

Appendix B

## SOUTHERN CROSS UNIVERSITY

### Professional Staff Secondary Classification Descriptors

## INSTRUCTIONS FOR USING THE CLASSIFICATION DESCRIPTIONS

These descriptors present the classification standards used at Southern Cross University for determining the classification of positions.

The classification dimensions covering

- task level,
- judgement and problem solving, and
- organisational relationships and impact

2. These descriptors are designed to be used as follows:

- (i) each position should be privately reviewed and rated by each committee member. Committee members should then compare their assessments, discuss the reasons for any variations between the ratings given by different committee members and then seek to reach an agreed rating of the position,
- (ii) a position should be rated against **each** of the five generic dimensions: training; task; judgement and problem solving; supervision and independence; and organisational relationships and impact,
- (iii) the ratings given should be recorded on the classification work sheet. Committee members should also record any aspects of the position description
  - which need to be checked or clarified with the job holder or their supervisor before a decision is made, and or
  - which particularly influenced the classification allocated,
- (iv) the content of a descriptor for one dimension should be read in its horizontal and vertical context - against the descriptors above, below and across from it. For example, if it is accepted that a position requires a degree, then the task level for that position would on the face of it require some conceptual understanding, otherwise why is a degree level of knowledge required to perform the duties of the position,
- (v) a position should be rated at the level of best fit for each dimension. When ascertaining the level of best fit, committee members should ensure that they read the descriptor as a **whole** (also see point 4 below) and review the definitions at **least** one level above and below the level of their initial match, and
- (vi) where the ratings for a position vary across the different dimensions, then the classification of the position should normally be based on the average of the different dimension scores. In particular, the overall classification should **not** be determined on the score ascribed to any one dimension, unless
  - (a) the position requires a degree level of training, in which case it will be classified at level 5 or above, or

- (b) the position requires an associate diploma level of training, in which case it will be classified at level 4 or above.

3. The Training Level descriptor defines the level of training that will typically be required by jobs at each classification level. When using this descriptor it is very important to keep the following points in mind:

- (i) the descriptor defines the level of knowledge required for positions at each level, not the level of education, training or experience possessed by the job holder,
- (ii) the descriptor, at each level, provides some examples of the levels and combinations of education, training and experience which apply at that level. These are, however, only examples, against which other combinations can be tested for equivalence,
- (iii) assessing equivalence should take into account different **levels** of education, training and experience, and different **combinations** of each of these factors. Relevant experience may well, for example, be held to be equivalent to formal qualifications, depending on the position involved,
- (iv) references to qualifications, and the relativities on which the 10 level structure is based, rely on the definitions for different types of qualifications provided at page 2 of the descriptors. These definitions must be used when applying the descriptors.

4. The descriptors commonly specify a number of requirements, followed by some other conditions which may apply. For example, "Judgement and Problem Solving", at level 5, states "Will be expected to exercise initiative....may make regular operational decisions...". The optional criteria are **not** a substitute for the required criteria. The optional criteria will, however, assist in clarifying the placement of a position by either:

- (i) capturing an aspect of the position being reviewed, or
- (ii) by providing a guide to what can be expected, as a basis for assessing equivalence. For example, a position may not use word processing software ("Task" descriptor, level 3), but it may do something which the committee believes is equivalent to that task.

5. When classifying a position, the following classification rules should be adhered to:

- (i) Before attempting to rate a position, classification committee members should carefully review the full position description. The rating given on each dimension of the descriptors will rely on the committee members' understanding of the whole job. Where information about the job which is not contained in the position description is being used, care should be taken to ensure that additional information is correct and that it is shared equally between committee members.
- (ii) the classification should be **wholly** based on the criteria contained in these descriptors. It should **not** be based on such criteria as the content of previous obsolete position classification standards, the current classification of the position, the gender of the occupant or **preconceived** notions about the work value of or market rates for particular jobs, skills or occupations,
- (iii) when interpreting the classification criteria, the committee may compare one position to another, to assist in establishing relativities and ensuring consistent interpretation of the criteria. **However, such comparisons should only be made between positions which have been classified using these criteria,**
- (iv) the classification should be based on the duties, responsibilities and knowledge requirements of the position described in the position description. It should not be influenced by the performance of the job holder,
- (v) the classification should relate to the position being reviewed. It should not incorporate other positions the job holder might work in from time to time,
- (vi) a critical reading of the position description should take into account the different ways that the same set of duties can be described. It is important to ensure that it is the position which is being classified, not the capacity of the job holder or the interviewer to present the position, and
- (vii) the classification should be based on the whole job. It is important to take each aspect of the position into account, rather than basing the classification of the position on only one aspect of the job. In particular, many positions contain duties which are at varying levels of complexity and responsibility. It would be perverse to base the classification decision on the less complex part of the job; equally care should be taken not to be overly influenced by a complex but relatively unimportant aspect of the position. All knowledge and responsibilities which are integral or critical to the structure of the position should be fully taken into account in the classification outcome.

## CHART ONE

## Training Level or Qualifications and Task Level

These two dimensions cover the type and duration of training which the duties of the classification level typically require for effective performance and the level at which staff apply the required level of training. Training is the process of acquiring skills and knowledge through formal education, on the job instruction or exposure to procedures. Task level should provide an explanation of the stated level of qualification, training or experience for the job concerned. Hence, training level and task level should normally be scored within one level of each other. Where different scores are obtained, the evaluation decision should be reviewed. Where a difference remains, the position description may require review; in particular to check that qualification requirements have not been under or over stated.

## Classification Descriptors, by Dimension

**Qualification definitions**

<b>Year 12</b>	Completion of Year 12 of secondary school.	<b>Trade Certificate</b>	Completion of an apprenticeship, normally of four years duration, or equivalent recognition.
<b>Post-trade Certificate</b>	A course of study over and above and augmenting a trade certificate and less than an advanced certificate.	<b>Advanced certificate</b>	A one year full time post-Year 12 or post-trade certificate course (or a two year full time course without Year 12).
<b>Certificate</b>	A one to two year full time or four year part time course, without a Year 12 prerequisite.	<b>Associate diploma</b>	A two year full time or four year part time course with a Year 12 prerequisite.
<b>Degree</b>	A recognised degree or three year full time diploma from a tertiary institution. The degree may take between 3 and 5 years to complete on a full time basis, and may be combined with a graduate certificate or diploma.	<b>Higher degree</b>	A recognised Masters Degree or Doctoral Award (for the purposes of these descriptors, a post graduate certificate or diploma of up to one years full time study is included in the same category as a degree and is not included in this postgraduate category).

<b>Level</b>	<b>Training Level Descriptor</b>	<b>Task Level Descriptor</b>
<b>Level 1</b>	Perform duties which do not require formal qualifications (as defined above) or work experience prior to engagement. Structured on the job training will be provided to entrants at this level.	<p><i>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.</i></p> <p>Perform repetitive tasks, covered by instructions and procedures, which usually require less than one month of on the job training to achieve competence. Able to follow clear instructions. Some knowledge of materials, eg, cleaning chemicals and hand tools, may be required. Associated with manual duties or elements of level 2 duties performed under close supervision in conjunction with structured on the job training.</p>
<b>Level 2</b>	Perform duties at a skill level which requires: # completion of year 12 with nought to 12 months relevant work experience, or # completion of year 10 and 2 to 3 years relevant work experience, or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>Perform a range of straightforward tasks where procedures are clearly established. May on occasion perform more complex tasks.</i></p> <p>Perform a range of similar tasks governed by instructions and procedures. Under instruction, may occasionally perform 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 consistent with training level 2. Tasks may include menu driven data entry and clerical processing tasks based on adherence to straightforward procedures.</p>
<b>Level 3</b>	Perform duties at a skill level which requires: # completion of a trades certificate, or # completion of Year 12, with at least 1 year's subsequent relevant work experience or further training, or # completion of Year 10 plus a certificate and one years relevant on the job experience, or # completion of an associate diploma with no relevant on the job experience, or an equivalent alternate combination of relevant knowledge, training and/or experience. Staff advancing through this level may 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.	<p><i>Some complexity. Apply body of knowledge equivalent to trade certificate, including diagnostic skills and assessment of the best approach to a given task.</i></p> <p>Perform a variety of tasks, or a single task involving detailed sequential steps, requiring the practical application of acquired skills and knowledge. Exercise discretion within established work methods and procedures to diagnose problems, or to choose between alternate approved work methods or established procedures (ie, select the most suitable of a number of possible approaches) and to determine task sequences within established work routines. Guidance or development would normally be provided before new tasks or situations are handled. Tasks may involve written and verbal communication skills, numerical skills, organising skills, data collection, and the use of a range of equipment at a level of complexity equivalent to the standard use of word processing or equivalent software or to the application of skills gained through the acquisition of a single trade certificate.</p>
<b>Level 4</b>	Perform duties at a skill level which requires: # completion of an associate diploma level qualification with relevant work related experience (including experience gained in parallel with undertaking part time study), or # completion of a certificate, post-trade certificate or advanced certificate and more than one years subsequent relevant experience, or # completion of a trade certificate and subsequent relevant experience leading to the development of areas of specialisation through a depth of skills, or to the application of skills normally associated with a number of separate trades, or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>May undertake limited creative, planning or design functions; apply skills to a varied range of different tasks.</i></p> <p>Perform a variety of tasks which require a sound working knowledge of technical or administrative procedures and an awareness of the main theoretical or policy principles which underlie these procedures. Knowledge is applied to recurring circumstances, at a level of complexity equivalent to using a range of computer software applications, with an extensive knowledge of at least one application, to assist with job assignments, to setting up, using and demonstrating a range of standard procedures, equipment use and/or experiments or to applying skills ranging across more than one trade. May involve the application of specialist skills (eg, operation of a word processing package to produce complex layouts, machine set-up or maintenance, guidance to others in the use of a limited range of equipment, application of advanced post trade skills to maintenance tasks) in clerical, trade or operational areas.</p>

<b>Level 5</b>	Perform duties at a skill level which requires: # completion of a degree <b>without</b> subsequent relevant work experience, or # completion of an associate diploma with a range of experience including at least 2 years <b>subsequent</b> relevant work experience, or # completion of a certificate, a post-trades certificate or advanced certificate and extensive <b>subsequent</b> relevant experience, or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>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.</i></p> <p>Perform tasks which require a knowledge of and the standard application of theoretical principles, procedures and techniques at the level of an inexperienced graduate working in their field of expertise. Alternatively, apply a depth or breadth of technical or procedural expertise, which includes an sound appreciation of the advanced technical concepts, or theoretical and/or policy issues involved, in a particular functional area or to a set of related activities. Work will involve the application and interpretation of policies, manuals, 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). Work may involve facilitating or ensuring compliance with established rules, codes or regulations.</p>
<b>Level 6</b>	Perform duties at a skill level which requires : # a degree with <b>subsequent</b> relevant experience, or # extensive experience, leading to either the development of specialist expertise or to the development of broad knowledge, in technical or administrative fields, or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>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.</i></p> <p>Perform tasks which are <b>guided</b> by policy, precedent or objectives and, where relevant, by professional standards applied to a range of assignments. Positions at this level require a conceptual understanding of relevant policies, procedures or systems and interpretation in the application of policy and/or precedent. The line management of one or several closely related areas may be required. In technical positions the investigation of a range of operating and design issues may be a key duty at this level. Staff have some latitude to develop or redefine procedures. In technical and administrative areas, have a depth or breadth of expertise developed through <b>extensive</b> relevant experience and application.</p>
<b>Level 7</b>	Perform duties at a skill level which requires: # a degree with at least 4 years <b>subsequent</b> relevant experience to <b>consolidate and extend</b> the theories and principles learned, or # extensive experience <b>and management expertise</b> , or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>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.</i></p> <p>Perform tasks requiring the application of substantial theoretical and technical knowledge and experience to a range of issues and circumstances requiring considerable interpretation. Tasks will require skills in research, evaluation or interpretation of data. May have operational responsibility for staff delivering significant administrative, technical or professional services, including the provision of advice on procedures, systems, priorities and budgets for the function concerned to more senior managers. May provide consultancy advice to others. May be recognised within the University as the expert in a specialised area of theoretical, policy or technical complexity.</p>
<b>Level 8</b>	Perform duties at a skill level which requires: # a degree with <b>substantial extension</b> of the theories and principles, learned through experience, or # a range of management experience, or # postgraduate qualifications, or progress towards postgraduate qualifications with extensive relevant experience, or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>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.</i></p> <p>Performs tasks requiring the integration of substantial theoretical (or policy) and technical knowledge to either manage significant programs, or develop, review or evaluate significant policies, programs or initiatives. The development and application of new principles and technology may be required. Duties may span a range of activities in a complex or specialised environment. Expert advice may be provided on a professional or consultancy basis to achieve recognition outside of the University.</p>
<b>Level 9</b>	Perform duties at a skill level which requires: # extensive management expertise <b>and</b> supporting experience, or # postgraduate qualifications <b>and</b> extensive relevant experience, or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>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.</i></p> <p>Plan, development and review major professional, management or administrative policies. Make a significant high level creative, planning or management contribution. Have a strong impact on the deployment of significant resources.</p>
<b>Level 10</b>	Perform duties at a skill level which requires : # experience and expertise in the management of <b>significant</b> human and material resources, or # postgraduate qualifications and extensive relevant experience, or # experience and expertise in the provision of strategic policy advice affecting the direction of the University, or an equivalent alternate combination of relevant knowledge, training and/or experience.	<p><i>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.</i></p> <p>Conceptualise, develop, review and be accountable for the operation of major professional, management or administrative policies. Significant high level creative, planning and management functions. Responsible for significant resources, or have a strong impact on the deployment of significant resources.</p>

## CHART TWO

### Judgement and Problem Solving

Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed. Problem solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.

### Level of Supervision and Independence

This dimension covers both the way in which positions are supervised, managed or held accountable, the degree of independence which applies and the role of the position in supervising or managing other staff, contractors, students or clients.

Supervision is distinguished, under this dimension, from line management and management. Supervision refers to providing day to day guidance, assistance and control to staff. It includes on the job training, work allocation and attendance monitoring. Line management refers to processes of reviewing performance against objectives and/or job requirements, of contributing to local procedures and job design to achieve section objectives, allocating resources within agreed levels and categories and participating in the selection and promotion of staff. Management adds to line management the setting of longer term priorities and objectives, the of shaping organisational structures and a greater influence over the size and composition of the resources available.

### Organisational relationships and impact

The level of knowledge and awareness of the organisation, its structure and functions that would be expected of staff at each proposed classification level, the purposes to which that organisational knowledge may be put, the impact which will result and the communicating, co-ordinating and influencing skills which may be required.

Level	Judgement and Problem Solving	Level of Supervision & Independence	Organisational relationships and impact
Level 1	<p><i>Resolve problems where alternatives for the job holder are limited and the required action is clear or can be readily referred to higher levels.</i></p> <p>Resolve problems where the situations encountered are repetitive, the alternatives for the job holder are limited and readily learned, and the required action is clear or can be readily referred to higher levels.</p>	<p>Clear and detailed instructions are provided. Tasks are covered by standard procedures. Responses to unfamiliar situations are determined at higher levels. Work is regularly checked.</p> <p>In the case of experienced staff working alone and following set routines, some latitude to rearrange sequences and discriminate between established methods.</p>	<p><i>May provide straightforward information to others on building or service locations.</i></p> <p>Tasks are basically self contained, with the impact of established procedures on other people or work areas being the concern of more senior staff. May provide straightforward information to others on building or service locations. Staff follow procedures and demonstrate basic courtesy in their dealings with others.</p>
Level 2	<p><i>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.</i></p> <p>Problems encountered are similar and the relevant response is covered by established procedures/instructions. The choices to be made between alternate actions follow familiar patterns and assistance is available when unusual circumstances are encountered or when established responses are not effective. May exercise judgement over task sequencing on a day to day basis.</p>	<p>Direction is provided on the tasks to be undertaken. The job holder has some limited discretion to choose between established methods and sequences provided set priorities and timetables are met. The approach to standard circumstances is covered in procedures and checked on a selective basis. Non standard or more complex tasks will be subject to detailed instructions and checking.</p>	<p><i>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.</i></p> <p>Relay information on requirements or procedures in own work area where interpretation or problem solving is not required, or perform tasks which may involve providing a general directory service to members of the public, students and other staff (eg, advise on the location, role and availability of personnel and services). Use courtesy and tact in dealing with others.</p>
Level 3	<p><i>Exercise judgement on work methods and task sequence within specified timelines and standard practices and procedures.</i></p> <p>Problems encountered are similar, but responses will be based on learned methods, precedent, practices and experience. Initiative and interpretation in the application of procedures may be required. Where the opportunity arises, will make suggestions and develop local job specific systems to assist in the completion of allocated tasks. Will exercise some judgement over when to refer matters or seek assistance. Assistance, when required, is available.</p>	<p>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 the choices made are between a range of straightforward alternatives. Guidance on the approach to non standard, more complex or new circumstances will be provided by others.</p> <p>This is the first level where the supervision of other staff may be required, where those staff perform a range of straightforward tasks, following set procedures or routines. May assist in the provision of on the job training to other staff.</p>	<p><i>Perform tasks/assignments which require knowledge of the work area processes and an understanding of how they interact with other related areas and processes.</i></p> <p>Perform tasks which require sufficient knowledge and sensitivity to take the impact of actions on other people or work areas into account when selecting between established work methods and when adjusting work sequences. May provide information requiring some depth of knowledge in own work area, which the recipients will use as an input to their own work or actions. May require familiarity with the interrelationships between related work areas.</p>
Level 4	<p><i>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.</i></p>	<p>Direction is provided on the assignments to be undertaken, with the occupant determining the appropriate use of established methods, tasks and sequences, where some situations are not directly addressed in procedures and choices are made which require an understanding of a well defined policy framework and recourse to technical knowledge. May supervise, provide on the job training and</p>	<p><i>Perform tasks/assignments which require proficiency in the work area's rules, regulations, processes and techniques, and how they interact with other related functions.</i></p> <p>Have a sound knowledge of the impact of the activities undertaken on other related functions or sections. Will perform tasks where any</p>

Standard situations will be encountered for which a range and combination of responses will be available requiring discrimination between alternatives *and* some understanding of the principles or policies underlying established procedures or systems to guide the choices made. Will **contribute** to local procedures and systems. May perform tasks, or make *recommendations* for decisions, requiring the **interpretation** of a set of relatively straightforward rules, guidelines, manuals or technical procedures.

Level 5

*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.*

A range of differing situations will be encountered requiring judgement based on theoretical and technical knowledge. Will be expected to exercise initiative in the application of systems and procedures. May contribute to decision making by applying a thorough knowledge of a complex set of rules, activities or procedures to particular cases, to make recommendations for authorisation by more senior staff. May make regular operational decisions on the provision, availability or deployment of resources and services which impact outside the *immediate* work unit or on clients.

Level 6

*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.*

Solve both common and unusual problems. Identify responses to new circumstances for consideration by others. Some **discretion to innovate** within own function and take responsibility for outcomes, which may include the development of section procedures and management strategies.

May apply theoretical (or policy) and technical knowledge to design, review, develop or test complex equipment, systems or procedures. May exercise high level diagnostic skills on sophisticated equipment or systems and/or analyse and report on data or experiments. May use considerable technical skills to design equipment to a limited brief and to liaise with equipment users to better define requirements.

May undertake planning involving resource use or develop proposals for resource allocation. Work at this level may require the ability to investigate, interpret or evaluate information where considerable interpretation of existing regulations, policies or procedures is required.

assistance to, or co-ordinate others performing a **range** of tasks within a single work unit, including liaison with staff at higher levels. May undertake stand alone work.

Major job duties are specified in position documentation or equivalent role statements, supplemented by assignment allocation as relevant. Use theoretical and technical knowledge to interpret procedures (provided that in some positions, a lesser degree of independence may apply as part of a development program prior to professional admission). May supervise staff and have some responsibility for the day to day operation of a discrete work unit or the leadership of a small team, including setting priorities, meeting service standards and assisting with the monitoring or review of systems.

Major job duties are specified in position documentation or equivalent role statements, supplemented by assignment allocation as relevant. 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 extensive supervisory responsibility or some line management responsibility for staff at task level 5 or below performing a set of related functions. May have indirect reports coming to the position.

advice which is provided is based on some depth of knowledge such that the information conveyed will normally influence how other work areas or individuals frame their actions or procedures. Will take the needs of others into account when selecting between work methods and sequences. May interpret procedures to assist others and will make recommendations, where relevant case experiences arise, to more senior staff on changes to procedures, schedules or routines to facilitate good relations between work units or with clients. May provide support by co-ordinating staff with a range of roles to play, including staff at more senior levels, to contribute to assignments or projects.

*As for Level 4*

Apply a detailed knowledge of work unit policies, systems and procedures, **and** their interaction with policies, systems and procedures in any related areas, to respond to complex but standard circumstances and to advise, assist and influence others.

*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.*

Provide authoritative advice in the context of a wide range of issues or circumstances. **Adapt** procedures or techniques as required to achieve objectives, where these changes are **within policy** and either their impact is restricted to the work unit(s) concerned or, alternatively, changes arise out of liaison with other areas, meet the mutual needs of the groups concerned and are pursued in concert with them. May provide influential input to policy or systems development on the basis of expertise in the operational aspects of current systems and their impact.

<p>Level 7</p>	<p><i>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.</i></p> <p>Apply theoretical knowledge or management or policy expertise to bring together diverse and or conflicting information to solve new or one off problems, to develop innovative methodologies, to analyse a situation and propose new responses or solutions or to take a leading role in the application of proven techniques involving considerable theoretical and technical sophistication. Responsible for monitoring, reviewing and developing procedures in own functional area. Able to cross specialist, organisational or functional boundaries to co-ordinate actions and propose initiatives. Focus on objectives rather than procedures and precedents.</p>	<p>Direction is provided in terms of objectives. A contribution to the planning of work programs and the review, development or modification of procedures (within policy) by the employee will be required.</p> <p>May have line management responsibility for staff performing a related set of functions, usually with distinct areas of expertise. Management at this level may include the allocation of responsibilities, review of performance, training and development of staff and development or oversight of program procedures, priorities and quality control systems. Advice will be provided to staff at higher levels on program objectives, organisational structures and budget expenditure.</p>	<p><i>Detailed knowledge of academic and administrative policies and the interrelationships between a range of policies and activities.</i></p> <p>Exercise a detailed knowledge of the interrelationships between a range of diverse policies and activities. Will be expected where required to negotiate solutions where a range of interests have to be accommodated, often requiring working with contributors with different areas of expertise. 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, without normally being responsible for final authorisation.</p>
<p>Level 8</p>	<p><i>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.</i></p> <p>Develop systems, or programs (including priorities, policies and procedures) within closely defined statements of role objectives. May require new responses based on the integration of a range of knowledge, policies or procedures, or by drawing together the interests of several functional areas.</p>	<p>Will advise on and have substantial influence over the establishment of priorities, programs and/or budgets (formulation and expenditure) for a major area. Will have scope to reset priorities or resources within overall program objectives or between positions or sections for which the position has line management responsibility.</p>	<p><i>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.</i></p> <p>Responsible for managing, co-ordinating activity around or implementing a number of programs or functions which may impact other areas of the University and which require a thorough knowledge of overall University policies and the external environment (eg, government legislation, guidelines and requirements). Would normally play a leading role in developing proposals and co-ordinating agreement for change or development in the areas for which the position is responsible. May effectively commit the University to significant expenditure or income proposals, or to a public policy stance, though formal authorisation would be provided at a higher level.</p>
<p>Level 9</p>	<p><i>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.</i></p> <p>Develop systems, or programs (including priorities, policies and procedures) within given broad statements of role objectives, where considerable latitude or input applies in the initial definition of the role objectives and/or where implementation responsibilities have been substantially devolved, subject to agreed budgets and periodic review against performance objectives. Have independence in the allocation of resources within constraints established by senior management.</p>	<p>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. Alternatively, work in a situation where job objectives, performance criteria and in some cases funding are proposed, developed and, in practical terms, determined by the job holder.</p>	<p><i>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.</i></p> <p>Develop and review major policies, objectives, programs or strategies involving high level liaison with internal and external client areas, including framing the relevant internal consultation and negotiation strategies. Responsible for proposing and implementing programs involving major change which may impact on other areas of the institution's operations.</p>
<p>Level 10</p>	<p><i>Be fully responsible for the achievement of significant organisational objectives and programs.</i></p> <p>Responsible for the achievement of objectives and programs affecting a significant organisational area at Faculty level or equivalent. May be an influential contributor to decisions over the allocation or use of substantial resources.</p>	<p>Substantial management responsibility, usually for a diverse set of functions, including responsibility for setting and reviewing longer term performance criteria and objectives. Alternatively, work in a situation where job objectives, performance criteria and funding are proposed, developed and, in practical terms, determined by the job holder.</p> <p>May have responsibility for approving substantial budget expenditure.</p>	<p><i>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.</i></p> <p>Taking into account the views and interests of others, carry prime responsibility (that is, be the catalyst or driving force) for the development or significant amendment of policies or systems which will impact across the University. Responsibility for managing a substantial budget(s), including the discretion to re-allocate funds or priorities within budgets. May authorise significant expenditure items, or commit the University to significant contractual or resource obligations.</p>