

JOB CLASSIFICATION AND LINKED ADVANCEMENT PROCEDURE (MPF1157)

SCHEDULE A – PROFESSIONAL STAFF POSITION CLASSIFICATION STANDARDS

Each of the Professional Staff Position Classification Standards is divided into seven sections: training level or qualifications, occupational equivalent, level of supervision, task level, organisational knowledge, judgment, independence and problem solving, and typical activities.

Position classifications may vary for IT positions, as noted in the table. The IT position descriptors have been devised as a guide only by staff in Human Resources and Information Technology. Further information about IT classification standards can be found on the [IT website](#).

Professional staff level 1	Classification standards
Training level or qualifications	Employees at the base of this level would not be required to have formal qualifications or work experience upon engagement. Employees engaged at the base of this level will be provided with structured on the job training in addition to up to 38 hours of induction to the higher education industry which shall provide information on the higher education institution, conditions of employment, training to be made available and consequent career path opportunities, physical layout of the institution/work areas, introduction to fellow workers and supervisors, work and documentation procedures, occupational health and safety, equal employment opportunity practices and extended basic literacy and numeracy skills training where required/necessary to enable career path progression.
Occupational equivalent	Cleaner, labourer, trainee for level 2 duties.
Level of supervision	Close supervision or, in the case of more experienced staff working alone, routine supervision.
Task level	Straightforward manual duties, or elements of level 2 duties close supervision and structured on the job training. Some knowledge of materials, e.g. cleaning chemicals and hand tools, may be required. Established procedures exist.
Organisational knowledge	May provide straightforward information to others on building or service locations.
Judgment, independence and problem solving	Resolve problems where alternatives for the job holder are limited and the required action is clear or can be readily referred to higher levels.
Typical activities	Perform a range of industrial cleaning tasks, move furniture, assist trades personnel with manual duties.

Professional staff level 2	Classification standards
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 completion of year 12 without work experience or, completion of certificates I or II with work related experience, or an equivalent combination of experience and training.
Occupational equivalent	Administrative assistant, security patrol officer.
Level of supervision	Routine supervision of straightforward tasks; close supervision of more complex tasks (see task level below).
Task level	Perform a range of straightforward tasks where procedures are clearly established. May on occasion perform more complex tasks.

Professional staff level 2	Classification standards
Organisational knowledge	Following training, may provide general information/advice and assistance to members of the public, students and other staff which is based on a broad knowledge of the employee's work area/responsibility, including knowledge of the functions carried out and the location and availability of particular personnel and services.
Judgment, independence and problem solving	Solve relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives. An employee at 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.
Typical activities	Administrative positions at this level may include duties involving the inward and outward movement of mail, keeping, copying, maintaining and retrieving records, straightforward data entry and retrieval. Security officers may be involved in a range of patrol duties, including responding to alarms, following emergency procedures and preparing incident reports.

Professional staff level 3	Classification standards
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: • completion of a trades certificate or certificate III • completion of year 12 or a certificate II, with relevant work experience • an equivalent combination of relevant experience and education/ training. Persons advancing through this level may typically perform duties which require further on the job training or knowledge and training equivalent to progress toward completion of a certificate IV or diploma.
Occupational equivalent	Tradesperson, technical assistant/technical trainee, administrative assistant.
Level of supervision	In technical positions, routine supervision, moving to general direction with experience. In other positions, general direction. This is the first level where supervision of other staff may be required.
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.
Organisational knowledge	Perform tasks/assignments which require knowledge of the work area processes and in understanding of how they interact with other related areas and processes.
Judgment, independence and problem solving	Exercise judgment on work methods and task sequence within specified timelines and standard practices and procedures.

Professional staff level 3	Classification standards
Typical activities	In trades positions, apply the skills taught in a trade certificate or certificate III, including performance of a range of construction, maintenance and repair tasks, using precision hand and power tools and equipment. In some cases this will involve familiarity with the work of other trades or require further training. In technical assistant positions: • assist a technical officer in operating a laboratory, including ordering supplies • assist in setting up routine experiments • monitor experiments for report to a technical officer • assist with the preparation of specimens • assist with the feeding and care of animals Staff would be expected to perform a greater range and complexity of tasks as they progressed through the level and obtained further training. In administrative positions, perform a range of administrative support tasks including: • standard use of a range of desk-top based programs, eg. word processing, established spreadsheet or database applications, and management information systems (eg. financial, student or human resource systems). This may include store and retrieve documents, key and lay out correspondence and reports, merge, move and copy, use of columns, tables and basic graphics • provide general administrative support to other staff including setting up meetings, answering straightforward inquiries and directing others to the appropriate personnel • process accounts for payment In IT positions: • handle direct customer enquiries • perform elementary routine equipment maintenance • collate and distribute computer outputs • monitor computer room environment • monitor computer room equipment area security • perform data entry for computer account management

Professional staff level 4	Classification standards
Training level or qualifications	Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to: • completion of a diploma level qualification with relevant work related experience or completion of a certificate IV with relevant work experience, or • completion of a post-trades certificate and extensive relevant experience and on the job training, or • completion of a certificate III with extensive relevant work experience, or • an equivalent combination of relevant experience and/or education/training.

Professional staff level 4	Classification standards
Occupational equivalent	Technical officer or technician, administrative above level 3, advanced tradesperson.
Level of supervision	In technical positions, routine supervision to general direction depending upon experience and the complexity of the tasks. In other positions, general direction. May supervise or co-ordinate others to achieve objectives, including liaison with staff at higher levels. May undertake stand-alone work.
Task level	May undertake limited creative, planning or design functions; apply skills to a varied range of different tasks.
Organisational knowledge	Perform tasks/assignments which require proficiency in the work area's rules, regulations, processes and techniques, and how they interact with other related functions.
Judgment, 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 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.
Typical activities	In trades or research related positions: • work on complex engineering or interconnected electrical circuits • exercise high precision trades skills using various materials and/or specialised techniques. In technical or research related positions: • develop new equipment to criteria developed and specified by others • under routine direction, assist in the conduct of major experiments and research programs and/or in setting up complex or unusual equipment for a range of experiments and demonstrations • demonstrate the use of equipment and prepare reports of technical nature as directed. In library technician positions: • undertake copy cataloguing • use a range of bibliographic databases • undertake acquisitions • respond to reference inquiries In administrative or research related positions: • may use a full range of desktop based programs, including word processing packages, mathematical formulae and symbols, manipulation of text and layout in desktop publishing and/or web software, and management information systems • plan and set up spreadsheets or data base applications • be responsible for providing a full range of secretarial services, eg. in a faculty or research unit. • provide advice to students on enrolment procedures and requirements • administer enrolment and course progression records. • plan, set up spreadsheets or data base applications

Professional staff level 4	Classification standards
	• maintain records • provide information to postgraduate research students In IT positions: • within general guidelines, respond to routine user requests and problems • install and maintain commodity computer and network hardware • within general guidelines, perform routine repairs to commodity computer and network hardware • assist with the production of elementary technical distribution • assist with the installation of computer network hardware and software • initiate and monitor routine data backup and restore procedures • respond to emergency conditions in computer room environment • monitor and respond to machine requests • operate and maintain substantial printing facilities A research-related technician may, as directed by the Chief Investigator or a more senior member of the research staff: • carry out or participate in surveys, investigations, analyses, tests, observations or field trials • undertake library or archival searches or related activities • undertake case studies and collate relevant information • undertake research projects with supervision • assist with data analysis.

Professional staff level 5	Classification standards
Training level or qualifications	Level 5 duties typically require a skill level which assumes and requires knowledge or training equivalent to: • completion of a degree without subsequent relevant work experience • completion of an advanced diploma qualification and at least 1 years subsequent relevant work experience • completion of a diploma qualification and at least 2 years subsequent relevant work experience • completion of a certificate IV and extensive relevant work experience • completion of a post-trades certificate and extensive (typically more than 2 years) relevant experience as a technician • an equivalent combination of relevant experience and/or education/training. IT positions may require: • familiarity with at least one language from which modules of code are built • for specific areas of expertise, maintain a current knowledge of technical developments within the IT industry.

Professional staff level 5	Classification standards
Occupational equivalent	Graduate (ie, degree) or professional, without subsequent work experience on entry (including inexperienced computer systems officer); administrator with responsibility for advice and determinations; experienced technical officer.
Level of supervision	In professional positions, routine supervision to general direction, depending on tasks involved and experience. In technical positions, general direction and may supervise other staff.
Task level	Apply body of broad technical knowledge and experience at a more advanced level than level 4, including the development of areas of specialist expertise. In professional positions, apply theoretical knowledge, at degree level, in a straightforward way. In administrative positions, provide interpretation, advice and decisions on rules and entitlements.
Organisational knowledge	Perform tasks/assignments which require proficiency in the work area's rules, regulations, policies, procedures, systems, 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.
Judgment, independence and problem solving	In professional positions, solve problems through the standard application of theoretical principles and techniques at degree level. In technical positions, apply standard technical training and experience to solve problems. In administrative positions, may apply expertise in a particular set of rules or regulations to make decisions, or be responsible for co-ordinating a team to provide an administrative service.
Typical activities	In technical or research related positions: • develop new equipment to general specifications • under general direction, assist in the conduct of major experiments and research programs and/or in setting up complex or unusual equipment for a range of experiments and demonstrations • under broad direction, set up, monitor and demonstrate standard experiments and equipment use • prepare reports of a technical nature • undertake quantitative and qualitative analysis and assist the interpretation of results • determine and adapt experimental procedures to achieve the desired result. In research-related technical positions or senior research technicians in a trades related positions: • work on complex engineering or interconnected electrical circuits • exercise high precision trades skills using various materials and/or specialised techniques. In library technician positions: • perform at a higher level than level 4, including assist with reader education programs and more complex bibliographic and acquisition services • operate a discrete unit within a library which may involve significant supervision or be the senior staff member in a outposted service. In administrative positions: • responsible for the explanation and administration of an administrative function, eg, HECS advice, records, determinations and payments, a centralised enrolment function, the organisation and administration of exams at a small campus.

Professional staff level 5	Classification standards
	In professional positions and under professional supervision: • work as part of a research team in a support role • provide a range of library services including bibliographic assistance, original cataloguing and reader education in library and reference services • provide counselling services. In IT positions: • develop programs from predefined program specifications • install a variety of desktop operating systems and commodity software packages • provide advice on commodity hardware and software products • diagnose and repair commodity computer and network hardware • produce elementary technical documentation • assist with the production of elementary training courses • present existing elementary training courses • install computer or network hardware and software • define documents and maintain operational procedures In research-related administrative positions:: • carry out tasks described for a HEW Level 4, but requiring a higher level of expertise, experience, the application of more complex problem solving skills and would be expected to operate with a greater level of independence. • process and collate the data derived from experiments into the required format • undertake case studies by observing and interviewing cases studied and then recording observations and interviews in the categories determined by the senior researcher • conduct library or archival searches for materials relevant to the research and prepare bibliographies for use by the senior researchers • arrange and organise testing situations, whether for individuals or groups, and administer questionnaires • draft responses of observations, interviews and experiments for the final research report • straight forward data analysis using standard information technology software • draft reports on the research tasks carried out • provide authoritative advice within area of specialisation • be given a research project, with guidance from senior staff.

Professional staff level 6	Classification standards
Training level or qualifications	Level 6 duties typically require a skill level which assumes and requires knowledge or training equivalent to: • a degree with subsequent relevant experience • extensive experience and specialist expertise or broad knowledge in technical or administrative fields • an equivalent combination of relevant experience and/or education/training. In addition, IT positions may require: • for specific areas of expertise, maintain a current knowledge of technical developments within the IT industry • understand and apply fundamental IT security concepts.
Occupational equivalent	Graduate or professional with subsequent relevant work experience (including a computer systems officer with some experience); line manager; experienced technical specialist and/or technical supervisor.
Level of supervision	In professional positions, general direction; in other positions, broad direction. May have extensive supervisory and line management responsibility for technical, clerical, administrative and other non-professional staff.
Task level	Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Employees would have the latitude to develop or redefine procedure and interpret policy so long as other work areas are not affected. In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience and application
Organisational knowledge	Perform tasks/assignments which require proficiency in the work area's existing rules, regulations, policies, procedures, systems, 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
Judgment, 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. For some IT positions: • under general direction, implement specific changes to existing databases
Typical activities	In technical or research related positions: • manage a teaching or research laboratory or a field station • provide highly specialised technical services • set up complex experiments • design and construct complex or unusual equipment to general specifications • assist honours and postgraduate students with their laboratory requirements • install, repair, provide and demonstrate computer services in laboratories. In administrative or research related positions: • provide financial, policy and planning advice • service a range of administrative and academic committees, including preparation of agendas, papers,

Professional staff level 6	Classification standards
	minutes and correspondence • monitor expenditure (research grant) against budget in a school or small faculty. In professional or research related positions: • work as part of a research team • provide a range of library services, including bibliographic assistance, original cataloguing and reader education in library and reference services • provide counselling services • undertake a range of computer programming tasks • provide documentation and assistance to computer users • analyse less complex user and system requirements. In IT positions: • follow analysis steps within general guidelines • propose solutions to well defined and constrained problems • develop small scale application systems • make routine changes to existing systems • respond to technical user requests and problems where guidelines may not be available • identify and fix recurring problems • produce routine technical documentation • present and assess effectiveness of existing training courses and may make minor modifications based on assessment • assist in the development and production of new training courses • monitor adherence to IT security standards • perform routine operating system or network administration tasks • under general direction, evaluates new computer or network hardware and software products • identify and solve elementary system or network problems • monitor system or network performance and produce reports from standard available tools. In research-related positions, while receiving broad direction from the Chief Investigator or a senior investigator: • design and conduct standard research experiments, case studies and questionnaires in consultation with the senior researcher. May select, modify or design test materials to be used as well as administering tests; determine methods to be used in data gathering in consultation with senior researcher; assist in providing suitable items for questionnaires and in devising the format • analyse or evaluate data obtained to determine its significance and relevance to the research issue • determine the sequence and direction of library research • evaluate and interpret the results for presentation to the Chief Investigator as analysed data, including setting up data files, conducting the statistical analysis and summarising results

Professional staff level 6	Classification standards
	draft and present reports resulting from surveys, investigations, tests, field trials, observations and related activities which involves coordinating materials, interpreting data and reporting on results of research including library research.

Professional staff level 7	Classification standards
Training level or qualifications	Level 7 duties typically require a skill level which assumes and requires knowledge or training equivalent to: - a degree with at least 4 years subsequent relevant experience - extensive experience and management expertise in technical or administrative fields - an equivalent combination of relevant experience and/or education/training. IT positions may require: - good general knowledge of broad issues in the IT industry and changes in technology.
Occupational equivalent	Senior librarian, technical manager, senior research assistant, professional or scientific officer, senior administrator in a small less complex faculty.
Level of supervision	Broad direction. May manage other staff including administrative, technical and/or professional staff.
Task level	Independently relate existing policy to work assignments or rethink the way a specific body of knowledge is applied in order to solve problems. In professional or technical positions, may be a recognised authority in a specialised area.
Organisational knowledge	Detailed knowledge of academic and administrative policies and the interrelationships between a range of policies and activities
Judgment, 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.
Typical activities	In a library: - combine specialist expertise and responsibility for managing a library function. In student services: - the training and supervision of other professional staff combined with policy development responsibilities which may include research and publication. In technical manager positions: - the management of teaching and research facilities for a department or school. In administrative positions: - provide less senior administrative support to relatively small and less complex faculties or equivalent. In IT positions: - analyse a number of different problems with a specific area of expertise and proposes appropriate solutions

Professional staff level 7	Classification standards
	• develop complex application systems from end user specifications • proficiently apply knowledge of relevant areas of the IT industry • manage small scale projects to successful completion • under broad direction, implement a range of end user services • identify potential problem areas and define and institute corrective measures • research and collate information and produce detailed technical documentation • assess effectiveness of existing training courses and may make significant modifications based on assessment • design, produce and deliver new training courses with emphasis on commodity package software or curriculum based materials • monitor and enforce adherence to IT security standards • implement security controls within systems and applications • design and implement a variety of small scale databases • maintain and enhance existing databases • implement data integrity controls for databases • monitor capacity and performance of databases and perform limited tuning tasks • perform essential operating system or network administration and management tasks • install and configure computer or network hardware and software to customer requirements • evaluate and recommend new computer or network hardware and software products • identify and solve a range of common system or network problems • monitor and analyse system or network performance and undertake related elementary tuning tasks • manage general system or network security functions. In research-related positions: • be responsible for meeting objectives set by the Chief Investigator or a senior investigator which may include the prosecution of research tasks, preparation of reports, data analysis and staff supervision • be required to apply high level technical skills or experience in a particular field • design and conduct standard research experiments, case studies and questionnaires • evaluate and interpret the results of presentation to the chief investigator or other senior investigator as analysed data • prepare reports resulting from surveys, investigations, tests, field trials, observations and related activities. In technical management positions this may entail: • responsibility for the management of research facilities for a Department, School or Centre • the application of acknowledged expertise in a specialised area or performing a combination of technical management and specialist research tasks • undertaking highly specialised and complex technical work and providing authoritative advice and

Professional staff level 7	Classification standards
	assistance to academic staff, research and/or undergraduate students on methods of equipment manufacture, design or testing, as appropriate. In professional positions this may entail work as part of a research team. under general direction as to approach, and with guidance on original or critical problems contribute independently to research programs. May make unreviewed technical decisions on details of the work and may direct, supervise and co-ordinate the work of a research group.

Professional staff level 8	Classification standards
Training level or qualifications	Level 8 duties typically require a skill level which assumes and requires knowledge or training equivalent to: - postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience - extensive experience and management expertise - an equivalent combination of relevant experience and/or education/training. IT positions may require: - experience of project management cycles with successful implementation - have significant development experience in a wide variety of languages, platforms and development methodologies - expert in relevant specialised IT areas - extensive knowledge and experience in technical aspects of security software for operating systems or networks.
Occupational equivalent	Manager (including administrative, research, professional or scientific); senior school or faculty administrator; researcher.
Level of supervision	Broad direction, working with a degree of autonomy. May have management responsibility for a functional area and/or manage other staff including administrative, technical and/or professional staff.
Task level	Work at this level is likely to require the development of new ways of using a specific body of knowledge which applies to work assignments, or may involve the integration of other specific bodies of knowledge.
Organisational knowledge	The employee would be expected to make policy recommendations to others and to implement programs involving major change which may impact on other areas of the institution's operations.
Judgment, independence and problem solving	Responsible for program development and implementation. Provide strategic support and advice (eg. 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.
Typical activities	Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources; manage a function or development and implementation of a policy requiring a high degree of knowledge and sensitivity; manage a small or specialised unit where significant innovation, initiative and/or judgment are required; provide senior administrative support to schools and faculties or medium complexity, taking into account

Professional staff level 8	Classification standards
	the size, budget, course structure, external activities and management practices within the faculty or equivalent unit. In IT positions: • analyse a variety of different problems within a broad range of expertise • propose well structured solutions to complex problems complementary to existing systems architecture • develop and implement a wide range of complex application systems • assimilate and respond to the wide scope and high rate of technological change and integrate such changes in relevant areas of responsibility • research a variety of sources and implement effective solutions to complex problems and new service opportunities • define standards for training course design, production and presentation • anticipate need for and assess suitability of new training courses • design, produce and present new training courses for complex technical systems • assess risks and impact of data loss and establish procedures to ensure data integrity • implement new IT security standards • design and implement a variety of large and complex databases • perform complex database performance measurement and tuning tasks • design and implement changes to database structures to meet performance and capacity criteria • manage and administer all operating system or network activities • plan and coordinate significant computer or network hardware and software installations • analyse requirements and define evaluation parameters and standards for computer or network hardware and software products selection • identify and solve a wide range of computer system or network problems, often within critical time constraints • monitor and analyse system or network performance and undertake a wide range of related sophisticated tuning activities • implement software mechanisms for security of computers or networks and perform all necessary security functions to ensure the integrity of systems or networks. In research-related positions: • As a general principle, Research Managers are to be differentiated from academic research appointments by virtue of the majority of their duties being in management, finance and administrative functions. Project management of research programs of significant size (in terms of funds under management, supervision of staff, coordination of fieldwork locally and overseas, project planning and budgeting under broad supervision of the chief investigator) will be a key feature of such positions. • A further distinction between a Research Manager and those related to the academic scales would be the ratio of management/administrative duties to research only activities. This split would typically be 75/25 – project management/research only duties (this breakdown in project management/research only duties may

Professional staff level 8	Classification standards
	vary depending on the different stages of a research project). It would not normally be expected that a Research Manager would be named as a co-investigator on a project. In the role of project manager, a Research Manager would ensure continuity and compliance with project milestones during short periods of absence of the chief investigator. Under broad direction as to objectives, devise and lead an advanced experimental or developmental program. Responsible for the work of an important and critical project or a group of projects.

Professional staff level 9	Classification standards
Training level or qualifications	Level 9 duties typically require a skill level which assumes and requires knowledge or training equivalent to: - postgraduate qualifications and extensive relevant experience - extensive management experience and proven management expertise - an equivalent combination of relevant experience and/or education/training. IT positions may require: - thoroughly conversant with operating systems or network security features and their impact on the University.
Occupational equivalent	Manager (including administrative, research, professional or scientific); senior school or faculty administrator; senior researcher.
Level of supervision	Broad direction, working with a considerable degree of autonomy. Will have management responsibility for a major functional area and/or manage other staff including administrative, technical and/or professional staff.
Task level	Demonstrated capacity to conceptualise, develop and review major professional, management or administrative policies at the corporate level. Significant high level creative, planning and management functions. Responsibility for significant resources.
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.
Judgment, independence and problem solving	Responsible for significant program development and implementation. Provide strategic support and advice (eg. to schools or faculties or at the corporate level) requiring integration of a range of internal and external policies and demands, and an ability to achieve broad objectives operating within complex organisational structures.

Professional staff level 9	Classification standards
Typical activities	Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources; manage a function or development and implementation of a policy requiring a high degree of knowledge and sensitivity and the integration of internal and external requirements; manage a small and specialised unit where significant innovation, initiative and/or judgment are required; provide senior administrative support to the more complex schools and faculties, taking into account the size, budget, course structure, external activities and management practices within the faculty or equivalent unit. In Research-Related Positions: • The same indicative tasks/activities would be expected as for Research Manager (HEW Level 8), but would entail higher level problem-solving and accountability, commensurate with the higher level training level or qualifications specified for Senior Research Manager (HEW Level 9). • A HEW 9 Research Manager might typically be expected to negotiate contracts, manage complex partnerships and would be responsible for a sizable budget over a number of years. For example, managing a CRC or similar with responsibility for a substantial project budget. In IT positions: • analyse a wide range of complex problems and business requirements to produce sound proposals which are normally implemented without reference to other technical experts • design, develop and implement major application systems at the University level or within a complex school or faculty which impacts on other areas of the University, predicting and making allowance for likely problems • develop long term IT strategies and plans • assimilate and respond to the wide scope and high rate of technological change and make recommendations on the strategic directions of a complex school, faculty or the University • negotiate to final agreement with suppliers for major services and products • make definitive proposals for implementation which are endorsed by the Tender Board or other appropriate authorities, committing the University to substantial expenditure • plan and successfully complete a variety of complex projects within budget and on time • direct others with planning and project management processes • produce and implement contingency plans to cope with unexpected events • identify, develop and implement a wide range of innovative end user services • review and recommend changes to IT security policies • design and implement disaster recovery plans • design, implement and manage large University-wide databases • design and implement major computer or network hardware and software installations at a faculty, complex school or University level • define and implement computer system or network security policies • ensure all system or network requirements of internal and external auditors are met.

Professional staff level 10	Classification standards
Training level or qualifications	Duties at or above this level typically require a skill level which assumes and requires knowledge or training equivalent to: • proven expertise in the management of significant human and material resources, in addition to, in some areas • postgraduate qualifications and extensive relevant experience. IT positions may require: • wide and detailed knowledge of a number of different areas of the IT industry
Occupational equivalent	Senior program, research or administrative manager.
Level of supervision	Broad direction, operating with a high overall degree of autonomy. Will have substantial management responsibility for diverse activities and/or staff (including administrative, technical and/or professional staff).
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.
Organisational knowledge	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.
Judgment, independence and problem solving	Be fully responsible for the achievement of significant organisational objectives and programs.
Typical activities	Manage a large functional unit with a diverse or complex set of functions and significant resources; manage a more complex function or unit where significant innovation, initiative and/or judgment are required; provide senior administrative support to the most complex schools and faculties in large institutions, involving complex course structures, significant staff and financial resources, outside activities and extensive devolution of administrative, policy and financial management responsibilities to this position. In IT positions: • define and implement clear and achievable long term IT strategies and plans for the University • manage successful large and complex projects at the University-wide level and identify and recover from problems not predicted or allowed for in the original implementation plans • provide advice and direction to project managers and team members • design new IT security policies and associated security management procedures • anticipate, plan and develop long term data architecture for major University information systems • anticipate, plan and develop computer or network hardware and software architectures at the University level • anticipate future demands for large scale and complex system or network resources and develop and implement appropriate growth strategies.

REVIEW

This schedule is to be reviewed by 28 February 2015.

VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Senior Vice-Principal	21 August 2012	21 August 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.