



**Flinders**  
UNIVERSITY

# **PROFESSIONAL STAFF CLASSIFICATION DESCRIPTORS**

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## UNDERSTANDING AND APPLYING THE PROPOSED CLASSIFICATION DESCRIPTORS

### WHAT ARE THE PROFESSIONAL STAFF CLASSIFICATION DESCRIPTORS?

The Professional staff Classification Descriptors, which were developed by the University and representatives of the unions who are party to the Enterprise Agreement, came into operation in July 2006. They identify the appropriate qualification and/or experience requirement for each Higher Education Officer Level 1 to 10 and summarise the operating levels for each of the seven position domains that are relevant to every professional staff position.

The Classification Descriptors comprise four sections which have been designed to support and assist the process of classifying positions.

Section 1 contains a series of matrices, one for each of the seven position **domains**:

- Supervision Received
- Supervision Provided to others
- Knowledge
- Work Complexity
- Judgement and Problem Solving
- Written Communication
- Oral Communication and Interpersonal Skills

Every professional staff position, regardless of occupational stream or classification level, can be considered in terms of these seven domains.

Section 2 contains the classification descriptors. The descriptors summarise the operating levels for each domain applicable to each of the 10 HEO levels. This section also identifies the appropriate qualifications requirement for each HEO level.

Section 3 shows where each HEO level sits on the domain continuums. This corresponds with the information contained in Section 2. The plotting of the HEO levels on the continuums is indicative only and is designed to give a sense of how each classification level relates to those above and below it, in terms of the seven position domains.

Section 4 provides a guide to the HEO level and occupational equivalent which would normally be associated with standard positions across the University.

### USING THE CLASSIFICATION DESCRIPTORS

#### Approval Process

The Director, Human Resources (or delegate) is responsible for approving the classification of all professional staff positions.

A designated officer in Human Resources will determine which descriptors, as defined in the domains, best reflect the requirements of the position as outlined in the position description.

Classification decisions are based on information provided in the position description and any other supplementary information that may be relevant.

A staff member's responsibilities will be those as specified in the position description or as otherwise agreed by the supervisor. Where responsibilities are changed permanently, the supervisor should arrange for the position description to be updated.

The supervisor is responsible for authorising whether a person is required to work at a particular classification level on an ongoing basis.

### **Specialisation or Diversity of Professional Staff Positions**

The University recognises that some professional staff positions will feature all of the domains to a similar extent. For example, a position of this kind might require routine to general knowledge, some complexity (in the work complexity domain) while also calling for effective to well-developed communication skills.

By contrast and depending on their nature and purpose, some jobs will strongly feature only some of the domains while the other domains will be less strongly emphasised. A position of this kind might for example, feature quite strongly in the work complexity domain but have comparatively less requirement for oral communication and interpersonal communication skills, with the skills required being at the effective operating level.

In assessing the classification of a position, Human Resources will take into consideration issues involving specialisation or diversity of functions.

**SECTION 1: DOMAIN MATRICES**  
**DOMAIN: SUPERVISION RECEIVED**

	<b>DIRECT OR CLOSE</b>	<b>ROUTINE</b>	<b>GENERAL</b>	<b>BROAD</b>	<b>GENERALLY UNGUIDED</b>
<b>Instruction received</b>	<p>The incumbent is told in specific detail:</p> <ul style="list-style-type: none"> <li>- What tasks to do</li> <li>- How to do them</li> <li>- When to do them by</li> </ul>	<p>The incumbent is told in broad outline:</p> <ul style="list-style-type: none"> <li>- What tasks to do</li> <li>- How to do them</li> <li>- When to do them by</li> </ul>	<p>The incumbent is told in some detail:</p> <ul style="list-style-type: none"> <li>- What outcomes the individual is to achieve</li> <li>- When to achieve them by</li> </ul>	<p>The incumbent is told in broad outline:</p> <ul style="list-style-type: none"> <li>- What outcomes need to be achieved by the work area</li> <li>- When to achieve them by</li> <li>- Who needs to be involved in achieving them</li> </ul>	<p>The incumbent contributes to determining:</p> <ul style="list-style-type: none"> <li>- What outcomes need to be achieved by the unit</li> <li>- When to achieve them by</li> <li>- Who needs to achieve them</li> </ul>
<b>Independence or level of autonomy</b>	<p>The incumbent has very limited if any – required to closely follow detailed work instructions.</p> <p>No variations permitted unless specifically authorised.</p>	<p>The incumbent determines specific steps and/or priorities; operates within the framework of established procedures/ work routines.</p> <p>Some scope to rearrange work routines.</p>	<p>The incumbent determines priorities and specific work methods (for self and staff supervised) and has some scope to vary/choose from established procedures; operates within the framework of established policies and work systems.</p>	<p>The incumbent takes part in policy and workplace decision making; operates within the framework of broad organisational policies and/or government policies /legislation.</p>	<p>The incumbent determines plans, policies and courses of action (for unit, work area and self) and makes proposals on these in the wider organisational context; operates within the framework of broad organisational goals and/or government policies /legislation.</p>
<b>Level of supervision</b>	<p>Daily supervision</p> <p>Work is checked step by step</p>	<p>Regular supervision – every few days</p> <p>The quantity and quality of work output is routinely monitored</p>	<p>Regular supervision – weekly or fortnightly</p> <p>Specific outcomes are reviewed</p>	<p>Supervisory review -, monthly</p> <p>Broad outcomes are reviewed</p>	<p>Performance against strategies/targets is reviewed</p>

**DOMAIN: SUPERVISION PROVIDED TO OTHERS**

**‘Functional supervision’** means supervision related to the task requirements of the job, such as what work is to be performed (delegating), how it is to be done (instruction, training and monitoring) and when it is to be performed (prioritising and organising).

**‘Line management’** means supervision in its broader sense. It involves higher level functions relating to managing attendances, performance, interpersonal issues and the provision of strategic direction.

	Element	HEO LEVEL									
		1	2	3	4	5	6	7	8	9	10
Functional supervision	Responsible for inductions of new staff	–	–	√**	✓	✓	✓	✓	✓	✓	✓
	Responsible for on-the-job training or instruction	–	–	√**	✓	✓	✓	✓	✓	✓	✓
	Prioritise, coordinate and monitor work.	–	–	√**	✓	✓	✓	✓	✓	✓	✓
	Provide informal (day-to-day) feedback	–	–	√**	✓	✓	✓	✓	✓	✓	✓
Line management	Responsible for approving leave and managing staff absences	–	–	–	√**	✓	✓	✓	✓	✓	✓
	Responsible for undertaking annual performance reviews	–	–	–	–	√**	✓	✓	✓	✓	✓
	Manage issues relating to diminished performance or unsatisfactory conduct.	–	–	–	–	√**	✓	✓	✓	✓	✓
	Set direction and goals and motivate staff to achieve them.	–	–	–	–	√**	✓	✓	✓	✓	✓
	Facilitate resolution of grievances and other workplace relations issues (eg conflict)	–	–	–	–	–	√**	✓	✓	✓	✓

√\*\* These responsibilities may commence at these levels provided that there is guidance and direction from a more senior member of staff within the area.

**DOMAIN: KNOWLEDGE**

	<b>BASIC</b>	<b>ROUTINE</b>	<b>GENERAL</b>	<b>BROAD</b>	<b>EXTENSIVE</b>
<b>Professional knowledge.</b>	<p>Basic principles required to undertake majority of normal day-to-day requirements of the role.</p> <p>May require some knowledge of materials (eg cleaning materials), equipment (eg hand tools) processes (eg computer software) or procedures.</p>	<p>Sound to developed skills, experience and knowledge of materials, equipment, processes or procedures applicable to the work area.</p> <p>At the higher level, may require an awareness of the relevant theoretical or policy context.</p>	<p>Degree-level theoretical knowledge.</p> <p>Knowledge of up-to-date professional standards and precedent.</p> <p>Specialist expertise will increase over time.</p>	<p>Substantial theoretical, policy or technical knowledge. May require knowledge of external environment, such as relevant legislation and/or government policies.</p> <p>May be a recognised 'expert' in relevant area, in which case will require significant depth of knowledge.</p> <p>A high level of reliability exists.</p>	<p>Ability to generate and use high level theoretical and applied knowledge.</p> <p>Applies a multi-perspective understanding of the development, marketing and implementation of new policies.</p> <p>Will often require knowledge of external environment, such as relevant legislation and/or government policies.</p>
<b>Organisational knowledge</b>	<p>Knowledge of work area, including knowledge of functions carried out and location and availability of particular personnel and services.</p>	<p>Sound knowledge of work area processes and understanding of how they interact with other related areas and processes.</p>	<p>Sound to developed knowledge of the work area's policies, systems and processes and how they interact with other related areas, processes and/or functions.</p>	<p>Detailed knowledge of a range of policies, organisational systems and frameworks and the interrelationships between various policies and activities.</p> <p>May require knowledge of the core activities within the work area including research and teaching activities.</p>	<p>Extensive knowledge of the whole area, and the relationships of parts.</p> <p>Will often provide professional or specialist services with recognised standing across or outside of the University.</p>

**DOMAIN: KNOWLEDGE (Continued)**

<b>How knowledge is used</b>	<p>Perform straightforward work.</p> <p>Provide straightforward information to others.</p>	<p>Perform more detailed work.</p> <p>Apply knowledge to perform tasks or assignments.</p>	<p>Perform complex processes.</p> <p>At the lower level, apply theoretical knowledge in a straightforward way.</p> <p>Provide advice, interpretation, and decisions on policies, procedures and entitlements.</p> <p>May liaise with other work units to solve problems across units.</p> <p>May adapt policies, systems and processes to achieve objectives with an understanding of how this might impact on other areas.</p> <p>Development of standard procedures, rules, manuals, protocols, instructions.</p>	<p>Perform highly specialised processes.</p> <p>Provide subject matter or policy advice on a range of University activities or programs.</p> <p>Manage a program or service, including formulating plans, objectives and policies specific to the area.</p> <p>Provide highly specialised service or advice in relation to a specific activity or function.</p> <p>Perform high level project work and development of policies and procedures, which may impact on other areas of the University.</p>	<p>Develop and implement policy or operational or cultural or systems change across the University.</p> <p>Undertake significant and high level creative planning, program and managerial functions.</p> <p>Manage a number of programs or services.</p> <p>At the higher levels, devise new ways to adapt the University's strategies to new, including externally generated, demands.</p>
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**DOMAIN: WORK COMPLEXITY**

	<b>STRAIGHTFORWARD</b>	<b>ROUTINE</b>	<b>SOME COMPLEXITY</b>	<b>COMPLEX</b>	<b>COMPLEX AND INNOVATIVE</b>	<b>ADVANCED</b>
<b>Work complexity</b>	<p>Work presents few difficulties to the reasonably experienced person.</p> <p>Work is generally repetitious and requires a methodical approach.</p>	<p>The nature of the work requires a repetition of duties or actions following a standard method or format, although the details of each occurrence may vary.</p> <p>Work involves the application of established principles, practices and procedures. Actions and responses can be readily identified and repeated from experience.</p>	<p>Involves a number of variables, which complicate issues in the conventional application of established guidelines and precedents.</p> <p>Must consider the job as a series of interactive elements (the 'total job') rather than focussing on any single element in isolation.</p>	<p>Apply a comprehensive and broad knowledge of established practices and procedures as they affect all aspects of the range of operations.</p> <p>Alternatively, apply an in-depth specialised knowledge of the operation.</p> <p>Analyses and/or evaluates feasibility and/or effectiveness of internal and/or external programs or projects.</p>	<p>Work is of a developmental or strategic nature. Particular difficulties may arise from a combination of factors such as:</p> <ul style="list-style-type: none"> <li>- uncertainties and options which have a critical bearing on original plans or objectives;</li> <li>- the scale and coverage of operations which introduces considerable additional complexities;</li> <li>- critical and involved industrial and/or legal issues;</li> <li>- the application of 'state of the art' knowledge, techniques and technologies to new situations and environments.</li> <li>- Analyses and/or evaluates feasibility and/or effectiveness of major internal and/or external programs or projects.</li> </ul>	<p>Advanced or original application of contemporary technologies, techniques and/or knowledge;</p> <p>Original exploration and development of new paths for achieving goals (eg seeking competitive edge through original application of new concepts or technologies).</p>



**DOMAIN: JUDGEMENT AND PROBLEM SOLVING**

	LIMITED	ROUTINE	INFORMED	SIGNIFICANT	HIGH LEVEL	ADVANCED
<b>Judgement and Problem Solving</b>	<p>Required actions are clear. Limited options means that very little judgement is required.</p> <p>Access to specific advice or instruction is available if problems are encountered.</p>	<p>Simple problem solving with reference to established techniques or practices, precedence or clearly defined policies.</p> <p>Solutions are unlikely to have significant consequences elsewhere.</p> <p>May exercise judgement on work methods or task sequences within specified timelines.</p>	<p>Apply judgement and initiative based either on theoretical knowledge or a relevant set of policies, procedures, rules, activities or techniques.</p> <p>May make regular decisions on the provision, availability or deployment of resources and services which impact outside the immediate work unit or on clients.</p>	<p>Range of genuine options exists. May solve diverse and unusual problems by applying high level analytical skills.</p> <p>May need to rethink the way a specific body of knowledge is applied in order to solve problems.</p> <p>Considerable interpretation of existing policies or procedures or systems is required.</p>	<p>Originality and ingenuity are required for devising practical and economical solutions to problems.</p> <p>Operates with a high degree of independent judgement and initiative within broad guidelines.</p> <p>Outcomes will generally have a significant impact within the area or program of work.</p>	<p>Originality and ingenuity are frequent and ongoing requirements for devising practical and economical solutions to problems.</p> <p>Operates with a high degree of independent judgement and initiative within broad guidelines across a wide range of activities.</p> <p>Outcomes will generally have a significant impact on organisational objectives or programs.</p>

**DOMAIN: WRITTEN COMMUNICATION**

	<b>SOUND</b>	<b>EFFECTIVE</b>	<b>WELL DEVELOPED</b>	<b>HIGH LEVEL</b>
<b>Written</b>	<p>Completes straightforward records and forms.</p> <p>Prepares routine correspondence or other documents from instructions or examples.</p> <p>Undertakes basic recording and entering of data.</p>	<p>Integrates and presents information provided by others into letters, memo and reports and other documents and writes correspondence related to recurring issues and procedural routines.</p> <p>Drafts more complex memos/letters.</p> <p>Records committee/working party processes and outcomes.</p>	<p>Composes correspondence, memos, briefs, and other documents which convey specialised concepts in order to influence outcomes or decisions.</p> <p>Creates reports and documentation on technical procedures, administrative procedures, University publications, publicity and marketing materials.</p> <p>Prepares agendas, minutes, papers, abstracts, scientific posters, reports, documentation for election processes.</p> <p>Prepares project outlines that others work to.</p>	<p>Originates comprehensive reports or other documents to communicate ideas or concepts related to complex or sensitive issues. This may involve policies and guidelines, implications for legal and/or financial and/or University systems; submissions to government, complex quotations or project outlines, consultancy contracts, business plans.</p> <p>Prepares speeches, articles, papers, reports or other materials with wide application as a principal author, seeking to influence an audience of critical importance to the University, profession or discipline (eg conference presentation).</p>

**DOMAIN: ORAL COMMUNICATION AND INTERPERSONAL SKILLS**

Communication takes into account social, cultural and linguistic diversity

	<b>SOUND</b>	<b>EFFECTIVE</b>	<b>WELL DEVELOPED</b>	<b>HIGH LEVEL</b>
<b>Oral and Inter personal</b>	<p>Primarily in contact with supervisor, co-workers and peers within the work group and is expected to communicate information effectively and courteously.</p> <p>Is in contact with people within and outside the work group in order to provide or obtain information and/or services. Contact is with students, staff and visitors personally and by phone.</p> <p>Provides routine instruction on the use of equipment.</p>	<p>May impact on work related opinions and attitudes of others, either inside the University or outside it.</p> <p>Works as part of a team which has to coordinate its own work-flow. Each member communicates effectively and resolves conflict in order for the team to construct solutions for achieving objectives.</p> <p>Demonstrates work practices and/or techniques in the use of specialised equipment.</p>	<p>Negotiates contractual/other arrangements with internal or external suppliers, including offshore, departments or agencies on matters that may impact on the work area or Cost Centre or University.</p> <p>Coordinates or assists in the development and implementation of policies or systems or plans within the University.</p> <p>Guides and supports others to resolve workplace difficulties.</p> <p>Provides case management of sensitive matters in accordance with relevant policies and procedures.</p> <p>Works as part of a team to actively encourage and support team members to participate in decision making processes, assume responsibility and authority. Provides appropriate feedback and maintains team commitment.</p> <p>Provides instruction to groups. Facilitates workshops or information seminars.</p>	<p>Negotiates and takes responsibility for contractual/other arrangements with internal or external suppliers, including offshore, departments or agencies on matters that will impact on the work area or Cost Centre or University.</p> <p>Manages and negotiates the implementation of policies or systems or plans within the University</p> <p>Manage negotiations in complex or sensitive situations to achieve results acceptable to participants in accordance with University and legislative requirements.</p> <p>Works as part of a team to manage and develop team performance and identify opportunities for continuous improvement.</p> <p>Creates relevant learning opportunities, facilitate and promote learning, monitor effectiveness.</p> <p>Use a variety of methods (coaching, presentations, mentoring, training) to motivate/direct others and obtain co-operation or commitment to work adaptability and/or organisational change.</p>

## SECTION 2 CLASSIFICATION DESCRIPTORS

### HIGHER EDUCATION OFFICER LEVELS 1 TO 10

#### QUALIFICATIONS REQUIREMENTS

(Within the Australian Qualifications Framework)

**Year 12** – Completion of a Senior Secondary Certificate of Education, usually in Year 12 of secondary school.

**Trades certificate** – Completion of an apprenticeship, normally of four years' duration, or equivalent recognition, eg Certificate III.

**Post-trades 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 which is comparable to a trade certificate.

**Certificate IV** – A course that provides greater breadth and depth of skill and knowledge and which is comparable to a two year part-time post-Year 12 or post-trade certificate course.

**Diploma** – A course at a higher education or vocational and technical education institution, typically equivalent to two years' full time post-Year 12 study.

**Advanced diploma** – A course at a higher education or vocational and technical education institution, typically equivalent to three years' full time post-Year 12 study.

**Degree** – A course at a higher education or vocational and technical education institution, often completed in three or four years, and sometimes combined with a one year diploma.

**Postgraduate Qualification** – A recognised postgraduate qualification, over and above a degree as defined above. Examples include a Graduate Certificate, Graduate Diploma, Masters, Doctoral thesis.

**Note 1:** *The University may prescribe a mandatory qualification where such a qualification is required for professional accreditation purposes, or where an appropriate case, based on the requirements of the position, can be made (eg Research Assistant positions, Graduate Trainees).*

**Note 2:** *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.*

**HIGHER EDUCATION OFFICER LEVEL 1**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Staff employed at HEO 1 would not be required to have formal qualifications or work experience upon engagement.  Staff engaged at this level will be provided with structured on the job training.
<i>Supervision Received</i>	Close
<i>Supervision Provided to others</i>	None
<i>Knowledge</i>	Basic
<i>Work Complexity</i>	Straightforward
<i>Judgement and Problem Solving</i>	Limited
<i>Written Communication</i>	Sound
<i>Oral Communication and Interpersonal Skills</i>	Sound

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**HIGHER EDUCATION OFFICER LEVEL 2**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 2 duties typically require a skill level that assumes and require knowledge, training or experience relevant to the duties to be performed, or <ul style="list-style-type: none"> <li>- Completion of year 12 without work experience; or</li> <li>- Completion of Certificates I or II with related work experience; or</li> <li>- An equivalent combination of experience and training.</li> </ul>
<i>Supervision Received</i>	Close to routine
<i>Supervision Provided to others</i>	None
<i>Knowledge</i>	Basic to routine
<i>Work Complexity</i>	Straightforward to routine
<i>Judgement and Problem Solving</i>	Limited to routine
<i>Written Communication</i>	Sound
<i>Oral Communication and Interpersonal Skills</i>	Sound to Effective

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**HIGHER EDUCATION OFFICER LEVEL 3**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 3 duties typically require a skill level that assumes and require knowledge or training in administrative, trades or technical functions equivalent to: <ul style="list-style-type: none"> <li>- Completion of a trades certificate or Certificate III; or</li> <li>- Completion of Year 12 or Certificates II with relevant work experience; or</li> <li>- An equivalent combination of experience and education/training.</li> </ul>
<i>Supervision Received</i>	Routine
<i>Supervision Provided to others</i>	Functional supervision
<i>Knowledge</i>	Routine
<i>Work Complexity</i>	Routine
<i>Judgement and Problem Solving</i>	Routine
<i>Written Communication</i>	Sound to effective
<i>Oral Communication and Interpersonal Skills</i>	Effective

**HIGHER EDUCATION OFFICER LEVEL 4**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 4 duties typically require a skill level that assumes and require knowledge or training equivalent to: <ul style="list-style-type: none"> <li>- Completion of a diploma level qualification with relevant work related experience; or</li> <li>- Completion of a Certificate IV with relevant work experience; or</li> <li>- Completion of a post-trades certificate and extensive relevant experience and on-the-job training; or</li> <li>- Completion of a Certificate III with extensive relevant work experience, or</li> <li>- An equivalent combination of relevant experience and/or education/training.</li> </ul>
<i>Supervision Received</i>	Routine to general
<i>Supervision Provided to others</i>	Functional supervision
<i>Knowledge</i>	Routine to general
<i>Work Complexity</i>	Routine to some complexity
<i>Judgement and Problem Solving</i>	Routine to informed <i>Written</i>
<i>Communication</i>	Effective
<i>Oral Communication and Interpersonal Skills</i>	Effective

**HIGHER EDUCATION OFFICER LEVEL 5**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 5 duties typically require a skill level that assumes and require knowledge or training equivalent to: <ul style="list-style-type: none"> <li>- Completion of a degree without subsequent relevant work experience; or</li> <li>- Completion of an advanced diploma qualification and at least one year of subsequent relevant work experience;</li> <li>- Completion of a diploma qualification and at least two years' subsequent relevant work experience; or</li> <li>- Completion of a Certificate IV and extensive relevant work experience; or</li> <li>- Completion of a post-trades certificate and extensive (typically more than two years') relevant experience as a technician; or</li> <li>- An equivalent combination of experience and/or education and/or training.</li> </ul>
<i>Supervision Received</i>	General
<i>Supervision Provided to others</i>	Functional supervision
<i>Knowledge</i>	Routine to general
<i>Work Complexity</i>	Some complexity
<i>Judgement and Problem Solving</i>	Informed
<i>Written Communication</i>	Effective to well developed
<i>Oral Communication and Interpersonal Skills</i>	Effective to well developed

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**HIGHER EDUCATION OFFICER LEVEL 6**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 6 duties typically require a skill level that assumes and require knowledge or training equivalent to: <ul style="list-style-type: none"> <li>- Completion of a degree with subsequent relevant experience; or</li> <li>- Extensive experience and/or specialist expertise or broad knowledge in technical or administrative fields; or</li> <li>- An equivalent combination of experience and/or education and/or training.</li> </ul>
<i>Supervision Received</i>	General to broad
<i>Supervision Provided to others</i>	Functional supervision and some elements of line management
<i>Knowledge</i>	General
<i>Work Complexity</i>	Complex
<i>Judgement and Problem Solving</i>	Significant
<i>Written Communication</i>	Well developed
<i>Oral Communication and Interpersonal Skills</i>	Well developed

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**HIGHER EDUCATION OFFICER LEVEL 7**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 7 duties typically require a skill level that assumes and require knowledge or training equivalent to: <ul style="list-style-type: none"> <li>- Completion of a degree with at least four years subsequent relevant experience; or</li> <li>- Extensive experience and management expertise in technical or administrative fields; or</li> <li>- An equivalent combination of experience and/or education and/or training.</li> </ul>
<i>Supervision Received</i>	Broad
<i>Supervision Provided to others</i>	Function supervision and line management
<i>Knowledge</i>	General to broad
<i>Work Complexity</i>	Complex to complex and innovative
<i>Judgement and Problem Solving</i>	Significant to high level
<i>Written Communication</i>	Well developed to high level
<i>Oral Communication and Interpersonal Skills</i>	Well developed to high level

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**HIGHER EDUCATION OFFICER LEVEL 8**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 8 duties typically require a skill level that assumes and require knowledge or training equivalent to: <ul style="list-style-type: none"> <li>- Progress towards postgraduate qualifications and extensive relevant experience; or</li> <li>- Extensive experience and management expertise; or</li> <li>- An equivalent combination of experience and/or education and/or training.</li> </ul>
<i>Supervision Received</i>	Broad
<i>Supervision Provided to others</i>	Functional supervision and line management
<i>Knowledge</i>	Broad
<i>Work Complexity</i>	Complex and innovative
<i>Judgement and Problem Solving</i>	High level
<i>Written Communication</i>	High level
<i>Oral Communication and Interpersonal Skills</i>	High level

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**HIGHER EDUCATION OFFICER LEVEL 9**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 9 duties typically require a skill level that assumes and require knowledge or training equivalent to: <ul style="list-style-type: none"> <li>- Postgraduate qualifications and relevant experience; or</li> <li>- Extensive management experience and proven management expertise; or</li> <li>- An equivalent combination of experience and/or education and/or training.</li> </ul>
<i>Supervision Received</i>	Broad to generally unguided
<i>Supervision Provided to others</i>	Functional supervision and line management
<i>Knowledge</i>	Broad to extensive
<i>Work Complexity</i>	Complex and innovative to advanced
<i>Judgement and Problem Solving</i>	High Level to advanced
<i>Written Communication</i>	High level
<i>Oral Communication and Interpersonal Skills</i>	High level

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**HIGHER EDUCATION OFFICER LEVEL 10**

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<b>DOMAIN</b>	<b>LEVEL</b>
<i>Qualifications and/or experience</i>	Level 10 duties typically require a skill level that assumes and require knowledge or training equivalent to: <ul style="list-style-type: none"> <li>- Postgraduate qualifications and extensive relevant experience and/or</li> <li>- Proven expertise in the management of significant human, financial and physical resources.</li> </ul>
<i>Supervision Received</i>	Generally unguided
<i>Supervision provided to others</i>	Functional supervision and line management
<i>Knowledge</i>	Extensive
<i>Work complexity</i>	Advanced
<i>Judgement and Problem Solving</i>	Advanced
<i>Written Communication</i>	High level
<i>Oral Communication and Interpersonal Skills</i>	High level

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**SECTION 3: DOMAIN CONTINUUMS AND TYPICAL PLACEMENT OF HEO LEVELS**

**INDICATIVE LEVELS FOR EACH HEO LEVEL**

DOMAIN	HEO 1	HEO 2	HEO 3	HEO 4	HEO 5
<b>Supervision received</b>	Close	Close to Routine	Routine	Routine to General	General
<b>Supervision provided to others</b>	None	None	Functional Supervision	Functional Supervision	Functional Supervision. Some Line Management.
<b>Knowledge</b>	Basic	Basic to Routine	Routine	Routine to General	Routine to General
<b>Work complexity</b>	Straightforward	Straightforward to Routine	Routine	Routine to Some Complexity	Some Complexity
<b>Judgement/Problem Solving</b>	Limited	Limited to Routine	Routine	Routine to Informed	Informed
<b>Written Communication</b>	Sound	Sound	Sound to Effective	Effective	Effective to Well Developed
<b>Oral &amp; Interpersonal Skills</b>	Sound	Sound to Effective	Effective	Effective	Effective to Well Developed

DOMAIN	HEO 6	HEO 7	HEO 8	HEO 9	HEO 10
<b>Supervision received</b>	General to Broad	Broad	Broad	Broad to Generally Unguided	Generally Unguided
<b>Supervision provided to others</b>	Functional Supervision and Line Management	Functional Supervision and Line Management	Functional Supervision and Line Management	Functional Supervision and Line Management	Functional Supervision and Line Management
<b>Knowledge</b>	General	General to Broad	Broad	Broad to Extensive	Extensive
<b>Work Complexity</b>	Complex	Complex to Complex and Innovative	Complex and Innovative	Complex and Innovative to Advanced	Advanced
<b>Judgement/Problem Solving</b>	Significant	Significant to High Level	High Level	High Level to Advanced	Advanced
<b>Written Communication</b>	Well Developed	Well Dev. to High Level	High Level	High Level	High Level
<b>Oral &amp; Interpersonal Skills</b>	Well Developed	Well Dev. to High Level	High Level	High Level	High Level

## SECTION 4: A GUIDE TO TYPICAL PROFESSIONAL STAFF POSITIONS BY HEO LEVEL

Classification decisions are based on the key responsibilities and other information provided in the position description as well as any other supplementary information that may be relevant. Each position therefore must be assessed and classified according to the particular circumstances of that position. The following table provides a guide to the HEO level which would normally be associated with typical positions in the University.

HEO Level	POSITIONS	BROAD WORK LEVEL DESCRIPTIONS
1	Library Assistant, Laboratory Assistant Administrative Assistant	Work at this level generally, does not require any previous experience.
2	Library Assistant, Receptionist Administrative Assistant, Parking Attendant, Gardener's Assistant	Work at this level is undertaken in accordance with clearly established procedures.
3	Administrative Assistant, Security Officer, Gardener, Information Communication Technology (ICT) Assistant, Payroll Assistant, Tradesperson	Work at this level is normally undertaken within standard practices and procedures.
4	Payroll Officer, Administrative Assistant ICT Assistant, Technical Assistant	Work at this level is normally undertaken within standard practices and procedures with increasing interpretation of information or systems and provision of effective advice and/or creative solutions.
5	Graduate Trainee, Research Assistant Technical Officer, Administrative Officer ICT Officer, Project Officer	Work at this level is normally considered as a series of interactive elements (the total job) requiring judgement and analytical thought.
6	Project Officer, Research Officer Administrative Officer, School Administrator, Technical Officer ICT Officer, Coordinator	Work at this level normally provides for discretion to innovate within own function, undertake some planning functions and take responsibility for outcomes. Work may be broad across a range of functions or alternatively, may involve some degree of specialisation.
7	School Manager, ICT Officer Administrative Officer –Academic Subject Liaison Librarian, Project Officer	Work at this level normally requires a comprehensive and broad knowledge of policies and procedures which impact across the University. Alternatively, work at this level may be specialised within the relevant area of expertise.
8	Unit/Area Manager, Counsellor Faculty Resources Officer Business or Laboratory Manager Executive Officer to senior executive Policy Officer, Project Officer, ICT Officer	Work at this level may require management of a number of programs or services as well as staff units/teams. Normally involves work of a developmental or strategic nature.
9	Manager of a medium size unit or office.	Work at this level normally requires management of a number of programs or services, senior administrative or professional staff and a high level of policy development and responsibility for resources. In addition, work is associated with accountability for performance of programs and outcomes which impact on organisational objectives or programs.
10	Senior Management position Manager/Head of a large unit or department	Work at this level normally requires management of a number of complex programs or services, senior administrative or professional staff and a high level of policy development and responsibility for significant resources. In addition, work is associated with high accountability for performance of programs and significant outcomes which impact on the University-wide organisational objectives or programs.

