

# **CLASSIFICATION DESCRIPTION FOR GENERAL 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 is 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 member, 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.

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### Definition 2 – Qualifications

**"Year 12"**: Completion of Year 12 of secondary school.

**"Trade certificate"**: Completion of an apprenticeship, normally of four years duration, or equivalent recognition.

**"Post-trade certificate"**: A course of study over and above a trade certificate and less than an advanced certificate.

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

**"Certificate"**: A two year full time or four year part time course, without a Year 12 prerequisite.

**"Associate Diploma"**: A two year full time or four year part time course with a Year 12 prerequisite.

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

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

*Note: The above definitions also include equivalent recognised overseas qualifications.*

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### 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"**: Occupations typically falling within each proposed classification level.

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

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

**"Judgement, Independence and Problem Solving"**: Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed. Independence is the extent to which a staff member is able (or allowed) to work effectively without supervision or direction. Problem solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available. This dimension looks at how much of each of these three qualities applies at each proposed classification level.

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

## Summary: Australian Qualifications Framework

The Australian Qualifications Framework was introduced Australia wide in 1995. It is being phased in over 5 years with full implementation by the year 2000. This will provide a nationally consistent yet flexible framework for all qualifications in post-compulsory education and training.

### Higher Education Sector

**Doctoral Degree:** may be gained through a Masters Degree or an honours Bachelor Degree or equivalent, through original research involving preparation of a substantial and well-ordered thesis including a searching review of the literature and a demonstration of the place of the research within the broader discipline. Duration of a Doctoral programme may vary considerably but typically requires the equivalent of three years full-time work.

**Masters Degree:** is typically gained by research or coursework or a combination, either through one year full-time research following an honours Bachelor Degree or two years full-time coursework or coursework/research following a pass Bachelor Degree and a period of employment.

**Graduate Diploma:** is typically gained following a Bachelor Degree or Advanced Diploma and may also be accessed in part by recognition of prior learning. Although the duration of programmes may vary, the typical requirement is twelve months of full-time study.

**Graduate Certificate:** is typically gained following a Bachelor Degree or Advanced Diploma and may also be accessed in part by recognition of prior learning. Although the duration of programmes may vary, the typical requirement is six months of full-time study.

**Bachelor Degree:** is typically gained through the equivalent of at least three years full-time Higher Education Sector study following completion of the Senior Secondary Certificate of Education at a prescribed level, and may also be gained in part by recognition of prior learning.

**Advanced Diploma:** signifies skills and knowledge of greater complexity and a higher level of personal accountability than is required at Diploma level. Time taken varies according to the particular pathway and industry involved, with full-time study at a university or vocational education and training provider typically involving the equivalent of three years for the Advanced Diploma following completion of the Senior Secondary Certificate of Education.

**Diploma:** prepares a candidate for self-directed application of skills and knowledge based on fundamental principles and/or complex techniques. These qualifications recognise capacity for initiative and judgement across a broad range of technical and/or management functions. Time taken varies according to the particular pathway and industry involved, with full-time study at a university or vocational education and training provider typically involving the equivalent of two years following completion of the Senior Secondary Certificate of Education.

### Vocational Education and Training Sector

**Advanced Diploma:** signifies skills and knowledge of greater complexity and a higher level of personal accountability than is required at Diploma level. Time taken varies according to the particular pathway and industry involved, with full-time study at a university or vocational education and training provider typically involving the equivalent of three years for the Advanced Diploma following completion of the Senior Secondary Certificate of Education.

**Diploma:** prepares a candidate for self-directed application of skills and knowledge based on fundamental principles and/or complex techniques. These qualifications recognise capacity for initiative and judgement across a broad range of technical and/or management functions. Time taken varies according to the particular pathway and industry involved, with full-time study at a university or vocational education and training provider typically involving the equivalent of two years following completion of the Senior Secondary Certificate of Education.

**Certificate IV:** These courses are roughly equivalent to the earlier **Advanced Certificate**. They usually include supervisory skills and advanced technical skills which may build upon existing skills acquired in a Certificate III course or equivalent.

**Certificate III:** These courses are roughly the same level as the earlier **Trade Certificate** courses. The courses prepare the person for skilled employment in a wide range of occupational areas.

**Certificate II:** These courses include traineeships with an on-the-job component. They provide preparation for employment and apprenticeship.

**Certificate I:** These courses teach the person introductory skills for some occupations.

### **Schools Sector**

**Senior Secondary Certificate of Education:** most commonly gained through two years full-time study following completion of Year 10.

## Classification Dimensions

### Training level

The type and duration of training which the duties of the classification 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.

### Task level

The type, complexity and responsibility of tasks typically performed by staff within each classification level.

### Organisational knowledge and impact

(**Note:** “and impact” has been added as a Secondary Descriptor.)

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

### Levels of Supervision

Definitions on levels of supervision which were given at the front of the Primary document in 1991 have been incorporated into the text at each level, with Secondary Description where applicable. This was considered to provide a more readily accessible format for this information.

### Judgement, independence and problem solving

**Judgement** is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed.

**Independence** is the extent to which a staff member is able (or allowed) to work effectively without supervision or direction.

**Problem solving** is the process of defining or selecting the appropriate course of action where alternative courses of action are available.

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

### Occupational equivalent

Occupations typically falling within each classification level.

### Typical activities

Activities typically undertaken by staff in different occupations at each classification level.

**NOTE: Occupational Equivalent/Typical Activities** - The information given in the Descriptors under these headings is to be taken as indicative, and not exclusive nor exhaustive.

## **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

### Training Level or Qualifications

#### Primary Descriptor

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

Employees engaged at the base of this level will be provided with structured on-the-job training in addition to up to 35 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;
- extended basic literacy and numeracy skills training where required/necessary to enable career path progression.

### 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, eg 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.**

### 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.**

### 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. 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 non-standard circumstances is provided by a supervisor. Guidance on the approach to standard circumstances is provided in the procedures. Checking is selective rather than constant.

**Secondary Descriptor**

No addition to Primary Descriptor.

**Judgement, Independence and Problem Solving****Primary Descriptor**

Resolve problems where alternatives for the job holder 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.

**Occupational Equivalent****Primary Descriptor**

Cleaner, labourer, trainee for Level 2 duties.

**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.

## Higher Education Worker Level 2

Indicative relativity to base trade : 95% - 100%

Indicative NTB competency level 2

### Training Level or Qualifications

#### Primary Descriptor

Persons employed at Level 2 shall typically perform duties at a skill level which assumes and requires:

- knowledge, training and 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.**

### Task Level

#### 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.**

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

### 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.  
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.

**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.

An employee 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.

**Occupational Equivalent****Primary Descriptor**

Clerk, security patrol officer.

**Typical Activities****Primary Descriptor**

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

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

**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.

## Higher Education Worker Level 3

Indicative relativity to base trade : 100% - 115%

Indicative NTB competency level 3 - 4

### Training Level and Qualifications

#### Primary Descriptor

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

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

Persons advancing through 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 associate diploma.

#### Secondary Descriptor

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

### Task Level

#### Primary Descriptor

Some complexity. Apply body of knowledge equivalent to trades certificate, including diagnostic skills and assessment of 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.**

### 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.**

### 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 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.**

## 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.**

## Occupational Equivalent

### Primary Descriptor

Tradesperson; technical assistant/technical trainee; clerical/secretarial

## Typical Activities

### Primary Descriptor

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

In technical assistant positions:

assist a technical officer in operating a laboratory, including ordering supplies;  
assist in setting up routine experiments;  
monitor experiments for report to a technical officer;

assist with the preparation of specimens;  
assist with the feeding and care of animals.

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

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

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

### 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.**

## Higher Education Worker Level 4

Indicative relativity to base trade : 115% - 125%

Indicative NTB competency level 5 (lower range)

### Training Level and Qualifications

#### Primary Descriptor

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

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

### 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.**

### 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.**

### 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.

**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:**

**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.**

### **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 clerical/secretarial positions, provide factual advice which requires proficiency in the work area's rules and regulations, procedures requiring expertise in a specialist area or broad knowledge of a range of personnel and functions.

#### **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.**

### **Occupational Equivalent**

#### **Primary Descriptor**

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

### **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;  
demonstrate the use of equipment and prepare reports of a technical nature as directed.

In library technician positions:

undertake copy cataloguing;  
use a range of bibliographic databases;  
undertake acquisitions;  
respond to reference enquiries.

In clerical/secretarial positions:

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

### **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.**

## Higher Education Worker Level 5

Indicative relativity to base trade : 125% - 145%

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

### Training Level and Qualifications

#### Primary Descriptor

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

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

### 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.**

### 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.**

### 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 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 and allocate tasks within a team.**

## 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-ordinating 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.**

## Occupational Equivalent

### Primary Descriptor

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

## 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 library technician positions, perform at a higher level than Level 4, including:

assist with reader education programs and more complex bibliographic and acquisition services;  
operate a discrete unit within a library which may involve significant supervision, or be the senior staff member in an outposted service.

In administrative positions, responsible for the explanation and administration of an administrative function, 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 a range of library services including bibliographic assistance, original cataloguing and reader education in library and reference services;  
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.**

## Higher Education Worker Level 6

Indicative relativity to base trade : 145% - 160%

Indicative NTB competency level 6

### Training Level and Qualifications

#### Primary Descriptor

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

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

### Task Level

#### Primary Descriptor

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

#### 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.**

### 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.**

### 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 employee 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, ie 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.**

### **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.**

### **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.

### **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;  
install, repair, provide and demonstrate computer services in laboratories.

In administrative positions:

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

In professional positions:

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

### **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.**

## Higher Education Worker Level 7

Indicative relativity to base trade : 160% - 180%

Indicative NTB competency level 7

### Training Level and Qualifications

#### Primary Descriptor

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

a degree with at least 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.

### 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.**

### 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.**

### 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 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.**

**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.**

**Occupational Equivalent****Primary Descriptor**

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

**Typical Activities****Primary Descriptor**

In a library, combine specialist expertise and responsibility for managing a library function;

In student services, the training and supervision of other professional staff combined with policy development responsibilities which may include research and publication;

In technical manager positions, the management of teaching and research facilities for a department or school;

In research positions, acknowledged expertise in a specialised area or a combination of technical management and specialist research;

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

**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.**

## Higher Education Worker Level 8

Indicative relativity to base trade : 180% - 210%

Indicative NTB competency level 7

### Training Level and Qualifications

#### Primary Descriptor

Persons employed at Level 8 shall typically perform duties at 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.**

### 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.**

### Organisational Knowledge and Impact

#### Primary Descriptor

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

#### Secondary Descriptor

**Responsibilities at this level may require a thorough knowledge of:**

**University-wide policies;**

**the external environment, eg government legislation, codes, guidelines and requirements, and/or diverse research and teaching activities, eg 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.**

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

## Judgement, Independence and Problem Solving

### Primary Descriptor

Responsible for program development and implementation. Provide strategic support and advice to schools or faculties requiring integration of a range of University policies and external requirements, and an ability to achieve objectives 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.**

## Occupational Equivalent

### Primary Descriptor

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

## Typical Activities

### 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 faculties of

medium complexity, taking into account the size, budget, course structure, external activities and management practices within the faculty 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 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.

## Higher Education Worker Level 9

Indicative relativity to base trade : 210% - 225%

Indicative NTB competency level 8

### Training Level and Qualifications

#### Primary Descriptor

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

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

#### Secondary Descriptor

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

### 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.**

### 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.**

### Level of Supervision

#### Primary Descriptor

Broad direction. Will 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.**

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

#### **Primary Descriptor**

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

#### **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.**

### **Occupational Equivalent**

#### **Primary Descriptor**

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

### **Typical Activities**

#### **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 and the integration of internal and external requirements; manage a small and specialised unit where significant innovation, initiative and/or judgement are required; provide senior administrative support to the more complex schools and faculties, taking into account the size, budget, course structure, external activities and management practices within the faculty or equivalent unit.

#### **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.**

## Higher Education Worker Level 10

Indicative relativity to base trade : 225% and above

Indicative NTB competency level 8

### Training Level and Qualifications

#### Primary Descriptor

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

proven expertise in the management of significant human and material resources; in addition to, 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.**

### 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.**

### 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.**

## Level of Supervision

### Primary Descriptor

Broad direction. Will 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:**

**Guidance will be provided on a needs' basis.**

**Supervision given:**

**Major accountability and responsibility for outcomes.**

## 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.**

## Occupational Equivalent

### Primary Descriptor

Senior program, research or administrative manager.

## 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 where significant innovation, initiative and/or judgement are required; provide senior administrative support to the most complex schools and faculties 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.**

## **Schedule Two**

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

The dimensions are:

training level and qualifications

task level

organisational knowledge and impact

level of supervision (received and given)

judgement, independence and problem solving

occupational equivalent

typical activities

## Training Level And Qualifications

The following Primary definitions were created in 1991, under arrangements then existing. They are now substantially out of date. Reference should now be made to the Australian Qualifications Framework, issued in 1996 on behalf of the AQF Advisory Board. A summary of this framework is to be found in the DEFINITIONS at the head of this document, which should be used as a recruitment/selection and classification/reclassification reference.

### Level One

#### Primary Descriptor

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

Employees engaged at the base of this level will be provided with structured on-the-job training in addition to up to 35 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;  
extended basic literacy and numeracy skills training where required/necessary to enable career path progression.

### Level Two

#### Primary Descriptor

Persons employed at Level 2 shall typically perform duties at a skill level which assumes and requires:

knowledge, training and 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

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

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

Persons advancing through 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 associate diploma.

#### Secondary Descriptor

**AQF equivalent of base trades qualification, eg Certificate III****Level Four****Primary Descriptor**

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

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

**Level Five****Primary Descriptor**

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

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

**Level Six****Primary Descriptor**

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

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

**Level Seven****Primary Descriptor**

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

a degree with at least 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**

Persons employed at Level 8 shall typically perform duties at 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**

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

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

**Secondary Descriptor**

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

**Level Ten****Primary Descriptor**

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

proven expertise in the management of significant human and material resources; in addition to, 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.**

## 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, eg 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, including diagnostic skills and assessment of 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 use 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, ie 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 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.

**Level Six****Primary Descriptor**

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

**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.**

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

**Secondary Descriptor**

**Responsibilities at this level may require a thorough knowledge of:**

**University-wide policies;  
the external environment, eg government legislation, codes, guidelines and requirements, and/or  
diverse research and teaching activities, eg 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.**

### 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.**

## 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.

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:**

**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, ie 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. 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 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. Will 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. Will 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:****Guidance will be provided on a needs' basis.****Supervision given:****Major accountability and responsibility for outcomes.**

## Judgement, Independence and Problem Solving

### Level One

#### Primary Descriptor

Resolve problems where alternatives for the jobholder 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.

An employee 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 clerical/secretarial positions, provide factual advice which requires proficiency in the work area's rules and regulations, procedures requiring expertise in a specialist area or broad knowledge of a range of personnel and functions.

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

**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.**

## Occupational Equivalent

The Working Party determined that no additions should be made to the Primary Descriptors, given that most Occupational Equivalents would appear in general terms through a range of HEW Levels, eg Technical Officer would currently appear from Level 4 to Level 7. Further it is noted that job design and related classification outcomes can be fluid, consistent with the intention of Award Restructuring. Useful (indicative but not exclusive nor exhaustive) descriptions of occupations have been incorporated under Typical Activities.

### Level One

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

### Level Two

**Primary Descriptor:** Clerk, security patrol officer.

### Level Three

**Primary Descriptor:** Tradesperson; technical assistant / technical trainee; clerical/secretarial.

### Level Four

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

### Level Five

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

### 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 professional or scientific officer, senior administrator in a small or less complex faculty.

### Level Eight

**Primary Descriptor:** Researcher of national standing; manager; senior school or faculty administrator.

### Level Nine

**Primary Descriptor:** Researcher of national or international standing; manager; senior school or faculty administrator.

### Level Ten

**Primary Descriptor:** Senior program, research or administrative manager.

## 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**

Clerical and/or secretarial 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; word processing involving only keying, storage 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, including performance of a range of construction, maintenance and repair tasks, using precision hand and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training.

In technical assistant positions,

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

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

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

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

### **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;  
 demonstrate the use of equipment and prepare reports of a technical nature as directed.

In library technician positions:

undertake copy cataloguing;  
 use a range of bibliographic databases;  
 undertake acquisitions;  
 respond to reference enquiries.

In clerical/secretarial positions:

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

### **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 library technician positions, perform at a higher level than Level 4, including:

assist with reader education programs and more complex bibliographic and acquisition services;  
 operate a discrete unit within a library which may involve significant supervision, or be the senior staff member in an outposted service.

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

In professional positions and under professional supervision:

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

### 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**

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.

## **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;
- install, repair, provide and demonstrate computer services in laboratories.

In administrative positions:

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

In professional positions:

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

### **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, combine specialist expertise and responsibility for managing a library function.

In student services, the training and supervision of other professional staff combined with policy development responsibilities which may include research and publication.

In technical manager positions, the management of teaching and research facilities for a department or school.

In research positions, acknowledged expertise in a specialised area or a combination of technical management and specialist research.

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

**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 faculties of medium complexity, taking into account the size, budget, course structure, external activities and management practices within the faculty 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 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 and the integration of internal and external requirements; manage a small and specialised unit where significant innovation, initiative and/or judgement are required; provide senior administrative support to the more complex schools and faculties, taking into account the size, budget, course structure, external activities and management practices within the faculty or equivalent unit.

### 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 where significant innovation, initiative and/or judgement are required; provide senior administrative support to the most complex schools and faculties 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.**