

## **SCHEDULE 7: CLASSIFICATION STANDARDS (PROFESSIONAL STAFF)**

### **1. Overview**

All professional staff members employed as HEO 1-10 will be classified in accordance with these descriptors.

### **2. Scope**

The standards are applicable to all professional staff members employed by the University of Adelaide.

### **3. Definitions**

#### **3.1 SUPERVISION**

##### **3.1.1 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.

##### **3.1.2 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.

##### **3.1.3 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.

##### **3.1.4 Limited Direction:**

Receives limited instructions normally comprising a clear statement of objectives and the resources available. Has the authority to plan and carry out assignments using some latitude in approach to achieve objectives, and has that work measured equally in terms of the achievement of stated objectives.

##### **3.1.5 Broad Direction:**

Direction is provided in terms of objectives, which may require the planning of staff, time and material resources for their completion. Limited detailed guidance will be

available and the development or modification of procedures by the staff member may be required. Performance will be measured against objectives.

### 3.2 QUALIFICATIONS

Qualification within the Australian Qualifications Framework,	
Year 12:	Completion of a Senior Secondary Certificate of Education, usually in Year 12 of secondary school.
Trade certificate:	Completion of an apprenticeship, normally of four (4) years duration, or equivalent recognition, e.g. Certificate III.
Post-trade certificate:	A course of study over and above a trade certificate and less than a Certificate IV.
Certificates I and II:	Courses that recognise basic vocational skills and knowledge, without a Year 12 prerequisite.
Certificate III:	A course that provides a range of well-developed skills and is comparable to a trade certificate.
Certificate IV:	A course that provides greater breadth and depth of skill and knowledge and is comparable to a two (2) year part-time post-Year 12 or post-trade certificate course.
Diploma:	A course at a higher education or vocational educational and training institution, typically equivalent to two (2) years full-time post-Year 12 study.
Advanced diploma:	A course at a higher education or vocational educational and training institution, typically equivalent to three (3) years full-time post-Year 12 study.
Degree:	A recognised degree from a higher education institution, often completed in three (3) or four (4) years, and sometimes combined with a one (1) year diploma.
Postgraduate degree:	A recognised postgraduate degree, over and above a degree as defined above.
Note: Previously recognised qualifications obtained prior to the implementation of the Australian Qualifications Framework continue to be recognised. The above definitions also include equivalent recognised overseas qualifications.	

## 4. Higher Education Officer Level 1

### 4.1 TRAINING LEVEL OR QUALIFICATIONS

Staff members at the base of this level would not be required to have formal qualifications or work experience upon engagement. Staff members engaged at the base of this level will be provided with structured on the job training in addition to up to 39-hours of induction to the higher education industry which will provide information on the higher education institution, conditions of employment, training to be made available and consequent career path opportunities, physical layout of the institution/work areas, introduction to fellow workers and supervisors, work and documentation procedures, occupational health and safety, equal employment opportunity practices and extended basic literacy and numeracy skills training where required/necessary to enable career path progression.

### 4.2 OCCUPATIONAL EQUIVALENT

Cleaner, labourer, farm assistant, laboratory assistant, trainee for Level 2 duties.

### **4.3 LEVEL OF SUPERVISION**

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

### **4.4 TASK LEVEL**

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

### **4.5 ORGANISATIONAL KNOWLEDGE**

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

### **4.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

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

### **4.7 TYPICAL ACTIVITIES**

Perform a range of industrial cleaning tasks, move furniture, assist trades personnel or technical staff with manual duties. Operate basic machinery, power tools and equipment.

## **5. HIGHER EDUCATION OFFICER LEVEL 2**

### **5.1 TRAINING LEVEL OR QUALIFICATIONS**

Level 2 duties typically require a skill level which assumes and requires knowledge, training or experience relevant to the duties to be performed, or

- (a) Completion of year 12 without work experience, or
- (b) Completion of Certificates I or II with work related experience, or
- (c) An equivalent combination of experience and training.

### **5.2 OCCUPATIONAL EQUIVALENT**

Administrative assistant, security officer, laboratory assistant, grounds person, caretaker, handyperson, store person, food service positions.

### **5.3 LEVEL OF SUPERVISION**

Receive routine supervision of straightforward tasks, close supervision of more complex tasks (see below). Positions at this level have limited or no supervisory responsibilities, although more experienced staff may assist inexperienced staff by providing guidance and advice, issue instructions on job allocation and methods of performance.

#### **5.4 TASK LEVEL**

Perform a range of straightforward tasks where procedures are clearly established. May on occasion perform more complex tasks. Knowledge of materials, cleaning chemicals, hand tools, basic power tools and equipment.

#### **5.5 ORGANISATIONAL KNOWLEDGE**

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

#### **5.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

Solve relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives. A staff member at this level will be expected to perform a combination of various routine tasks where the daily work routine will allow the latitude to rearrange some work sequences, provided the prearranged work priorities are achieved.

#### **5.7 TYPICAL ACTIVITIES**

Positions at this level may include duties involving:

- (a) Answering straightforward enquiries and directing others to the appropriate personnel;
- (b) The inward and outward movement of mail, including sorting and distribution;
- (c) Keeping, copying, maintaining and retrieving records;
- (d) Using routine data entry or word processing system software to enter, retrieve, format, create, edit, print, save and store business documents, including standard correspondence, data and statistical information;
- (e) Receiving small amounts of money and issuing receipts, collecting and recording monies received through automatic receipt machines, photocopiers etc;
- (f) Undertaking a range of library support activities such as receiving, recording, circulating, maintaining, charging, discharging and reshelving. Perform routine bibliographic searching, extract and record information from invoices, undertake minor repairs to materials and equipment;
- (g) Retrieving information from various sources such as instruction manuals or administrative handbooks, which are put to practical use;
- (h) Operating machinery or equipment requiring more than a basic level of manual and/or operational skill (e.g. tractors, forklifts, photocopiers, straightforward audio/visual equipment etc);
- (i) Assisting with minor repairs and maintenance to buildings, fabric and grounds;
- (j) Performing tasks associated with stores issues, e.g. identifying and selecting stores, issuing store with guidelines and ensuring correct authorisation;

- (k) Preparing, cooking and serving basic foodstuffs;
- (l) Overseeing the activities of a discrete group of cleaning staff across a range of facilities including the control and issue of materials and equipment and assist with the general planning and organisation of work;
- (m) Providing a range of security duties, including responding to alarms, following emergency procedures and preparing incident reports;
- (n) Undertaking a range of gardening tasks such as propagation, cultivation and monitoring of shrubs, trees and other flora. Implement appropriate water, fertiliser and renovation programs for turf, shrubs and trees.

## **6. HIGHER EDUCATION OFFICER LEVEL 3**

### **6.1 TRAINING LEVEL OR QUALIFICATIONS**

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

- (a) Completion of a trades certificate or Certificate III; or
- (b) Completion of Year 12 or a Certificate II, with relevant work experience; or
- (c) An equivalent combination of relevant experience and/or education/training.

Persons advancing through this level may typically perform duties that require further on the job training or knowledge and training equivalent to progress toward completion of a Certificate IV or Diploma.

### **6.2 OCCUPATIONAL EQUIVALENT**

Tradesperson, security supervisor, grounds, cleaning and farming positions, range of administrative assistant positions, entry-level technical and drafting assistant.

### **6.3 LEVEL OF SUPERVISION**

In technical positions, receive routine supervision, moving to general direction with experience. In other positions, receive general direction. This is the first level where positions may include supervisory responsibilities at close supervision level; the occupant may be expected to prioritise tasks, maintain records and provide individual on-the-job training and guidance based on work performance. The occupant may also be expected to have a general knowledge of and be involved in, personnel-related tasks such as orientation of staff and monitoring work practices, staff attendance and leave arrangements.

### **6.4 TASK LEVEL**

Some complexity. Apply body of knowledge equivalent to trade certificate or Certificate III, including diagnostic skills and assessment of the best approach to a given task. Apply quality checks to their work and the work of subordinate staff. This is the first level at which formal delegations may be exercised in the work area, e.g. allocate and reconcile petty cash.

## **6.5 ORGANISATIONAL KNOWLEDGE**

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

## **6.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

Exercise judgement on work methods and task sequence with specified timelines and standard practices and procedures; adapt work methods in dealing with non-standard problems.

## **6.7 TYPICAL ACTIVITIES**

6.7.1 In Technical positions, and assisting higher level technical staff:

- (a) Undertake straightforward tasks associated with trials, preparation of samples, specimens, reagents, media and apparatus, animal care, experiments, investigations or inspections in field, laboratory, hospital or workshop; carry out simple tests; ordering supplies;
- (b) Undertake a range of tasks including setting up, calibration, installation, maintenance, operation and testing of equipment;
- (c) Observe and record data, assist in the evaluation of results, analyse technical data where analysis is straightforward;
- (d) In drafting positions, prepare basic plans, drawings, charts, maps and graphs; undertake straightforward mathematical calculations: trace and amend maps, plans and drawings.

Note: Staff would be expected to perform a greater range and complexity of tasks as they progress through the level and obtain further training.

6.7.2 In Administrative positions:

- (a) Provide general administrative support to other staff, setting up meetings, answering straightforward enquiries, direct others to the appropriate personnel;
- (b) Standard use of a range of desktop based software systems and/or word processing/established spreadsheet or database which may include:
  - i. The use of integrated software at or above Level 2 standard, including straightforward desktop publishing;
  - ii. Entering of data containing unusual technical terms etc the use of non-standard complicated tables or diagrams which demand considerable judgement and layout;
  - iii. The manipulation and interpretation of data before and during entry (e.g. data manipulation between application software).
- (c) Input to and retrieve from system databases, e.g. Human Resource System, Finance Accounting System, Student Information System etc, undertake standard processing activities, produce and distribute standard system reports;
- (d) Undertake routine bookkeeping activities, process invoices and accounts for payment; maintain and reconcile petty cash;
- (e) In a library, prepare straightforward correspondence with suppliers and customers, amend bibliographic and customer records, resolve

straightforward queries in lending and acquisition procedures, supervise routine library support activities.

**6.7.3 In General positions:**

- (a) In trades positions, apply skills taught in a trade certificate or Certificate III including performance of a range of construction, maintenance and repair tasks using precision hand and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training;
- (b) Undertake a range of manual tasks, operate machinery, power tools and equipment; plan, prioritise and oversight such activities;
- (c) Assist with the feeding and care of animals;
- (d) Direct the daily operation of cleaning staff across a range of facilities including preparation of rosters, the control and issue of materials and equipment, planning and organisation of work. Inspect and report on cleaning performance to ensure adherence to prescribed standards and make recommendations to vary standards and guidelines to meet client requirements;
- (e) Assist in the planning and oversight of duties of staff members engaged in the establishment and maintenance of gardens and grounds.

## **7. HIGHER EDUCATION OFFICER LEVEL 4**

### **7.1 TRAINING LEVEL OR QUALIFICATIONS**

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

- (a) Completion of a diploma level qualification with relevant work related experience; or
- (b) Completion of a Certificate IV with relevant work experience; or
- (c) Completion of a post-trades certificate and extensive relevant experience and on the job training; or
- (d) Completion of a Certificate III with extensive relevant work experience; or
- (e) An equivalent combination of relevant experience and/or education/training.

### **7.2 OCCUPATIONAL EQUIVALENT**

Technical officer, drafting assistant, administrative above Level 3, advanced tradespersons.

### **7.3 LEVEL OF SUPERVISION**

In technical positions, receive routine supervision to general direction depending upon experience and the complexity of the tasks. In other positions, receive general direction. May supervise or co-ordinate others to achieve objectives, including liaison with staff at higher levels. May undertake stand-alone work.

Where positions at this level have responsibility for the supervision of staff it will be at the close to routine supervision level which will include on the job training and staff assessment and basic performance counselling in relation to the work area.

#### **7.4 TASK LEVEL**

May undertake limited creative, planning or design functions; apply skills to a varied range of different tasks which may involve a number of sequential steps and which require the application of developed skills, experience and a good knowledge of equipment, methods, materials and procedures applicable to the work area concerned.

#### **7.5 ORGANISATIONAL KNOWLEDGE**

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

#### **7.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

In trades positions, extensive diagnostic skills. In technical positions, apply theoretical knowledge and techniques to a range of procedures and tasks. In administrative positions, provide factual advice that 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.

#### **7.7 TYPICAL ACTIVITIES**

##### **7.7.1 In Technical positions:**

- (a) Develop new equipment to criteria developed and specified by others;
- (b) 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;
- (c) Demonstrate the use of equipment and prepare reports of a technical nature as directed;
- (d) Carry out standardised field surveys, inspections, studies and measurements; make observations, record and process results, carry out minor field investigations, operate and maintain equipment in the field;
- (e) Supervise the establishment and maintenance of field stations required for experiments (e.g. field plots, hydrological observation stations, nurseries, undertake straightforward field tests;
- (f) In drafting positions, undertake straightforward drafting or mapping tasks using a range of equipment including computer-aided technology.

##### **7.7.2 In Administrative positions:**

- (a) May use a full range of desktop based programs, including word processing packages, mathematical formulae and symbols, manipulation of text and layout in desktop publishing and/or web software, and management information systems;
- (b) Take responsibility for providing a full range of administrative services;

- (c) Plan and set up linked spreadsheets or data base applications for activities such as monitoring expenditure, school/branch budgets, produce reports;
- (d) Draft and/or edit letters, memos, reports or other documents relating to routine or recurring issues;
- (e) Undertake the more complex calculations and manual variations to processing pay, accounts payable related transactions, reconciliations and internal controls; produce, check and reconcile system reports;
- (f) Undertake library support activities, including copy cataloguing, validate acquisitions, use a limited range of bibliographic databases, and respond to straightforward reference enquiries. Upgrade bibliographic records and create routine descriptive cataloguing;
- (g) Provide advice to students on enrolment procedures and requirements;
- (h) Administer enrolment and course progression records.

#### 7.7.3 In General positions:

- (a) Determine resource requirements to implement the work program including determining priorities for jobs within the work program and the preparation of rosters;
- (b) Play an active role in the training of work teams; provide technical guidance as necessary; perform work beyond the special class tradesperson, involving intricate systems and design work on complex engineering or interconnected electrical circuits; exercise high precision trades skills using various materials and/or specialised techniques.
- (c) Supervise the activities of staff members, including oversight of contract staff, supervising and controlling a large number of non-trade work teams performing gardening or security activities.

## **8. HIGHER EDUCATION OFFICER LEVEL 5**

### **8.1 TRAINING LEVEL OR QUALIFICATIONS**

Level 5 duties typically require a skill level, which assumes and requires knowledge or training equivalent to:

- (a) Completion of a degree without subsequent relevant work experience; or
- (b) Completion of an advanced diploma qualification and at least one (1) year's subsequent relevant work experience; or
- (c) Completion of a diploma qualification and at least two (2) years' subsequent relevant work experience; or
- (d) Completion of a Certificate IV and extensive relevant work experience; or
- (e) Completion of a post-trades certificate and extensive (typically more than two (2) years') relevant experience as a technician; or
- (f) An equivalent combination of relevant experience and/or education/training.

## **8.2 OCCUPATIONAL EQUIVALENT**

Administrator with responsibility for advice and determinations; draftsman, experienced technical officer, entry-level training grade for engineer, computer technician, librarian and research positions Definition of Professional Positions (HEO Level 5/6P): This grade caters for the entry level of the designated Professional positions (formerly Engineer Grade 1, Computer Officer Grade 1, Research Officer Grade 1 and Librarian Grade 1) where the position holder will have obtained a degree but have less than 3 years' relevant work experience (see Task Level below). All references to Professional positions refer to these 4 groups.

## **8.3 LEVEL OF SUPERVISION**

In professional positions, receive routine supervision to general direction, depending on tasks involved and experience and may be required to supervise non-professional staff at close to routine supervision level. In technical and other positions, receive general supervision and may supervise other staff at close to routine supervision level.

## **8.4 TASK LEVEL**

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

At this level an HEO 5/6 in Professional positions is expected to progress from the situation in which the person has no relevant experience after graduation (and commencing on the HEO Level 5/6 salary range) in the application of knowledge of actual work problems to the stage where the person can and does perform a wide range of professional tasks under general supervision. Initially the work is reviewed for validity, adequacy and conformity with general requirements but as the person develops professionally and gains experience the person's work receives progressively less review. The person will be expected to exercise more individual judgement to work at the level of competence of an experienced professional. After 3 years and the satisfactory completion of the above requirements, and satisfactory work performance the person will advance to the base salary of HEO Level 6. As part of this requirement, on-the-job-training, the involvement in relevant professional courses and conferences will be expected.

A person with previous postgraduate experience will only be employed above this training grade (on the base salary of HEO Level 6) if it can be shown that their previous work experience is in a directly related field to the duties the person is required to perform and that experience has been undertaken for a minimum period of three (3) years.

## **8.5 ORGANISATIONAL KNOWLEDGE**

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

functions, in order to assist in their adaptation to achieve objectives, and advise, assist and influence others.

## **8.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

In professional stream positions (as defined), solve problems through the standard application of theoretical principles and techniques. In technical positions, apply standard technical training and experience to solve problems. In administrative positions, 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.

## **8.7 TYPICAL ACTIVITIES**

### **8.7.1 In Technical positions:**

- (a) Undertake data acquisition and maintenance of some complexity and generate outputs in graphical or report forms;
- (b) Prepare or amend technical data of some complexity in the form of drawings, illustrations, specifications, handbooks, calculations etc;
- (c) Develop new equipment to general specifications;
- (d) 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;
- (e) Under broad direction, set up, monitor and demonstrate standard experiments and equipment use;
- (f) Prepare reports of a technical nature; perform tests and analyses of some complexity; undertake and report on field investigations and trials;
- (g) Specify design requirements, prepare estimates, specifications or schedules of quantities for projects of some complexity, arrange for the work to be undertaken, or approve expenditure within delegation limits;
- (h) Undertake drafting activities of some complexity including display activities related to electronic, mechanical, building or mapping systems using conventional or computer aided display systems; prepare associated computations.

### **8.7.2 In Administrative positions:**

- (a) Integrate information to prepare, compose, draft and/or critically review letters, memos, administrative, financial or technical reports, minutes and/or other documents;
- (b) Co-ordinate and take responsibility for student related functions such as HECS advice, records, determinations and payments, a centralised enrolment function, the organisation and administration of exams;
- (c) Co-ordinate and provide advice on financial matters related to academic, research, ancillary and part-time teaching activities, co-ordinate grant funding, analyse and project budgetary expenditure;
- (d) Oversee the training requirements and service delivery of discrete groups, e.g. administrative processing staff, trades and related services staff;
- (e) Undertake library support activities (of a higher level than Level 4), including assisting 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 out-posted service.

8.7.3 In Professional positions (as defined) (i.e. Higher Education Officer Level 5/6P):

- (a) Work as part of a research team in a support role;
- (b) Provide a range of library services including bibliographic assistance, information retrieval, original cataloguing and reader education in library and reference services;
- (c) Undertake computing activities, programming and/or basic elements of system analysis and systems design;
- (d) Investigate and implement programming requirements to rectify or enhance existing computer systems;
- (e) Provide advice on programming aspects to subject matter staff.

## **9. HIGHER EDUCATION OFFICER LEVEL 6**

### **9.1 TRAINING LEVEL OR QUALIFICATIONS**

Level 6 duties typically require a skill level, which assumes and requires knowledge or training equivalent to:

- (a) A degree with subsequent relevant experience; or
- (b) Extensive experience and specialist expertise or broad knowledge in technical or administrative fields; or
- (c) An equivalent combination of relevant experience and/or education/training.

### **9.2 OCCUPATIONAL EQUIVALENT**

Graduate or professional with subsequent relevant work experience (including a computer systems officer, librarian and research officer with at least 3 years' experience), line manager, experienced draftsman or experienced technical specialist and/or technical supervisor.

### **9.3 LEVEL OF SUPERVISION**

Professional positions receive general direction, and may be required to guide less experienced professional staff/research students in methods and approaches to problems and may have supervisory responsibilities of non-professional staff at close to routine supervision level.

Technical and administrative positions receive general direction and may have supervisory responsibility (from close to general supervision level) and line management responsibility for technical, administrative and other non-professional staff. This would include setting priorities, monitoring workflow, developing local strategies or work practices in their area of responsibility.

### **9.4 TASK LEVEL**

Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Staff members would have the latitude to develop

or redefine procedure and interpret policy so long as other work areas are not affected. In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience and application.

## **9.5 ORGANISATIONAL KNOWLEDGE**

Perform tasks/assignments that may require specialist knowledge of major activities of 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.

## **9.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

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

## **9.7 TYPICAL ACTIVITIES**

### **9.7.1 In Technical positions:**

- (a) Manage a teaching or research laboratory, field station or workshop; provide highly specialist technical services; set up complex experiments;
- (b) 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;
- (c) Liaise with outside organisations, authorities, clients or contractors on complex technical matters, prepare associated reports and recommendations;
- (d) Manage a maintenance program of some complexity;
- (e) Undertake complex drafting activities, including design, computation, preparation and production of drawings and charts; provide guidance to and check the work of subordinate staff;
- (f) Perform design and prepare drawings of components, prepare estimates, specifications or schedules of quantities for work;
- (g) Carry out inspections and investigations associated with drafting assignments, propose solutions;
- (h) Prepare site plants and layouts of equipment, components and plant design and draw reticulated systems, services and connections;
- (i) Carry out computations necessary to translate source data into working drawings or designs.

### **9.7.2 In Administrative positions:**

- (a) Provide financial, policy and planning advice;
- (b) Service a range of administrative and academic committees, including preparation of agendas, papers, minutes and correspondence;
- (c) Monitor expenditure against budget in a school or small faculty;

- (d) Write detailed reports or correspondence, material and/or other documents to communicate ideas or concepts related to issues that are sometimes complex or controversial;
- (e) Provide a range of (non-clinical) counselling services to students;
- (f) Provide detailed advice on administrative matters and entitlements related to Superannuation, Income Tax, Retirements, Rollovers etc: co-ordinate and take responsibility for processing such entitlements.

#### 9.7.3 In Professional positions:

- (a) Work as part of a research team; provide research support activities including carrying out investigative, experimental or developmental work; perform and report on analyses, tests, observations and field trials;
- (b) Undertake literature surveys and assist with the preparation of material for publication;
- (c) Undertake routine computing work for statistical analysis;
- (d) Provide a range of library services, including bibliographic assistance, original cataloguing and reader education in library and reference services;
- (e) Undertake a range of computer programming tasks including straightforward systems design, programming, reprogramming and investigation and rectification of program malfunctions;
- (f) Provide advice, assistance and documentation to computer users;
- (g) Analyse less complex user and system requirements.

## **10. HIGHER EDUCATION OFFICER LEVEL 7**

### **10.1 TRAINING LEVEL OR QUALIFICATIONS**

Level 7 duties typically require a skill level that assumes and requires knowledge or training equivalent to:

- (a) A degree with at least four years subsequent relevant experience; or
- (b) Extensive experience and management expertise in technical or administrative fields; or
- (c) An equivalent combination of relevant experience and/or education/training.

### **10.2 OCCUPATIONAL EQUIVALENT**

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

### **10.3 LEVEL OF SUPERVISION**

Limited direction, working with a degree of autonomy. May have management responsibility for a functional area and/or manage other staff members including administrative, technical and/or professional staff members. Supervisors at this level should have demonstrated personnel management skills including an understanding of EEO and OH&S legislation.

## **10.4 TASK LEVEL**

Independently relate existing policy to work assignments or rethink the way a specific body of knowledge is applied in order to solve problems. In administrative positions the tasks undertaken may be of a complex or specific nature encompassing a major area of school/branch operations. In professional (as defined) or technical positions may be a recognised authority in a specialised area and/or perform the role of team leader.

## **10.5 ORGANISATIONAL KNOWLEDGE**

Detailed knowledge of academic and administrative policies and the interrelationships between a range of policies and activities. May be expected to provide subject matter or policy advice across a range of activities or programs that may impact on other areas of the institution's operations.

## **10.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

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

## **10.7 TYPICAL ACTIVITIES**

10.7.1 In Technical positions:

- (a) Manage a complex teaching or research laboratory, field station or workshop for a School;
- (b) Undertake very complex design, project planning and development activities relating to buildings, equipment, systems or facilities;
- (c) Oversee a section engaged in the preparation or amendment of complex technical information in the form of drawings, illustrations, handbooks, specification manuals and instructions; undertake complex and innovative related activities;
- (d) Undertake very complex and innovative installation, testing operation or maintenance activities on buildings, equipment or systems; develop standard methods for installation work;
- (e) Manage a complex maintenance program;
- (f) Manage for technical purposes the resources of a large laboratory or functional unit, maintenance facilities or building program;
- (g) Liaise with outside organisations, authorities, clients or contractors on very complex technical matters, prepare associated reports and recommendations;
- (h) Undertake engineering or architectural design drafting, investigation or inspection of work requiring an individual contribution of a high order;
- (i) Prepare estimates, specifications, schedules or quantities for work;
- (j) Liaise with other authorities and contractors regarding design or drafting requirements;

- (k) Participate in the planning of specialised techniques, production processes, preparation of instructions.

10.7.2 In Administrative positions, provide administrative support to relatively small and moderately complex faculties or equivalent, in particular:

- (a) Draft comprehensive reports, correspondence and/or other documents to communicate ideas or concepts related to matters of some complexity that may have University wide significance;
- (b) Provide subject matter expertise or policy advice including technical or professional advice across a range of activities that may be of University wide use but limited significance;
- (c) Perform the functions of a faculty registrar in a small faculty;
- (d) Undertake investigations and research or take charge of discrete aspects of work associated with the development and review of policies and procedures which may have University wide but limited significance;
- (e) Train and supervise other professional staff combined with policy development responsibilities which may include research and publication;
- (f) Provide a counselling service in a specialised field to students.

10.7.3 In Professional computing positions, provide specialist expertise and/or responsibility for managing a group of related activities, which may include:

- (a) Generate and implement new versions of operating systems and other software;
- (b) Examine and report on the efficiency and effectiveness of hardware configurations, software operating systems, data transmission networks and generalised software packages;
- (c) Provide advice on software systems to applications programmers and staff in other specialist areas;
- (d) Investigate alternative plans for computer applications and draft guidelines outlining probable requirements;
- (e) Undertake systems analysis and systems design in relation to detailed development and maintenance of computer systems;
- (f) Explain the operational aspects of computer systems to users;
- (g) Direct investigations by other computing staff to determine the systems design and programming requirements necessary to implement changes to existing computer systems;
- (h) Undertake systems design and direct programming changes necessary to enhance, modify or maintain a computer system;
- (i) Evaluate and report on the operational efficiency of computer systems in production, making recommendations for improvement where appropriate.

10.7.4 In Professional librarian positions, provide specialist expertise and/or responsibility for managing a group of related activities that may include:

- (a) Develop and promote liaison with the Schools of subject responsibility on matters relating to the building, organisation, use and conservation of the library's collection;

- (b) Plan and provide education support programs for academic staff and students in the Schools of subject responsibility, including consultation with the Information Services Librarian;
- (c) Act as a consultant for academic staff and students to advanced levels of information resources in areas of subject responsibility, including computerised information retrieval services;
- (d) Provide subject cataloguing independently or for review by subject librarians;
- (e) Perform original cataloguing of monographic and serial titles and other materials to Australian Bibliographic Network Standards;
- (f) Perform authority maintenance work to Australian Bibliographic Network Standards.

10.7.5 In Professional research positions, provide specialist expertise and/or responsibility for managing a group of related activities which may include:

- (a) Provide professional research support by making a minor contribution to the initiation of research work; and a significant contribution to the detailed planning, design and operation of research projects;
- (b) Operate and maintain instruments such as electron-microscopes, mass spectrometers and other research support facilities requiring the development of specialised skills;
- (c) Supervise other research staff and students in their specific projects and in the use of research facilities;
- (d) Survey the research literature in a particular field; evaluate and summarise findings;
- (e) Sub-edit articles for submission to learned journals;
- (f) Apply new approaches to techniques to develop, modify or adapt new methods, requirement and apparatus.

## **11. HIGHER EDUCATION OFFICER LEVEL 8**

### **11.1 TRAINING LEVEL OR QUALIFICATIONS**

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

- (a) Postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience; or
- (b) Extensive experience and management expertise; or
- (c) An equivalent combination of relevant experience and/or education/training.

### **11.2 OCCUPATIONAL EQUIVALENT**

Researcher; Manager (including administrative, research, professional or scientific); senior school or faculty administrator.

### **11.3 LEVEL OF SUPERVISION**

Receive broad direction working with a degree of autonomy. At this level work is assigned only in broad objectives to be accomplished. May supervise or manage

other administrative, technical and/or professional staff from general to limited supervision level.

#### **11.4 TASK LEVEL**

Work at this level is likely to require the development of new ways of using a specific body of knowledge that applies to work assignments, or may involve the integration of other specific bodies of knowledge. Examples would include high level project work and development of policies which may impact on a number of the institution's operations and/or programs and the performance of a middle level management function requiring a high degree of independence in the formulation of plans, objectives and policies in relation to meeting area objectives.

#### **11.5 ORGANISATIONAL KNOWLEDGE**

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

#### **11.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

Responsible for program development and implementation. Provide strategic support and advice to schools or faculties requiring integration of a range of university policies and external requirements, and an ability to achieve objectives operating within complex organisation structures. A person at this level operates with a high degree of independent judgement and initiative within broad guidelines. Originality and ingenuity are required for devising practical and economical solutions to problems.

#### **11.7 TYPICAL ACTIVITIES**

##### **11.7.1 In Administrative positions:**

- (a) Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources;
- (b) Manage a function, or development and implementation of policy, requiring a high degree of knowledge and sensitivity;
- (c) Manage a small and specialised unit where significant innovation, initiative and/or judgement are required;
- (d) 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;
- (e) Prepare comprehensive reports, correspondence and/or other documents to communicate ideas or concepts related to complex matters which have University wide and sometimes critical significance;
- (f) Perform the function of faculty registrar in a medium size faculty;
- (g) Undertake investigations and research or take charge of discrete aspects of work associated with the development and review of policies and procedures which have critical and University wide significance.

- 11.7.2 In Professional computing positions, provide specialist expertise and/or responsibility for managing a group of related activities, which may include:
- (a) Lead a team developing computer systems or undertaking specialist activities, including programming, analysis and technical activities, and provide associated advice;
  - (b) Manage computing services for a school or branch of medium capacity in terms of size, scope and/or complexity;
  - (c) Implement complex and innovative solutions with significant impact on the University's information technology work;
  - (d) Direct the maintenance and modification of computer systems.

11.7.3 In Professional librarian positions:

A Librarian classified at this level will be expected to perform library functions detailed in the criteria for Level 7 where due cognisance is given to the diversity, complexity and independence of the position, together with the relevant experience and knowledge of the position holder. Criteria for assessing experience and knowledge will be the existence of the person's ability to appraise and evaluate the services and recommend innovations and improvements. Tasks may include:

- (a) Direct a branch or section of the library, taking into account size, scope and/or complexity;
- (b) Ensure the efficient operation and co-ordination of activities in a discrete section/ of the library;
- (c) Supervise, train and co-ordinate the activities of professional and sub-professional staff of the section/ including allocation of duties and participation in their selection and evaluation.

11.7.4 In Professional research positions, undertake complex professional support activities involving a significant degree of originality and judgement, which may include:

- (a) Control and manage a significant research support facility or scientific work in a specialised field (e.g. small laboratory, major instrument or equipment);
- (b) Provide and/or manage a consulting, laboratory or other specialised service at an advanced level;
- (c) As part of a research team, devise and take charge of the experimental aspects on a research project, edit and critically appraise material prepared for submission to learned journals.

## **12. HIGHER EDUCATION OFFICER LEVEL 9**

### **12.1 TRAINING LEVEL OR QUALIFICATIONS**

Level 9 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- (a) Postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience; or
- (b) Extensive experience and management expertise; or
- (c) An equivalent combination of relevant experience and/or education/training.

## **12.2 OCCUPATIONAL EQUIVALENT**

Manager where the services are of significant size, scope and/or complexity, including administrative, research, professional or scientific. Senior researcher; Faculty administrator. Professional performing particularly complex specialist activities not covered by a higher professional authority.

## **12.3 LEVEL OF SUPERVISION**

Receive broad direction, work with a considerable degree of autonomy. Will have management responsibility of a major functional area and/or manage other staff including administrative, technical and/or professional staff from general to broad direction level.

## **12.4 TASK LEVEL**

Demonstrated capacity to conceptualise, develop and review major professional, management or administrative policies at the corporate level. Examples would include high-level project work requiring a multi-perspective approach and development of policies which will have significant effects across the institution. Significant high-level creative, planning and management functions. Responsibility for significant resources.

## **12.5 ORGANISATIONAL KNOWLEDGE**

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

## **12.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

Responsible for program development and implementation. Provide strategic support and advice to Schools, Faculties or Areas at a corporate level requiring integration of a range of internal and external policies and demands, and an ability to achieve broad objectives while operating within complex organisation structures. May operate with a very high degree of independent judgement and initiative within broad guidelines across a wide range of activities. Originality and ingenuity are required for devising practical and economical solutions to a diverse range of problems.

## **12.7 TYPICAL ACTIVITIES**

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

- (e) Direct a branch or section of the library of significant size, scope and/or complexity;
- (f) Manage the computing services for a large or faculty that provide particularly complex and broad range of services and specialist activities;
- (g) Formulate and assist with the implementation of complex information technology policies, strategic plans or service; delivery projects;
- (h) Contribute to the establishment of the functions, aims or objectives of a major University service or facility, such as computer network operations, a chemical analytical service or complex testing rig, and manage such service or facility to ensure that its functions, aims or objectives are met;
- (i) Develop significant new methodology or equipment requiring a detailed understanding of the theoretical basis;
- (j) Apply experimental techniques of an unusual, difficult or sensitive nature;
- (k) Write papers for publication in learned journals;
- (l) Co-ordinate and control research support programs in a specialised field, or a number of research support programs accumulated under a single direction.

## **13. HIGHER EDUCATION OFFICER LEVEL 10**

### **13.1 TRAINING LEVEL OR QUALIFICATIONS**

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

- (a) Proven expertise in the management of significant human and material resources; in addition to, in some areas;
- (b) Postgraduate qualifications and extensive relevant experience.

### **13.2 OCCUPATIONAL EQUIVALENT**

Senior program, research or administrative manager.

### **13.3 LEVEL OF SUPERVISION**

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

### **13.4 TASK LEVEL**

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.

### **13.5 ORGANISATIONAL KNOWLEDGE**

Bring a multi-perspective 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.

### **13.6 JUDGEMENT, INDEPENDENCE AND PROBLEM SOLVING**

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

### **13.7 TYPICAL ACTIVITIES**

- (a) Manage a large functional unit with a diverse or complex set of functions and significant resources;
- (b) Manage a more complex function or unit where significant innovation, initiative and/or judgement are required;
- (c) Provide senior administrative support to the most complex schools and faculties in large institutions, involving complex course structure, significant staff and financial resources, outside activities and extensive devolution of administrative, policy and financial management responsibilities to this position.