

# Professional Employee Position Classification Standards Schedule



## 1 Purpose

**PLEASE NOTE: All human resource management policy instruments are currently under review to ensure alignment with the new Enterprise Agreement. Contact the People Portfolio for more information.**

To outline the position requirements for professional Employee positions.

## 2 Scope

This schedule must be read in conjunction with the Position Descriptions and Position Classification Standards Procedure and is subordinate to it.

This schedule applies to all professional Employee positions.

## 3 Schedule

Professional Employees will be provided with a clear understanding of position requirements.

## 4 Definitions

### 4.1 Definition one - supervision

**Close supervision:** Clear and detailed instructions are provided. Tasks are covered by standard Procedures. Deviation from Procedures or unfamiliar situations are referred to higher levels. Work is regularly checked.

**Routine supervision:** Direction is provided on the tasks to be undertaken with some latitude to rearrange sequences and discriminate between established methods. Guidance on the approach to standard circumstances is provided in Procedures, guidance on the approach to non-standard circumstances is provided by a Supervisor. Checking is selective rather than constant.

**General direction:** Direction is provided on the assignments to be undertaken, with the occupant determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established Procedures or detailed instructions, but guidance is readily available. Performance is checked by assignment completion.

Broad direction: Direction is provided in terms of objectives which may require the planning of Employees, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of Procedures by the Employee may be required. Performance will be measured against objectives.

## 4.2 Definition two - qualifications

Within the Australian Qualifications Framework (AQF):

- *Year 12*: Completion of a Senior Secondary Certificate of Education, usually in Year 12 of secondary school.
- *Trade certificate*: Completion of an apprenticeship, normally of four years duration, or equivalent recognition, e.g. Certificate III.
- *Post-trade certificate*: A course of study over and above a trade certificate and less than a Certificate IV.
- *Certificates I and II*: Courses that recognise basic vocational skills and knowledge, without a Year 12 prerequisite.
- *Certificate III*: A course that provides a range of well-developed skills and is comparable to a trade certificate.
- *Certificate IV*: A course that provides greater breadth and depth of skill and knowledge and is comparable to a two year part time post-Year 12 or post-trade certificate course.
- *Diploma*: A course at a higher education or vocational educational and training institution, typically equivalent to two years full-time post-Year 12 study.
- *Advanced diploma/Associate degree*: A course at a higher education or vocational educational and training institution, typically equivalent to up to three years full-time post-Year 12 study.
- *Degree*: A recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one year diploma.
- *Postgraduate degree*: A recognised postgraduate degree, over and above a degree as defined above.

Note: Previously recognised qualifications obtained prior to the implementation of the Australian Qualifications Framework continue to be recognised. The above definitions also include equivalent recognised overseas qualifications.

## 4.3 Definition three - classification dimensions

- *Training level:* The type and duration of training which the duties of the classification level typically require for effective performance. Training is the process of acquiring skills and knowledge through formal education, on the job instruction or exposure to Procedures.
- *Occupational equivalent:* Examples of occupations typically falling within each classification level.
- *Level of supervision:* This dimension covers both the way in which Employees are supervised or managed and the role of Employees in supervising or managing others.
- *Task level:* The type, complexity and responsibility of tasks typically performed by Employees within each classification level.
- *Organisational knowledge:* The level of knowledge and awareness of the organisation, its structure and functions that would be expected of Employees at each proposed classification level, and the purposes to which that organisational knowledge may be put.
- *Judgement, independence and problem solving:* Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed. Independence is the extent to which an Employee is able (or allowed) to work effectively without supervision or direction. Problem solving is the process of defining or selecting the appropriate course of action where alternative courses of actions are available. This dimension looks at how much of each of these three qualities applies at each classification level.
- *Typical activities:* Examples of activities typically undertaken by staff in different occupations at each of the classification levels.

## 5 Salary Level 1

### 5.1 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 will provide Information on the higher education institution, conditions of employment, training to be made available and consequent career path opportunities, physical layout of 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.

## **5.2 Level of supervision**

Close supervision, or in the case of a more experienced Employee working alone, routine supervision.

## **5.3 Task level**

Straightforward manual duties, or elements of Level 2 duties under 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.

## **5.4 Organisational knowledge**

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

## **5.5 Judgement, 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.

## **5.6 Typical activities**

Perform a range of industrial cleaning tasks, move furniture, assist Trades personnel with manual duties at a level requiring no formal qualifications.

## **5.7 Occupational equivalent**

Cleaner, labourer.

# **6 Salary Level 2**

## **6.1 Training level or qualifications**

Employees at Salary Level 2 would be required to have completed Year 12 or attained the relevant AQF Certificate I or II without work experience, or an equivalent combination of experience and training.

## **6.2 Level of supervision**

Routine supervision of straightforward tasks will be received. Close supervision of more complex tasks.

## **6.3 Task level**

Perform a range of straightforward tasks where Procedures are clearly established.

## **6.4 Organisational knowledge**

Following training may provide general Information/advice and help to members of the public, Students and other Employees, 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 Employees and services.

## **6.5 Judgement, independence and problem solving**

Solve simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives in performing tasks.

An Employee at this level may be expected to perform a combination of various routine tasks where the daily work routine may require the Employee to rearrange some work sequences, to ensure work priorities are achieved.

## **6.6 Typical activities**

Administrative duties at this level may include duties involving the inward and outward movement of mail or email; 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, ensuring emergency Procedures are initiated and preparing incident reports.

Assist trades-level Employees.

## **6.7 Occupational equivalent**

Security Patrol Officer, Catering Employee, Groundsman (non-trade), Trades Assistant, Library Shelves, Printing Assistant, entry level for Administrative Assistant.

# **7 Salary Level 3**

## **7.1 Training level or qualifications**

An Employee at Salary Level 3 will typically perform duties at a skill level that assumes and requires knowledge or training equivalent to:

- completion of a trades or equivalent AQF Certificate III; or
- completion of Year 12, or relevant AQF Certificate II, with relevant work experience; or
- equivalent relevant experience or combination of relevant experience and education/training.

Persons advancing through this level may typically perform duties which require further on-the-job training or knowledge or experience.

## **7.2 Level of supervision**

Routine supervision will be received, moving to general direction with experience.

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;
- established Procedures or standards of work practices and schedules apply; and
- choices are made between a range of straightforward alternatives.

Other Employees will provide guidance on the approach to non-standard or more complex circumstances.

This is the first level where supervision of other Employees may be required.

## **7.3 Task level**

Some complexity. Apply body of knowledge equivalent to trade certificate, including diagnostic skills and assessment of the best approach to a given task.

In administrative positions, literacy, verbal and interpersonal skills sufficient for general correspondence and communication within areas of responsibility.

Competent use of computing software packages and simple functions associated with the management of Information Systems.

## 7.4 Organisational knowledge

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

## 7.5 Judgement, independence and problem solving

Exercise judgement on work methods and task sequence within specified timelines and standard practices and Procedures.

## 7.6 Typical activities

Trades duties may include performance of a range of construction, maintenance and repair tasks, using precision hand and power tools and equipment. This may require familiarity with the work of other trades, or further training.

Technical duties at this level may include:

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

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

Administrative duties may include:

- performing a range of administrative support tasks
- performing routine activities using a range of desk-top based software programs and basic data entry functions on management Information Systems. Prepare and edit correspondence and reports
- providing general administrative support to other Employees including setting up meetings, answering straightforward inquiries and directing others to the appropriate personnel
- processing accounts for payment.

## 7.7 Occupational equivalent

Tradesperson, Technical Assistant/Technical Trainee, Administrative Assistant.

## 8 Salary Level 4

### 8.1 Training level or qualifications

An Employee at Salary Level 4 will typically perform duties at a skill level that assumes and requires knowledge or training equivalent to:

- completion of a Diploma qualification without relevant work related experience; or
- completion of a relevant post-trade or AQF Certificate IV with relevant experience and on-the-job training; or
- completion of relevant AQF Certificate III with extensive work experience; or
- an equivalent combination of relevant experience and/or education/training.

### 8.2 Level of supervision

Routine supervision to general direction, depending upon experience and the complexity of the task.

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 or recourse to technical knowledge. Guidance is available.

May be responsible for supervising others performing a range of tasks within a single work unit, providing on the job training and assistance to others, and/or coordinating Employees (including liaison with Employees at higher levels) contributions to assignments or projects.

May undertake stand alone work appropriate to this level.

### 8.3 Task level

Perform a variety of tasks which require a sound working knowledge of relevant trade, technical or administrative practices, include limited creative, planning or design functions, and require an awareness of the relevant theoretical or Policy context.

Use a range of software applications.



The application of post-trade skills to maintenance tasks.

## **8.4 Organisational knowledge**

Proficiency in the work area's rules, regulations, processes and techniques, and how they interact with other related functions.

## **8.5 Judgement, independence and problem solving**

In trades positions, extensive diagnostic skills.

In technical positions, apply theoretical knowledge and techniques to a range of Procedures and tasks.

In administrative positions, provide factual advice 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.

## **8.6 Typical activities**

In trades positions:

- work on a complex engineering problems in mechanical, hydraulic or electrical equipment
- exercise high precision trades skills using various materials and/or specialised techniques.

Technical duties would include, under routine direction:

- developing new equipment to criteria developed and specified by others
- assisting in the conduct of major experiments and research programmes and/or in setting up complex or unusual equipment for a range of experiments and demonstrations
- demonstrating the use of equipment and prepare reports of a technical nature as directed.

Library technician duties would include:

- undertaking copy cataloguing
- using of range of bibliographic databases
- undertaking acquisitions
- responding to reference enquiries.

Administrative duties would include:

- responsibility for providing a full range of secretarial services in a work unit
- performing advanced functions using desk top software, perform data entry/editing using the core functions of management Information Systems
- providing advice to Students on Enrolment Procedures and requirements
- administering Enrolment and course progression records.

## **8.7 Occupational equivalent**

Technical Officer or Technician, Administration Officer, Advanced Tradespersons.

## **9 Salary Level 5**

### **9.1 Training level or qualifications**

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

- completion of a Degree without subsequent relevant work experience; or
- completion of an Advanced Diploma and at least 1 years subsequent relevant work experience; or
- completion of a Diploma qualification and at least 2 years subsequent relevant work experience; or
- completion of a relevant post-trade or AQF Certificate IV and extensive (typically more than 2 years) relevant experience; or
- an equivalent combination of relevant experience and/or education/training.

## 9.2 Level of supervision

In professional positions, routine supervision to general direction depending on tasks involved and experience. In other positions, general direction.

Employees at Salary Level 5 may supervise Employees and have responsibility for the day-to-day operation of a work unit where this involves setting priorities, meeting service standards and assisting with the monitoring or review of systems, or supervise or coordinate Employees with different areas of skill.

## 9.3 Task level

Apply body of broad technical knowledge and experience 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.

## 9.4 Organisational knowledge

Proficiency in the work area's rules, regulations, processes and techniques, and how they interact with other related functions. Liaises with other work units to solve problems across units.

## 9.5 Judgement, independence and problem solving

Solve diverse problems by applying judgement and initiative based either on theoretical knowledge or on a thorough knowledge of a relevant set of rules, activities, techniques or Procedures. 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.

## 9.6 Typical activities

In trades positions:

- co-ordinate a project involving a range of trade or trade related tasks
- co-ordinate external contractors performing construction, maintenance and repair tasks
- monitor and maintain preventative maintenance programs.

In technical positions:

- develop new equipment to general specifications under general direction
- assist in the conduct of major experiments and research programs and/or in setting up complex or unusual equipment for a range of experiments and demonstrations
- under broad direction, set up, monitor and demonstrate standard experiments and equipment use
- prepare technical reports.

In library technician positions:

- conduct introductory Information literacy programs and respond to more complex bibliographic and acquisition enquiries
- operate a discrete unit within a library which may involve significant supervision or be the senior Employee in an out-posted service.

In administrative positions:

- responsible for the explanation and administration of an administrative function
- 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, e.g. HECS-HELP advice, records, determinations and payments, a centralised Enrolment function, the organisation and administration of exams at a small campus.

In professional positions and under professional supervision:

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

## 9.7 Occupational equivalent

Graduate (i.e. Degree) or professional, without subsequent work experience on entry; administrator with responsibility for advice and determinations; experienced technical officer.

## **10 Salary Level 6**

### **10.1 Training level or qualifications**

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

- a Degree with at least 2 years relevant experience; or
- extensive experience and/or specialist expertise or broad knowledge in technical or administrative fields; or
- an equivalent combination of relevant experience and/or education/training.

### **10.2 Level of supervision**

In professional positions, general direction will be received. In other positions, broad direction will be received.

May have extensive supervisory and line management responsibility for technical, clerical, administrative and other non-professional Employees.

### **10.3 Task level**

Perform a range of assignments which are guided by Policy, precedent or objectives and where relevant, by professional standards.

Positions at this level require a conceptual understanding of relevant Policies, Procedures or systems and interpretation in the application of Policy and/or precedent.

In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience.

### **10.4 Organisational knowledge**

Perform tasks/assignments which require proficiency in the work unit's rules, regulations, Policies, systems, processes and techniques and how they interact with other related functions. Able to adapt these as required to achieve objectives with an understanding of the impact on other units.

### **10.5 Judgement, independence and problem solving**

Solve diverse and unusual problems by analysing Information where considerable interpretation of existing regulations, Policies or Procedures is required. Discretion to innovate within own

function and take responsibility for outcomes. Able to apply theoretical/Policy and technical/procedural knowledge to design, diagnose, analyse, review, develop and test complex systems, data, equipment or Procedures. Able to undertake planning involving resource use or develop proposals for resource allocation.

## 10.6 Typical activities

In technical positions:

- manage a teaching or research laboratory or a field station
- provide highly specialised technical services
- set up complex experiments
- design and construct complex or unusual equipment to general specifications
- assist honours and postgraduate Students with their laboratory requirements
- install, repair, provide and demonstrate computer services in laboratories

In administrative positions:

- applying rules to complex circumstances, to make authoritative decisions
- provide financial, Policy and planning advice
- service a range of administrative and academic committees, including preparation of agendas, papers, minutes and correspondence
- monitor Expenditure against budget in a department or a small faculty.

In professional positions:

- work as part of a research team
- provide a range of library services, including bibliographic assistance, original cataloguing and reader education in library and reference services
- provide counselling services
- undertake a range of computer programming tasks

- provide documentation and support to computer users
- analyse less complex user and system requirements
- the coordination of, or completion of, specific projects such as the review or development of administrative Procedures and Policies.

## **11 Salary Level 7**

### **11.1 Training level or qualifications**

Employees at Salary Level 7 will typically perform duties at a skill level that assumes and requires knowledge or training equivalent to:

- a Degree with at least 4 years subsequent relevant experience; or
- extensive experience and management expertise in technical or administrative fields; or
- an equivalent combination of relevant experience and/or education/training.

### **11.2 Level of supervision**

Broad direction will be received. May manage other Employees including professional Employees.

### **11.3 Task level**

May provide specialist advice to others as a recognised expert in areas of theoretical, Policy or technical complexity. May manage a less complex programme or service. May negotiate solutions where a range of interests has to be accommodated.

### **11.4 Organisational knowledge**

Detailed knowledge of a range of University Policies and the interrelationships of Policies activities and systems.

### **11.5 Judgement, independence and problem solving**

Independently relate existing Policy to work assignments, rethink the way a specific body of knowledge is applied in order to solve problems, adapt Procedures to fit Policy prescriptions or use theoretical principles in modifying and adapting techniques.

This may involve stand alone work or the supervision of others in order to achieve objectives. It may also involve the interpretation of Policy which has an impact beyond the immediate work unit.

May develop proposals or recommendations which co-ordinate the interests of separate work units or contributors around a particular programme or objective.

## **11.6 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 Employees 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 faculty.

In research positions, acknowledged expertise in a specialised area or a combination of technical management and specialised research or making an independent contribution to significant research.

In administrative positions, provide comprehensive administrative support to an academic unit.

## **12 Salary Level 8**

### **12.1 Training level or qualifications**

Employees at Salary Level 8 will typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:

- progress towards postgraduate qualifications and extensive relevant experience; or
- extensive experience and management expertise; or
- an equivalent combination of relevant experience and/or education/training; or.
- an appropriate recognised qualification from a tertiary institution and/or relevant equivalent experience based on the market experience of the particular field of expertise.

### **12.2 Level of supervision**

Broad direction. May have management responsibility for a functional area including managing Employees. Work with a degree of autonomy.



## 12.3 Task level

Work at this level is likely to require the integration of substantial theoretical (or Policy) or technical knowledge to:

- manage programs; or
- develop, review or evaluate significant Policies, programs or initiatives; or
- develop or apply new principles and technology; or
- provide professional or specialist services with recognised standing across or outside of the University.

Tasks may span a range of activities in a complex and/or specialised environment.

## 12.4 Organisational knowledge

The Employee would be expected to have a thorough knowledge of one or more of the University wide Policies, the external environment (e.g. government legislation, guidelines and requirements) and/or diverse research and teaching activities, sufficient to have a substantial influence on Policy development or the implementation of programs which may involve major organisational change.

## 12.5 Judgement, independence and problem solving

Responsible for program development and implementation. Provide strategic support and advice to departments or faculties requiring integration of a range of University Policies and external requirements, and an ability to achieve objectives operating within complex organisation structures.

## 12.6 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 judgement are required. Provide senior administrative support to departments and faculties, taking into account the size, budget, course structure, external activities and management practices within the faculty or equivalent unit.

Make significant original and independent contribution to research or independently manage significant research activity or resources.

## **13 Salary Level 9**

### **13.1 Training level or qualifications**

Employees at Salary Level 9 will typically perform duties at a skill level that assumes and requires knowledge or training equivalent to:

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

### **13.2 Level of supervision**

Broad direction. Management responsibility for a programme and/or one or more functional areas.

Manage other administrative, technical or professional Employees.

Will work with a considerable degree of autonomy.

### **13.3 Task level**

Perform tasks involving a significant creative, planning or management contribution to the development or operation of major professional, management or administrative Policies or programs, typically at the corporate level and responsibility for or impact on significant resources.

### **13.4 Organisational knowledge**

A thorough knowledge of University wide Policies; the external regulatory and political environment, diverse research and teaching activities.

Sufficient to allow the development and implementation of Policy or operational change across the University.

### **13.5 Judgement, independence and problem solving**

Responsible for program development and implementation. Provide strategic support and advice requiring the integration of a range of internal and external Policies and demands, and an ability to achieve objectives operating within complex organisational structures.

## 13.6 Typical activities

Provide high level advice in a specialised field of theoretical complexity. Manage programs, including where relevant the setting of longer-term priorities and objectives. 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 judgement are required.

Primary responsibility for one or more significant functions, such as budget, course structure, external activities or management practices within a large academic unit, or take overall administrative responsibility for these matters in a smaller and less complex academic organisational unit.

## 14 Salary Level 10

### 14.1 Training level or qualifications

Employees at or above this level will typically perform duties at a skill level that 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.

### 14.2 Level of supervision

Broad direction. Responsible for the management of all levels and functions of Employees across diverse functional areas and/or programmes. Operate with a high overall degree of autonomy.

### 14.3 Task level

Complex, significant and high level creative planning, program and managerial functions with clear accountability for programme performance. Comprehensive knowledge of related programs. Generate and use a high level of theoretical and applied knowledge.

### 14.4 Organisational knowledge

Bring a multiperspective understanding to the development, carriage, marketing and implementation of new Policies. The capacity to adapt the organisation's strategies to new, including externally generated demands.

## 14.5 Judgement, independence and problem solving

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

May be an influential contributor to decisions concerning the allocation or use of substantial resources.

## 14.6 Typical activities

The provision of strategic Policy advice affecting the direction of the University. Manage a large functional unit with a diverse or complex set of functions and significant resources. Manage a more complex function or unit where significant innovation, initiative and/or judgement are required. Manage substantial contract obligations or a substantial budget, including discretion to re-allocate funds or priorities within a budget. Overall responsibility for the administration of a large academic organisational unit, typically including the oversight of other management Employees with responsibility for budget, course structure, external activities etc.

## 15 Delegated Responsibilities

Approver	Level of Delegation
Category 4 Delegate	Ensure that position descriptions are current and accurate.

## 16 References

Nil.

## 17 Schedule Information

<b>Accountable Officer</b>	Chief People Officer
<b>Responsible Officer</b>	Chief People Officer
<b>Policy Type</b>	University Procedure
<b>Policy Suite</b>	<a href="#">Recruitment, Selection and Appointment Policy</a>
<b>Approved Date</b>	12/12/2018

<b>Effective Date</b>	3/4/2019
<b>Review Date</b>	3/4/2024
<b>Relevant Legislation</b>	
<b>Policy Exceptions</b>	<a href="#">Policy Exceptions Register</a>
<b>Related Policies</b>	<a href="#">Salaries, Classifications and Entitlements Policy</a>
<b>Related Procedures</b>	<a href="#">Position Establishment and Classification Procedure</a> <a href="#">Professional Employee Position Progression Procedure</a> <a href="#">Recruitment and Selection Procedure</a>
<b>Related forms, publications and websites</b>	
<b>Definitions</b>	<b>Terms defined in the Definitions Dictionary</b>  <a href="#">Delegate (noun)</a> <p>Delegate (noun) means the officer, Employee or committee of the University to whom, or to which, a delegation of authority has been made under this Policy.</p> <a href="#">Employee</a> <p>A person employed by the University and whose conditions of employment are covered by the Enterprise Agreement and includes persons employed on a continuing, fixed term or casual basis. Employees also include senior Employees whose conditions of employment are covered by a written agreement or contract with the University.</p> <a href="#">Enrolment</a> <p>The process of admitting Students to one or more Courses for the current Academic Year.</p> <a href="#">Expenditure</a> <p>Decreases in economic benefits during the Reporting Period in the form of outflows or depletions of Assets or incurrences of liabilities that result in decreases in equity. This encompasses losses as well as expenses that arise in the ordinary course of business.</p> <a href="#">Information</a>

Any collection of data that is processed, analysed, interpreted, organised, classified or communicated in order to serve a useful purpose, present facts or represent knowledge in any medium or form. This includes presentation in electronic (digital), print, audio, video, image, graphical, cartographic, physical sample, textual or numerical form.

#### [Information Systems](#)

The organised collections of hardware, software, equipment, policies, procedures and people that store, process, control and provide access to information.

#### [Manager\(s\)](#)

A University Member who is responsible for managing staffing and physical resources of the University.

#### [Policy](#)

A high level strategic directive that establishes a principle based approach on a subject. Policy is operationalised through Procedures that give instructions and set out processes to implement a Policy.

#### [Procedure](#)

An operational instruction that sets out the process to operationalise a Policy.

#### [Student](#)

A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled.

#### [University](#)

The term 'University' or 'UniSQ' means the University of Southern Queensland.

### **Definitions that relate to this schedule only**

#### **Supervisor**

Any person responsible for leading the activities of others. In the context of this Procedure, a Supervisor includes Employees at any classification level or title who have responsibilities for leading,

	managing or supervising work teams and/or individual Employees.
<b>Keywords</b>	Professional Employee, position description, classification, position level, pcs
<b>Record No</b>	15/2930PL