assistance;

where the opportunity arises, make suggestions and develop local job-specific systems to assist in the completion of allocated tasks;

assist in identifying ways to improve performance of tasks.

Level Four

Primary Descriptor

In trades positions, extensive diagnostic skills.

In technical positions, apply theoretical knowledge and techniques to a range of procedures and tasks.

In administrative 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.

Secondary Descriptor

**Identify priorities.
Independently use established techniques and practices.
Solve problems within established parameters, perhaps in team situations; make recommendation on courses of action to be taken, for authorisation by others.**

Level Five

Primary Descriptor

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-coordinating a team to provide an administrative service.

Secondary Descriptor

**A range of differing situations will be encountered requiring judgement based on theoretical and technical knowledge.
demonstrate analytical and problem-solving skills within more involved rules and guidelines, form conclusions and provide recommendations to senior staff.
provide information for planning and review of work area. Consequently, positions at this level contribute to decision making. May make regular operational decisions on the availability and deployment of resources and services which impact outside the immediate work area.
utilise initiative in immediate work area.
demonstrate knowledge of organisation and management techniques.**

Level Six

Primary Descriptor

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.

Secondary Descriptor

**At this level it is expected that staff will have the ability to:
solve both common and unusual problems;
identify responses to new or unique circumstances for consideration by others, including making recommendations to senior management;
apply theoretical or technical knowledge to design, review, develop or test complex equipment, systems or procedures.**

Level Seven

Primary Descriptor

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.

Secondary Descriptor

At this level it is expected that staff will have the ability to:
solve new or unique problems or analyse situations and provide solutions;
have the responsibility for independently monitoring, reviewing and developing procedures in own functional area, and provide recommendations to senior staff;
be able to interpret policy which has an impact beyond the immediate functional area;
be able to cross organisational, functional or specialist boundaries to co-ordinate actions and propose initiatives;
focus on objectives rather than procedures and precedents.

Level Eight

Primary Descriptor

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

Secondary Descriptor

At this level it is expected that staff will have the scope to:
exercise latitude in the initial interpretation of role objectives;
develop and implement programs, priorities, policies and procedures within given role objectives; set objectives across a range of functional areas, taking account of planning directions;
provide the direction for the resolution of complex problems or situations.

Level Nine

Primary Descriptor

Responsible for significant program development and implementation. Provide strategic support and advice (e.g. to schools or colleges or at the corporate level) requiring integration of a range of internal and external policies and demands, and an ability to achieve broad objectives while operating within complex organisation structures.

Secondary Descriptor

Have independence in the allocation of resources within constraints established by senior management. Manage programs, including, as relevant, setting longer term priorities and objectives, the shaping of organisational structures and influence over the size and composition of the resources available.
Considerable latitude or input applies in the initial definition of the role objectives, and/or where implementation responsibilities are involved.

Level Ten

Primary Descriptor

Be fully responsible for the achievement of significant organisational objectives and programs.

Secondary Descriptor

At this level it is expected that staff will have the ability to be responsible and accountable for the instigation and achievement of significant organisational or research objectives and programs.