1. Overview

This policy is designated by Senate as a Relevant Policy covering the employment of general staff in relation to the Enterprise Agreement (General Staff) Varied 2005. It is included in Schedule 1A of the Agreement and will be applied in accordance with Clause 8.2 of the Agreement.

2. Policy

This policy places no limits on the forms and mix of employment arrangements that the University may enter into with its staff.

General Staff Definitions

“General staff” shall mean all persons employed by the University, including research general staff, other than:

(a) Academic staff; or

(b) Language Teachers in the Institute of Continuing and TESOL Education.

“Research general staff” means general staff engaged on research projects and who are doing non-academic work similar to that carried out by general staff not engaged on research projects, but subject to working arrangements determined by the needs of the research projects.

“Apprentice” or “trainee” shall mean a staff member employed pursuant to an apprenticeship or traineeship approved by the relevant state or territory training authority.

2.1 Modes of Employment

Continuing Employment shall mean employment for no fixed term and continues until termination at the initiative of either the employer or the employee and does not include fixed-term or casual employment.

Fixed-term employment means employment on a full-time or part-time basis for a specified term or ascertainable period, for which the instrument of engagement will specify the starting and finishing dates of that employment, or in
lieu of a finishing date, will specify the circumstance(s) or contingency relating to a specific task or project, upon occurrence of which the term of the employment shall expire and for which, during the term of employment, the contract is not terminable by the University, other than during a probationary period, or for cause based upon serious or wilful misconduct. Further provisions are included at 2.4 of this policy.

For the purpose of this policy and for the purpose of determining which provisions apply to fixed-term employees, breaks between fixed-term employment of up to two times per year and of up to six weeks shall not constitute breaks in continuous service, but shall not count as service. Periods of approved unpaid leave shall not count for service, but shall not constitute breaks in service for the purposes of this sub-clause.

Full time employee shall mean one who is engaged for 36.25 hours per week.

Part-time employee shall mean one engaged for a specified fraction of the weekly hours worked by a full time staff member. A part-time employee shall be entitled to the appropriate fraction of salary and other benefits, unless otherwise specified.

Casual employment shall mean employment of a person engaged by the hour and paid on an hourly basis. Casuals will be paid a loading of 23% for all ordinary hours worked except for casual cleaners engaged before 27 June 2005. Casual staff cleaners engaged before 27 June 2005 will continue to receive a loading of 19%.

Except for security staff on a rotating shift roster pursuant to 31.3.5, there will be no limit on the number of hours worked per week by casual staff nor on the pattern of hours, provided that any hours worked in excess of 36.25 hours per week or 7.25 hours per day will be paid overtime rates set out in 30.9 (except in cases where the standard working day for the work area exceeds 7.25 hours in which case overtime will be paid in excess of the standard working day).

Detailed arrangements for the employment and payment of casual staff are set out in University policy 5.43.02 Casual Employment. The employment of a casual employee, other than a casual cleaner engaged before 27 June 2005, may be terminated without notice.

Nothing in this policy prevents staff engaging in additional work as a casual staff member in work unrelated to, or identifiably separate from, their normal duties.

2.2 Terms of Engagement

The University will engage a person as an employee on terms that correspond with the following modes of employment:

(a) continuing full-time;
(b) continuing part-time;
(c) fixed-term full-time;
(d) fixed-term part-time;
(e) casual;
(f) part-year, seasonal or annualised hours basis.

Upon engagement, the University will provide to the employee an instrument of engagement which stipulates the type and mode of employment, the career stream and job family to which the position belongs, and informs the employee of the terms of engagement at the time of the appointment. Career streams and job families are detailed in Schedule A to this policy.

The terms of engagement for employees other than casual employees, may contain a reasonable probationary period in accordance with University policy 5.70.2 Probation - General Staff. As a condition incidental to employment on probation, an employee shall be advised of, and given an opportunity to make response to, any adverse material about the employee which the University intends to take into account in a decision to terminate the employment upon or before the expiry of the period of probation.

In the case of fixed-term employees who have previously successfully served a probationary period with the University, any continuous second or subsequent fixed-term contract with the University for the same or substantially similar duties will not contain a further probationary period.

2.3 Instrument of Engagement

An instrument of engagement (letter of offer of employment) must stipulate the type of employment, the career stream and job family to which the position belongs, and inform the employee of the terms of engagement at the time of the appointment in relation to:

1. For employees other than casual employees
   The classification level salary and mode of employment of the employee on commencement and whether full time or part time. If part time the hours or the fraction of full-time hours to be worked should be stated.

2. For a fixed-term employee
   Whether the term of the employment, the length and terms of any period of probation, and the circumstance(s) by reference to which the use of fixed-term contract for the type of employment has been decided for that employment, consistent with 2.4. The instrument of engagement will specify the starting and finishing dates of that employment, or in lieu of a finishing date, will specify the circumstance(s) or contingency relating to a specific task or project, upon occurrence of which the term of the employment shall expire.

3. For casual employees
   The duties required, the hours of work, the rate of pay for the class of duty required and a statement that any additional work required during the period or engagement will be paid for.

4. For any employee subject to probationary employment
   The length and terms of the probation is to be stated.

5. Other main conditions of employment
The documentary (or other recorded sources), from which such conditions derive, and from which the duties and reporting relationships to apply upon appointment can be ascertained. This would include the current enterprise agreement and University policies.

2.4 Fixed Term Employment

The use of fixed-term employment is appropriate for, but not limited to, the employment of an employee engaged on work activity that comes within the description of one or more of the following circumstances:

1. **Specific task or project**

   Described as a definable work activity which has a starting time and which is expected to be completed within an anticipated timeframe. Without limiting the generality of that circumstance, it would include a period of employment provided for from identifiable funding external to the University.

2. **Research**

   Fixed-term employment may be used for Research general staff engaged on research only functions for a contract period generally not exceeding five years.

3. **Replacement employee** means an employee:

   (a) undertaking work activity replacing a full-time or part-time employee for a definable period for which the latter is either on authorised leave of absence or is temporarily seconded away from his/her usual work area; or

   (b) temporarily performing the duties of a vacant position.

4. **Recent professional practice required**

   Where a curriculum in professional or vocational education requires that work be undertaken by a person to be engaged who has recent practical or commercial experience, such a person may be engaged for a fixed period.

5. **Pre-retirement contract**

   Where an employee declares that it is their intention to retire, a fixed-term contract expiring on or around the relevant retirement date may be adopted as the appropriate type of employment for a period of up to five years.

6. **Fixed-term contract employment subsidiary to studentship**

   Where a person is enrolled as a student, employment under a fixed-term contract may be adopted as the appropriate type of employment for work activity, not within the description of another circumstance in this policy, that is work of a general staff nature within the student’s academic unit or an associated research unit of that academic unit and is
work generally related to a degree course that the student is undertaking within the academic unit, provided that:

(a) such fixed-term contract employment shall be for a period that does not extend beyond, or that expires at the end of, the academic year in which the person ceases to be a student, including any period that the person is not enrolled as a student but is still completing postgraduate work or is awaiting results; and

(b) an offer of fixed-term employment under this paragraph shall not be made on the condition that the person offered the employment undertake the studentship.

7 Apprenticeship or traineeship

An apprentice or trainee employed pursuant to an apprenticeship or traineeship approved by the relevant state or territory training authority.

2.5 Position Classifications

The classification levels applicable and minimum salaries payable to adult employees in respect of each of the classification levels are set out in the current Enterprise Agreement.

The detailed classification structures applying to employees are outlined in this policy in Schedule B - Classification Structure and Job Descriptors (excluding catering and hospitality staff) and Schedule C - Classification and Salary Structure (catering and hospitality staff). The job classification review process will ensure that position classifications are equitable and consistent with the descriptors.

No employee shall refuse to perform duties reasonably required, consistent with the employee's classification and which the employee is competent to perform.
SCHEDULE A - JOB FAMILIES/CAREER STREAMS

GENERAL STAFF EXCLUDING CATERING EMPLOYEES - (PART 1)

An employee appointed to any particular career stream is not constrained from moving to other job families where their skills may be utilised. These career streams and job families do not prevent employees undertaking duties across different families or streams.

1. ADMINISTRATION JOB FAMILY

Includes the five career streams listed below:

1.1 Personal support/reception

- Principal administrative officer;
- Senior administrative officer;
- Administrative officer;
- Senior personal assistant;
- Personal assistant;
- General assistant (admin).

1.2 Administrative and clerical

- Executive administrative manager;
- Senior administrative manager;
- Administrative manager;
- Principal administrative officer;
- Senior administrative officer;
- Administrative officer;
- Clerical officer;
- Assistant clerical officer;
- General assistant (admin).

1.3 Finance

- Executive administrative manager;
- Senior administrative manager;
- Administrative manager;
- Principal administrative officer;
- Senior administrative officer;
- Administrative officer;
- Clerical officer;
- Assistant clerical officer;
- General assistant (admin).

1.4 Human Resource Management

- Executive administrative manager;
- Senior administrative manager;
- Administrative manager;
- Principal administrative officer;
- Senior administrative officer;
- Administrative officer;
• Clerical officer;
• Assistant clerical officer;
• General assistant (admin).

1.5 Student administration

• Executive administrative manager;
• Senior administrative manager;
• Administrative manager;
• Principal administrative officer;
• Senior administrative officer;
• Administrative officer;
• Clerical officer;
• Assistant clerical officer;
• General assistant (admin).

1.6 Marketing

• Executive administrative manager;
• Senior administrative manager;
• Administrative manager;
• Principal administrative officer;
• Senior administrative officer;
• Administrative officer;
• Clerical officer;
• Assistant clerical officer;
• General assistant (admin).

2. TRADES AND SERVICES JOB FAMILY

Includes the five career streams listed below:

2.1 Trades

• Executive trades manager;
• Senior trades manager;
• Trades manager;
• Principal trades officer;
• Senior trades officer;
• Trades officer;
• Tradesperson (advanced);
• Skilled trades assistant/tradesperson (basic);
• General assistant (trades).

2.2 Security

• Security manager;
• Senior security supervisor;
• Security supervisor;
• Assistant security supervisor;
• Senior security officer;
• Security officer;
• General assistant (security).

2.3 Cleaners
• Cleaning manager;
• Principal cleaning officer;
• Senior cleaning officer;
• Cleaning officer;
• Cleaning auditor/supervisor;
• Assistant cleaning supervisor;
• General assistant (cleaning);
• Cleaner.

2.4 Gardeners/grounds/farms

• Senior farm unit supervisor;
• Gardening/grounds supervisor;
• Farm unit supervisor;
• Gardener/grounds person;
• Senior farm attendant;
• General assistant (gardener/grounds);
• Farm attendant;
• Farm labourer.

2.5 Attendants

• Parking attendant;
• Traffic warden;
• Shop assistant;
• Bookseller;
• Lecture theatre attendant.

3. TECHNICAL AND SCIENTIFIC JOB FAMILY

Includes the two career streams listed below:

3.1 Technical

• Executive technical manager;
• Senior technical manager;
• Technical manager;
• Principal technical officer;
• Senior technical officer;
• Technical officer;
• Technician, senior dental assistant;
• Assistant technician, dental assistant;
• General assistant (technical).

3.2 Scientific

• Executive scientific manager;
• Senior scientific manager;
• Scientific manager;
• Principal scientific officer;
• Senior scientific officer;
• Scientific officer;
• Technician;
• Assistant technician;
• General assistant (scientific).

4. LIBRARY JOB FAMILY
Includes the **career stream** listed below:

### 4.1 Library
- Executive library manager;
- Senior library manager;
- Library manager;
- Principal librarian;
- Senior librarian;
- Librarian;
- Library officer;
- Assistant library officer;
- General assistant (library);
- Shelver.

### 5. INFORMATION TECHNOLOGY JOB FAMILY
Includes the **career stream** listed below:

#### 5.1 Information technology
- Executive IT manager;
- Senior IT manager;
- IT manager;
- Principal IT officer;
- Senior IT officer;
- IT officer;
- IT technician;
- Assistant IT technician;
- General assistant (IT).

### 6. PROFESSIONAL JOB FAMILY
Includes the **career stream** listed below:

#### 6.1 Professional
- Executive professional manager;
- Senior professional manager;
- Professional manager;
- Principal professional officer;
- Senior professional officer;
- Professional officer.

### 7. RESEARCH JOB FAMILY
Includes the **career stream** listed below:

#### 7.1 Research
- Senior research manager;
- Research manager;
- Senior research assistant;
- Research assistant;
- Senior research technician;
- Research technician;
• Assistant research technician;
• General assistant (research).
CATERING EMPLOYEES - (Part 2)

8. CATERING JOB FAMILY

Includes the three career streams listed below:

8.1 Food and beverage

- Food and beverage attendant.

8.2 Kitchen attendant

- Kitchen attendant.

8.3 Cook

- Cook.
SCHEDULE B - CLASSIFICATION STRUCTURE AND JOB DESCRIPTORS (EXCLUDING CATERING AND HOSPITALITY STAFF)

1. DEFINITIONS

1.1 Supervision

1.1.1 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.

1.1.2 Routine supervision

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

1.1.3 General direction

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

1.1.4 Broad direction

Direction is provided in terms of objectives which may require the planning of staff, time and material resources for their completion. Limited detailed guidance will be available and the development or modification of procedures by the employee may be required. Performance will be measured against objectives.

1.2 Qualifications - within the Australian qualifications framework

1.2.1 Year 12

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

1.2.2 Trade certificate

Completion of an apprenticeship, normally of four years duration, or equivalent recognition, e.g. Certificate III.
1.2.3 **Post-trade certificate**

A course of study over and above a trade certificate and less than a Certificate IV.

1.2.4 **Certificates I and II**

Courses that recognise basic vocational skills and knowledge, without a Year 12 prerequisite.

1.2.5 **Certificate III**

A course that provides a range of well-developed skills and is comparable to a trade certificate.

1.2.6 **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.

1.2.7 **Diploma**

A course at a higher education or vocational educational and training institution, typically equivalent to two years full-time post-Year 12 study.

1.2.8 **Advanced diploma**

A course at a higher education or vocational educational and training institution, typically equivalent to three years full-time post-Year 12 study.

1.2.9 **Degree**

A recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one year diploma.

1.2.10 **Postgraduate degree**

A recognised postgraduate degree, over and above a degree as defined above.

1.2.11 **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.

1.3 **Classification dimensions**

1.3.1 **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.

1.3.2 Occupational equivalent

Examples of occupations typically falling within each classification level.

1.3.3 Level of supervision

This dimension covers both the way in which staff are supervised or managed and the role of staff in supervising or managing others.

1.3.4 Task level

The type, complexity and responsibility of tasks typically performed by staff within each classification level.

1.3.5 Organisational knowledge

The level of knowledge and awareness of the organisation, its structure and functions that would be expected of staff at each proposed classification level, and the purposes to which that organisational knowledge may be put.

1.3.6 Judgement, independence and problem solving

1.3.6(a) Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed. Independence is the extent to which a staff member 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.

1.3.6(b) This dimension looks at how much of each of these three qualities applies at each classification level.

1.3.7 Typical activities

Examples of activities typically undertaken by staff in different occupations at each of the classification levels.

2. HIGHER EDUCATION WORKER LEVEL 1

2.1 Training level or qualifications

2.1.1 Employees at the base of this level would not be required to have formal qualifications or work experience upon engagement.

2.1.2 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 opportunity practices and extended basic literacy and numeracy skills training where required/necessary to enable career path progression.

2.2 **Occupational equivalent**

Cleaner, labourer, trainee for level 2 duties.

2.3 **Level of supervision**

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

2.4 **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.

2.5 **Organisational knowledge**

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

2.6 **Judgement, independence and problem solving**

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

2.7 **Typical activities**

Perform a range of industrial cleaning tasks, move furniture, assist trades personnel with manual duties.

3. **HIGHER EDUCATION WORKER LEVEL 2**

3.1 **Training level or qualifications**

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

- 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.

3.2 **Occupational equivalent**

Administrative assistant, security patrol officer.
3.3 Level of supervision

Routine supervision of straightforward tasks; close supervision of more complex tasks (see task level below).

3.4 Task level

Perform a range of straightforward tasks where procedures are clearly established. May on occasion perform more complex tasks.

3.5 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.

3.6 Judgement, independence and problem solving

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

3.6.2 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.

3.7 Typical activities

3.7.1 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.

3.7.2 Security officers may be involved in a range of patrol duties, including responding to alarms, following emergency procedures and preparing incident reports.

4. HIGHER EDUCATION WORKER LEVEL 3

4.1 Training level or qualifications

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

4.1.2 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.

4.2 Occupational equivalent

Tradesperson, technical assistant/technical trainee, administrative assistant.

4.3 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.

4.4 Task level

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

4.5 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.

4.6 Judgement, independence and problem solving

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

4.7 Typical activities

4.7.1 In trades positions, apply the skills taught in a trades 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.

4.7.2 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.

4.7.3 Staff would be expected to perform a greater range and complexity of tasks as they progressed through the level and obtained further training.
4.7.4 In administrative positions, perform a range of administrative support tasks including:

- standard use of a range of desk-top based programs, e.g. word processing, established spreadsheet or database applications, and management information systems (e.g. 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.

5. HIGHER EDUCATION WORKER LEVEL 4

5.1 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.

5.2 Occupational equivalent

Technical officer or technician, administrative above level 3, advanced tradespersons.

5.3 Level of supervision

5.3.1 In technical positions, routine supervision to general direction depending upon experience and the complexity of the tasks. In other positions, general direction.

5.3.2 May supervise or coordinate others to achieve objectives, including liaison with staff at higher levels. May undertake stand-alone work.
5.4 Task level

May undertake limited creative, planning or design functions; apply skills to a varied range of different tasks.

5.5 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.

5.6 Judgement, independence and problem solving

5.6.1 In trades positions, extensive diagnostic skills.

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

5.6.3 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.

5.7 Typical activities

5.7.1 In trades positions:

- work on complex engineering or interconnected electrical circuits;

- exercise high precision trades skills using various materials and/or specialised techniques.

5.7.2 In technical 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 a technical nature as directed.

5.7.3 In library technician positions:

- undertake copy cataloguing;

- use a range of bibliographic databases;

- undertake acquisitions;

- respond to reference inquiries.

5.7.4 In administrative 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 database applications;

• be responsible for providing a full range of secretarial services, e.g. in a faculty;

• provide advice to students on enrolment procedures and requirements;

• administer enrolment and course progression records.

6. HIGHER EDUCATION WORKER LEVEL 5

6.1 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; or

• completion of an advanced diploma qualification and at least one year subsequent relevant work experience; or

• completion of a diploma qualification and at least two years subsequent relevant work experience; or

• completion of a Certificate IV and extensive relevant work experience; or

• completion of a post-trades certificate and extensive (typically more than two years) relevant experience as a technician; or

• an equivalent combination of relevant experience and/or education/training.

6.2 Occupational equivalent

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

6.3 Level of supervision

In professional positions, routine supervision to general direction, depending on tasks involved and experience. In other positions, general direction and may supervise other staff.
6.4 Task level

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

6.5 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.

6.6 Judgement, 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 coordinating a team to provide an administrative service.

6.7 Typical activities

6.7.1 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 reports of a technical nature.

6.7.2 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 an out-posted service.

6.7.3 In administrative positions:

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

6.7.4 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.

7. HIGHER EDUCATION WORKER LEVEL 6

7.1 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; or
• extensive experience and specialist expertise or broad knowledge in technical or administrative fields; or
• an equivalent combination of relevant experience and/or education/training.

7.2 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.

7.3 Level of supervision

In professional positions, general direction; in other positions, broad direction. May have extensive supervisory and line management responsibility for technical, administrative and other non-professional staff.

7.4 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.

7.5 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.
7.6 Judgement, independence and problem solving

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

7.7 Typical activities

7.7.1 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.

7.7.2 In administrative positions:

- 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 school or small faculty.

7.7.3 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 assistance to computer users;
- analyse less complex user and system requirements.
8. HIGHER EDUCATION WORKER LEVEL 7

8.1 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 four 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.

8.2 Occupational equivalent

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

8.3 Level of supervision

Broad direction. May manage other staff including administrative, technical and/or professional staff.

8.4 Task level

Independently relate existing policy to work assignments or rethink the way a specific body of knowledge is applied in order to solve problems. In professional or technical positions, may be a recognised authority in a specialised area.

8.5 Organisational knowledge

Detailed knowledge of academic and administrative policies and the interrelationships between a range of policies and activities.

8.6 Judgement, independence and problem solving

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

8.7 Typical activities

8.7.1 In a library, combine specialist expertise and responsibilities for managing a library function.

8.7.2 In student services, the training and supervision of other professional staff combined with policy development responsibilities which may include research and publication.
8.7.3 In technical manager positions, the management of teaching and research facilities for a department or school.

8.7.4 In research positions, acknowledged expertise in a specialised area or a combination of technical management and specialised research.

8.7.5 In administrative positions, provide less senior administrative support to relatively small and less complex faculties or equivalent.

9. HIGHER EDUCATION WORKER LEVEL 8

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

9.2 Occupational equivalent

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

9.3 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.

9.4 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.

9.5 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.
9.6 Judgement, independence and problem solving

Responsible for program development and implementation. Provide strategic support and advice (e.g., 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.

9.7 Typical activities

9.7.1 Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources.

9.7.2 Manage a function or development and implementation of a policy requiring a high degree of knowledge and sensitivity.

9.7.3 Manage a small or specialised unit where significant innovation, initiative and/or judgement are required.

9.7.4 Provide senior administrative support to schools and faculties of medium complexity, taking into account the size, budget, course structure, external activities and management practices within the faculty or equivalent unit.

10. HIGHER EDUCATION WORKER LEVEL 9

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

10.2 Occupational equivalent

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

10.3 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.

10.4 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.

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

10.6 Judgement, independence and problem solving

Responsible for significant program development and implementation. Provide strategic support and advice (e.g., 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 while operating within complex organisational structures.

10.7 Typical activities

10.7.1 Assist in the management of a large functional unit with a diverse or complex set of functions and significant resources.

10.7.2 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.

10.7.3 Manage a small and specialised unit where significant innovation, initiative and/or judgement are required.

10.7.4 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.

11. HIGHER EDUCATION WORKER LEVEL 10

11.1 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.

11.2 Occupational equivalent

Senior program, research or administrative manager.

11.3 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).
11.4 Task level

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

11.5 Organisational knowledge

Bring a multi-perspective understanding to the development, carriage, marketing and implementation of new policies; devise new ways of adapting the organisation’s strategies to new, including externally generated, demands.

11.6 Judgement, independence and problem solving

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

11.7 Typical activities

11.7.1 Manage a large functional unit with a diverse or complex set of functions and significant resources.

11.7.2 Manage a more complex function or unit where significant innovation, initiative and/or judgement are required.

11.7.3 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.
SCHEDULE C - CLASSIFICATION AND SALARY STRUCTURE (CATERING AND HOSPITALITY STAFF)

Classifications of catering and hospitality staff will be as follows:

1. FOOD AND BEVERAGE STREAM

1.1 Food and beverage attendant grade 1 (General assistant) shall mean an employee who is skilled in basic manual duties and who is engaged in any of the following:

- picking up glasses;
- emptying ashtrays;
- general assistance to food and beverage attendants of a higher grade not including service to customers;
- removing food plates;
- setting and wiping down tables;
- monitoring, cleaning and tidying of associated areas during normal opening hours where such duties are incidental to the employees main duties.

1.2 Food and beverage attendant grade 2 (Wait staff) shall mean an employee who has not achieved the appropriate level of training but who has the skills and abilities to work in any of the following:

- supplying, dispensing or mixing of liquor;
- undertaking of general waiting duties of both food and liquor, including cleaning of tables and restaurant equipment;
- receipt of monies;
- selling of specialist stock lines;
- attending a snack bar;
- engaged on delivery duties;
- general receival and distribution of goods;
- taking reservations, greeting and seating guests under general supervision;
- assist in maintenance of dress standards and good order in the establishment;
- setting up on site for small parties.

1.3 Food and beverage attendant grade 3 (Shift supervisor) shall mean an employee who has the appropriate level of training and is engaged in any of the following:

- supplying, dispensing or mixing of liquor;
- undertaking general waiting duties of both food and liquor, including cleaning of tables;
- receipt of monies;
- selling of specialist stock lines;
- general security including security of keys and supervision of dress standard maintenance and good order in the establishment;
- assisting in the training and supervision of food and beverage attendants of a lower grade;
- setting up on site for small parties.

1.4 Food and beverage attendant grade 4 (Restaurant supervisor) shall mean an employee who has the appropriate level of training and is engaged in any of the following:
• primary responsibility for a cellar or liquor storeroom (including the receipt, delivery, recording and ordering of goods within such an area);
• mixing a range of sophisticated drinks;
• supervision and training of food and beverage attendants of a lower grade.

1.5 **Food and beverage attendant grade 5 (Banquets supervisor junior)**
shall mean an employee who has completed an apprenticeship in waiting, or who has been accredited as such, or who is assessed as having skills of a similar level and who is engaged in the following:

• general and specialised skilled duties in a fine dining room or restaurant.

1.6 **Food and beverage attendant grade 6 (Banquets supervisor senior)**
shall mean an employee who has the appropriate level of training including a supervisory course and who is engaged in any of the following:

• responsibility for the supervision, training and coordination of food and beverage staff;
• stock control for a bar or bars including administrative and accounting activities;
• responsibility for the maintenance of service and operational standards.

1.7 **HEW level 5 (Banquets manager)**
shall mean an employee who has the appropriate level of training including a supervisory course and who is engaged in any of the following:

• responsibility for the supervision, training and coordination of food and beverage staff;
• stock control for a bar or bars including administrative and accounting activities;
• responsibility for the maintenance of service and operational standards;
• responsibility for the effective operation of Banquets department.

1.8 **HEW level 5 (Food and beverage manager)**
shall mean an employee who has the appropriate level of training including a supervisory course and who is engaged in any of the following:

• responsibility for the supervision, training and coordination of food and beverage staff;
• stock control for a bar or bars including administrative and accounting activities;
• responsibility for the maintenance of service and operational standards;
• responsibility for effective management of the food and beverage operation of Customs House.
2. KITCHEN STREAM

2.1 Kitchen attendant grade 1 (Kitchenhand 1) shall mean an employee engaged in any of the following:

- general cleaning duties within a kitchen or food preparation area and scullery, including the cleaning of cooking and general utensils used in a kitchen and restaurant;
- assisting employees who are cooking;
- assembly and preparation of ingredients for cooking;
- preparation of salad ingredients and/or distribution to a salad bar;
- general pantry duties.

2.2 Kitchen attendant grade 2 (Kitchenhand 2) shall mean an employee engaged in any of the following:

- specialised non-cooking duties in a kitchen or food preparation area;
- assisting in the supervision and training of Kitchen attendants;
- general receival and distribution of goods.

2.3 Kitchen attendant grade 3 (Kitchenhand 3) shall mean an employee engaged in any of the following:

- responsibility for the supervision, training and coordination of Kitchen attendants of a lower grade.

2.4 Cook grade 1 (Cook 1) shall mean an employee who is engaged in the following:

- cooking of breakfasts and snacks, baking, pastry cooking or butchering.

2.5 Cook grade 2 (Cook 2) shall mean an employee who has the appropriate level of training and who is engaged in the following:

- cooking duties including baking, pastry cooking or butchering;
- setting up of an on site kitchen.

2.6 Cook (tradesperson) grade 3 (Commis chef) shall mean an employee who has completed an apprenticeship or who has passed the appropriate trade test, and who is engaged in any of the following:

- cooking, baking, pastry cooking or butchering duties;
- setting up of an on site kitchen.

2.7 Cook (tradesperson) grade 4 (Demi chef) shall mean an employee who has completed an apprenticeship or who has passed the appropriate trade test, and who is engaged in any of the following:

- general or specialised cooking, butchering, baking or pastry cooking duties;
- supervision and training of other cooks or kitchen employees.

2.8 Cook (tradesperson) grade 5 (Chef de partie) shall mean an employee who has completed an apprenticeship or who has passed the appropriate trade test in cooking, butchering, baking or pastry cooking and has completed additional appropriate training and who performs any of the following:
• general or specialised cooking, butchering, baking or pastry cooking duties;
• supervision and training of other cooks or kitchen employees;
• ordering and stock control;
• sole responsibility for other cooks and kitchen employees including coordination in a single kitchen establishment.

2.9 HEW level 5 (Sous chef junior) shall mean an employee who has completed an apprenticeship or who has passed the appropriate trade test in cooking, butchering, baking or pastry cooking and has completed additional appropriate training and who performs any of the following:

• general or specialised cooking, butchering, baking or pastry cooking duties;
• supervision and training of other cooks or kitchen employees;
• ordering and stock control;
• sole responsibility for other cooks and kitchen employees including coordination in a single kitchen establishment;
• sole responsibility for the efficient operation and management of the food operation at Customs House in the absence of the Head chef and Senior sous chef.

2.10 HEW level 6 (Sous chef senior) shall mean an employee who has completed an apprenticeship or who has passed the appropriate trade test in cooking, butchering, baking or pastry cooking and has completed additional appropriate training and who performs any of the following:

• general or specialised cooking, butchering, baking or pastry cooking duties;
• supervision and training of other cooks or kitchen employees;
• ordering and stock control;
• sole responsibility for other cooks and kitchen employees including coordination in a single kitchen establishment;
• sole responsibility for the efficient operation and management of the food operation at Customs House in the absence of the Head chef.

2.11 HEW level 8 (Head chef) shall mean an employee who has completed an apprenticeship or who has passed the appropriate trade test in cooking, butchering, baking or pastry cooking and has completed additional appropriate training and who performs any of the following:

• general or specialised cooking, butchering, baking or pastry cooking duties;
• supervision and training of other cooks or kitchen employees;
• ordering and stock control;
• sole responsibility for other cooks and kitchen employees including coordination in a single kitchen establishment;
• responsibility for the efficient operation and management of the food operation at Customs House.

2.12 Introductory level shall be applicable if an employee has not achieved the appropriate level of training and has less than three months experience either in the restaurant and catering industry or in another industry where the employee performed work similar to that which the employee is required to perform under this award.
3. **SALARY STRUCTURE OF CATERING AND HOSPITALITY STAFF**

3.1 **Kitchen Stream**

**Head chef** HEW level 8

**Sous chef** HEW level 6

**Sous chef** HEW level 5

**Chef de Partie** Cook grade 5  
**Demi chef** Cook grade 4  
**Commis chef** Cook grade 3  
**Cook** Cook grade 2  
**Cook** Cook grade 1

4th year Apprentice year 4  
3rd year Apprentice year 3  
2nd year Apprentice year 2  
1st year Apprentice year 1

**Kitchen hand** Kitchen attendant 3  
**Kitchen hand** Kitchen attendant 2  
**Kitchen hand** Kitchen attendant 1

3.2 **Food and beverage stream**

**Banquets manager and food and beverage manager** HEW level 5 inc 04

HEW level 5 inc 03

HEW level 5 inc 02

HEW level 5 inc 01
<table>
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<td>Banquets supervisor junior</td>
<td>F and B grade 5</td>
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