



PROFESSIONAL SERVICES [GENERAL] STAFF RECLASSIFICATION POLICY

Date first approved: 25 November 2005	Date of effect: 25 November 2005	Date last amended: (refer to Version Control Table) 1 May 2020	Date of Next Review: November 2018
First Approved by:	University Council		
Custodian title & e-mail address:	Human Resources Division		
Author:	Irene Burgess		
Responsible Division & Unit:	Human Resources Division		
Supporting documents, procedures & forms:	Reclassification Application Form Work Level Descriptors (Appendix 1) University of Wollongong Enterprise Agreement 2014		
Relevant Legislation & External Documents:			
Audience:	Public – accessible to anyone		

Submit your feedback on this policy document using the [Policy Feedback Facility](#).



Contents

1	Purpose of Policy	3
2	Definitions.....	3
3	Application & Scope.....	3
4	General.....	3
5	Criteria.....	4
6	Submissions.....	4
7	Professional Services [General] Staff Classification Reviews.....	5
8	Roles and Responsibilities	6
	Version Control and Change History	7
	Appendix 1 – Work Level Descriptors.....	8



1 Purpose of Policy

1. This Policy outlines the process and procedures for professional services [general] staff reclassification at the University. Reclassification can occur up to Level 8-9. The Policy also provides for a review process where a submission by a Head of Unit is not approved or where a professional services staff member is of the view that their classification is incorrect and their Head of Unit is not prepared to make a submission.
2. Reclassification refers to the method by which staff members may move between classifications. In addition to this Policy, members of staff may achieve a higher level by successfully applying for advertised vacancies. Staff may also be directly appointed to new positions created through restructuring with the approval of the Chief Operating Officer.
3. Position descriptions are the basis for all professional services staff classifications. The University requires that a current position description be maintained for all professional services staff positions.
4. The classification of vacant positions must be approved by Human Resources Division before such positions can be filled. When a position becomes vacant the University may need to re-determine the level of the position where adjustments to the duties and responsibilities of the position have been made. This determination is based on the classification criteria and the classification of the previous occupant is not necessarily a determinant of the classification.

2 Definitions

1. Reclassification refers to a University decision to move a staff member from one level to the next after making an assessment of duties and responsibilities. It occurs when a Head of School or Unit makes a submission through the Executive Dean or Director to the Human Resources Division, via the relevant Human Resources Advisor, to reclassify a staff member's position. A staff member may also initiate a submission. Reclassification occurs in circumstances where a staff member is performing higher level job duties on a non-temporary basis in their substantive position. It arises either due to changes initiated by the Head of School or Unit and supported by the staff member or through changes initiated by the staff member and supported by the Head of School or Unit
2. Dean can be substituted for Executive Dean where no Executive Dean exists.

3 Application & Scope

1. Applies to professional services staff of the University of Wollongong.
2. The University is committed to achieving gender equality in all areas of staff career development including reclassification. This Policy seeks to achieve fairness and justice in assessing submissions for reclassification or reviews conducted by the Classification Review Committee. The ability to examine all relevant documents, interview any relevant member of staff and having a gender balanced committee recognises that such approaches are required to produce equitable outcomes.

4 General

1. Members of the professional services [general] staff holding appointments at Level 1-2 to Level 6/7 may have their position reclassified. Performance of the duties of their current appointment, in accordance with the criteria for that level, does not warrant reclassification. Reclassification is not automatic nor does length of service in itself necessarily qualify an applicant for reclassification.



2. Reclassification is appropriate where the duties and responsibilities of the position have been affected by ongoing change. Some other changes may be better addressed by a higher duties allowance. Where a set of duties are only for a fixed term or where the Head of School or Unit advises that the duties are temporary, a higher duties allowance may be recommended for the duration as an alternative to reclassification.
3. Staff will normally be eligible to seek reclassification when they have been on the top step of a salary range for at least 12 months.
4. On successful application, the salary of the staff member will normally be adjusted to the next step above their existing salary on the new level's salary scale.
5. Submissions for reclassification which are approved by the Director Human Resources will take effect from the date completed submissions are received by Human Resources Division. An earlier date may be considered in special circumstances.
6. Where an area is under review, consideration of reclassification submissions may be put on hold until the review is completed.

5 Criteria

1. The basis of classification is the criteria for each level contained in the Work Level Descriptors set out in Appendix 1. Cases will be assessed against these criteria. Staff members must possess the qualifications specified and be performing work of a level consistent with the classification criteria for the level sought. For approval, the higher level work must constitute the major and substantial part of the job.
2. All of a staff member's work, not just parts of it, are examined when determining the correct classification. All duties performed, skills exercised and responsibilities undertaken must be used to match with the level of the classification structure that most closely aligns with the work being done.
3. A change in work performed does not of itself constitute a case for reclassification. Similarly, increases in work load or increases in productivity or efficiency are not of themselves a basis for reclassification.

6 Submissions

1. A submission can be initiated by the staff member or the Head of School or Unit and should contain:
 - a. a completed classification questionnaire including a current position description; and
 - b. any other relevant material the Head of School or Unit, or staff member wishes to submit in relation to the application
2. The submission is to be made using the appropriate form.
3. The Human Resources Advisor will have prepared a brief classification report on each submission.
4. Submissions for reclassification will be lodged through the Human Resources Division.
5. The Director Human Resources will inform each Head of School or Unit, and the staff member of the outcome of the submission. Should the submission be unsuccessful, reasons will be provided to the staff member in writing.
6. Submissions will be placed on the staff member's personal file.



7 Professional Services [General] Staff Classification Reviews

1. Classification decisions for professional services staff of the University may be the subject of review. The Professional Services [General] Staff Classification Review Committee may review cases where a submission by a Head of School or Unit is not approved by the University or where a staff member is of the view that their classification is incorrect and their Head of School or Unit is not prepared to make a submission in support of this view.
2. The following matters may not be used as a basis of review.
 - a. Arguments on the technical competence of the Head, Dean or Human Resources Division to make an assessment;
 - b. The introduction of new material dealing with the duties or responsibilities of the position or other factors not dealt with in the original submission; or any other action or process which is provided for in this Policy.
3. Requests for review must be lodged, with the Director, Human Resources, and must state the reasons and full detail for the review being sought. The notification must be in writing. The request must include a completed classification questionnaire and a position description.
4. The Professional Services [General] Staff Classification Review Committee shall normally consist of three members:
 - a. an independent Chair chosen by the Vice-Chancellor;
 - b. a management representative; and
 - c. a staff representative nominated by the union representatives of the [professional services staff] Consultative Committee.
5. In the event that there is gender inequality, the Director Human Resources may appoint a person of the appropriate gender to the Committee as management representative.
6. A staff member shall be ineligible to be a member of the Professional Services [General] Staff Classification Review Committee while the classification of their position is under consideration.
7. The University will appoint a Secretary to the Professional Services [General] Staff Classification Review Committee whose duties shall be to receive matters for the Professional Services [General] Staff Classification Review Committee's consideration.
8. The Professional Services [General] Staff Classification Review Committee will be entitled to examine all documents relevant to the case under consideration. Such documents will be made available to the Committee and the staff member by the Secretary.
9. The Professional Services [General] Staff Classification Review Committee may interview any member of staff who might be able to assist them in their deliberations.
10. All proceedings of the Professional Services [General] Staff Classification Review Committee will be confidential.
11. The Professional Services [General] Staff Classification Review Committee will deal with any request for review within 12 weeks of the deadline for the lodging of a request for review.
12. Recommendations from the Professional Services [General] Staff Classification Review Committee will be submitted to the Vice-Chancellor within one week of the final committee meeting. The report will be signed by the three members of the Committee and will be in the nature of a majority or unanimous recommendation to the Vice-Chancellor. The decision of the



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Vice-Chancellor in respect of any recommendation of the Committee will be final provided that this does not affect the right of any staff member under legislation.

13. Staff members will be advised by Human Resources Division of the outcome of their review as soon as possible after determination. If unsuccessful, reasons will be provided to the staff member in writing.

8 Roles and Responsibilities

1. Roles and responsibilities are as detailed in this Policy.



Version Control and Change History

Version Control	Date Effective	Approved By	Amendment
1	25 Nov 2005	University Council	New Policy
2	6 May 2009	Vice-Principal (Administration)	Migrated to UOW Policy Template as per Policy Refresh
3	9 March 2010	Vice-Principal (Administration)	Future review date identified in accordance with Standard on UOW Policy
4	26 August 2010	Vice-Principal (Administration)	Updated to reflect divisional name change from Personnel Services to Human Resources Division
5	16 November 2011	Vice-Principal (Administration)	Updated in accordance with provisions of General Staff Enterprise Agreement 2010, minor editorial changes and updated references to supporting documents.
6	30 Nov 2012	Vice-Principal (Administration)	Updated to reflect change from OHS to WHS.
7	19 June 2015	University Council	Revised in accordance with the new provisions of the General Staff Enterprise Agreement 2014 and general review. HRD-SS-POL-004 replaced with UOW_POL_198.
8	29 June 2015	Chief Administrative Officer	Minor amendments and editorial changes.
9	1 May 2020	Chief Operating Officer	Administrative amendment to update Senior Executive titles.



Appendix 1 – Work Level Descriptors

1. All professional services staff positions shall be assessed for allocation to the appropriate level of remuneration on the basis of the following descriptors for each level.
2. This Schedule lists the descriptors for the levels under each of the seven classification dimensions used.
3. The seven dimensions are:
 - a. training level or qualifications;
 - b. occupational equivalent;
 - c. level of supervision;
 - d. task level;
 - e. organisational knowledge;
 - f. judgment, independence and problem solving;
 - g. typical activities.

Level 1

Training Level or Qualifications

1. Employees at the base of this level would not be required to have formal qualifications or work experience upon engagement. Employees engaged at the base of this level will be provided with structured on the job training in addition to up to 38 hours of induction to the higher education industry which shall provide information on the higher education institution, conditions of employment, training to be made available and consequent career path opportunities, physical layout of the institution/work areas, introduction to fellow workers and supervisors, work and documentation procedures, workplace health and safety, equal employment opportunity practices and extended basic literacy and numeracy skills training where required/necessary to enable career path progression.

Occupational Equivalent

2. Cleaner, labourer, trainee for level 2 duties.

Level of Supervision

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

Task Level

4. Straight forward manual duties, or elements of level 2 duties under close supervision and structured on the job training.
5. Some knowledge of materials, eg, cleaning chemicals and hand tools, may be required.
6. Established procedures exist.

Organisational Knowledge

7. May provide straightforward information to others on building or service vocations.



Judgement, Independence & Problem Solving

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

Typical Activities

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

Level 2

Training Level or Qualifications

1. Persons employed at Level 2 shall typically perform duties at 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 an equivalent combination of experience and training.

Occupational Equivalent

2. Clerk, security patrol officer.

Level of Supervision

3. Routine supervision of straightforward tasks; close supervision of more complex tasks.

Task Level

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

Organisational Knowledge

5. 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.

Judgement, Independence & Problem Solving

6. Solve relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives. An employee at this level will be expected to perform a combination of various routine tasks where the daily work routine will allow the latitude or rearrange some work sequences, provided the prearranged work priorities are achieved.

Typical Activities

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



Level 3

Training Level or Qualifications

1. Persons employed at Level 3 shall typically perform duties at a skill level which assumes and requires knowledge or training in clerical/ administrative, trades or technical functions equivalent to:
 - a. completion of a trades certificate; or
 - b. completion of Year 12, with relevant work experience; or
 - c. equivalent relevant experience or combination of relevant experience and education/training
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 an advanced certificate or associate diploma.

Occupational Equivalent

3. Tradesperson, technical assistant/technical trainee, clerical/secretarial.

Level of Supervision

4. In technical positions, routine supervision, moving to general direction with experience. In other positions, general direction. This is the first level where supervision of other staff may be required.

Task Level

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

Organisational Knowledge

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

Judgement, Independence & Problem Solving

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

Typical Activities

8. In trades positions, apply the skills taught in a trade certificate, 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.
9. In technical assistant positions,
 - a. assist a technical officer in operating a laboratory, including ordering supplies
 - b. assist in setting up routine experiments
 - c. monitor experiments for report to a technical officer
 - d. assist with the preparation of specimens



- e. assist with the feeding and care of animals.
- 10. Staff would be expected to perform a greater range and complexity of tasks as they progressed through the level and obtained further training.
- 11. In clerical positions, perform a range of clerical support tasks including
 - a. standard use of a word processing package (including store and retrieve documents, key and lay out correspondence and reports, merge, move and copy, use of columns, tables and basic graphics) or an established spreadsheet or database application
 - b. provide general clerical support to staff within a faculty, including word processing, setting up meetings, answering straightforward enquiries and directing others to the appropriate personnel
 - c. process accounts for payment

Level 4

Training Level or Qualifications

- 1. Persons employed at Level 4 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:
 - a. completion of an associate diploma level qualification with relevant work related experience or a certificate level qualification with post certificate relevant work experience;
 - b. completion of a post trades certificate or advanced certificate and extensive relevant experience and on the job training; or
 - c. an equivalent combination of relevant experience and/or education/ training.

Occupational Equivalent

- 2. Technical officer or technician, clerical/secretarial above Level 3, advanced trades person.

Level of Supervision

- 3. In technical positions, routine supervision to general direction depending upon experience and the complexity of the tasks. In other positions, general direction. May supervise or coordinate others to achieve objectives, including liaison with staff at higher levels. May undertake stand alone work.

Task Level

- 4. May undertake limited creative, planning or design functions; apply skill so a varied range of different tasks.

Organisational Knowledge

- 5. Perform tasks/assignments which require proficiency in the work area's rules, regulations, processes and techniques, and how they interact with other related functions.

Judgement, Independence & Problem Solving

- 6. In trades positions, extensive diagnostic skills. In technical positions, apply theoretical knowledge and techniques to a range of procedures and tasks. In clerical/secretarial positions, provide factual



advice which requires proficiency in the work area's rules and regulations, procedures requiring expertise in a specialist area or broad knowledge of a range of personnel and functions.

Typical Activities

7. In trades positions,
 - a. work on complex engineering or interconnected electrical circuits,
 - b. exercise high precision trades skills using various materials and/or specialised techniques.
8. In technical positions,
 - a. develop new equipment to criteria developed and specified by others,
 - b. 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 demonstration,
 - c. demonstrate the use of equipment and prepare reports of a technical nature as directed.
9. In library technician positions,
 - a. undertake copy cataloguing,
 - b. use a range of bibliographic databases,
 - c. undertake acquisitions,
 - d. respond to reference inquiries.
10. In clerical/secretarial positions,
 - a. may undertake a full range of word processing functions, including mathematical formulae and symbols, manipulation of text and layout in desktop publishing software and use of a range of word processing packages if required,
 - b. be responsible for providing a full range of secretarial services in faculty,
 - c. plan and set up spreadsheets or data base applications provide advice to students on enrolment procedures and requirements,
 - d. administer enrolment and course progression records.

Level 5

Training Level or Qualifications

1. Persons employed at Level 5 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:
 - a. completion of a degree without subsequent relevant work experience; or
 - b. completion of an associate diploma and at least 2 years subsequent relevant work experience; or
 - c. completion of a post trades certificate or advanced certificate and extensive relevant experience as a technician; or
 - d. equivalent combination of relevant experience and/or education/ training.



Occupational Equivalent

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

Level of Supervision

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

Task Level

4. 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 straight forward way. In administrative positions, provide interpretation, advice and decisions on rules and entitlements.

Organisational Knowledge

5. Perform tasks/assignments which require proficiency in the work area's rules, regulations, processes and techniques, and how they interact with other related functions.

Judgement, Independence & Problem Solving

6. In professional positions, solve problems through the standard application of theoretical principles and techniques at degree level. In technical positions, apply standard technical training and experience to solve problems. In administrative positions, may apply expertise in a particular set of rules or regulations to make decisions, or be responsible for co-ordinating a team to provide an administrative service.

Typical Activities

7. In technical positions,
 - a. develop new equipment to general specifications
 - b. under general direction, assist in the conduct of major experiments and research programs and/or in setting up complex unusual equipment for a range of experiments and demonstrations
 - c. under broad direction, set up, monitor and demonstrate standard experiments and equipment use
 - d. prepare reports of a technical nature
8. In administrative positions, responsible for the explanation and administration of an administrative function, eg, HECS advice, records, determinations and payments, a centralised enrolment function, the organisation and administration of exams at a small campus.
9. In professional positions and under professional supervision,
 - a. work as part of a research team in a support role
 - b. provide a range of library services including bibliographic assistance, original cataloguing and reader education in library and reference services
 - c. provide counselling services



Level 6

Training Level or Qualifications

1. Persons employed at Level 6 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:
 - a. degree with subsequent relevant experience; or
 - b. extensive experience and specialist expertise or broad knowledge in technical or administrative fields; or
 - c. equivalent combination of relevant experience and/or education/ training.

Occupational Equivalent

2. Graduate or professional with subsequent relevant work experience including a computer systems officer with some experience); line manager; experienced technical specialist and/or technical supervisor.

Level of Supervision

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

Task Level

4. Perform work assignments guided by policy, precedent, professional standards and managerial or technical expertise. Employees would have the latitude to develop or redefine procedure and interpret policy so long as other work areas are not affected. In technical and administrative areas, have a depth or breadth of expertise developed through extensive relevant experience and application.

Organisational Knowledge

5. Perform tasks/assignments which require proficiency in the work area's existing rules, regulations, processes and techniques and how they interact with other related functions, and to adapt those procedures and techniques as required to achieve objectives without impacting on other areas.

Judgement, Independence & Problem Solving

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

Typical Activities

7. In technical positions,
 - a. manage a teaching or research laboratory or a field station
 - b. provide highly specialised technical services
 - c. set up complex experiments
 - d. design and construct complex or unusual equipment to general specifications



- e. assist honours and postgraduate students with their laboratory requirements
 - f. install, repair, provide and demonstrate computer services in laboratories.
8. In administrative positions,
- a. provide financial, policy and planning advice
 - b. service a range of administrative and academic committees, including preparation of agendas, papers, minutes and correspondence
 - c. monitor expenditure against budget in a school or small faculty.
9. In professional positions,
- a. work as part of a research team
 - b. provide a range of library services, including bibliographic assistance, original cataloguing and reader education in library and reference services
 - c. provide counselling services
 - d. undertake a range of computer programming tasks
 - e. provide documentation and assistance to computer users
 - f. analyse less complex user and system requirements.

Level 7

Training Level or Qualifications

1. Persons employed at Level 7 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:
 - a. degree with at least 4 years subsequent relevant experience; or
 - b. extensive experience and management expertise in technical or administrative fields; or
 - c. equivalent combination of relevant experience and/or education/ training.

Occupational Equivalent

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

Level of Supervision

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

Task Level

4. 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 specialised area.

Organisational Knowledge

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



Judgement, Independence & Problem Solving

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

Typical Activities

7. In a library, combine specialist expertise and responsibility for managing library function; in student services, the training and supervision of other professional staff combined with policy development responsibilities which may include research and publication; in technical manager positions, the management of teaching and research facilities for department or school; in research positions, acknowledged expertise in specialised area or a combination of technical management and specialist research.
8. In administrative positions, provide less senior administrative support to relatively small and less complex faculties or equivalent.

Level 8/9

Training Level or Qualifications

1. Persons employed at Level 8/9 shall typically perform duties at a skill level which assumes and requires knowledge or training equivalent to:
 - a. postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience; or
 - b. extensive experience and management expertise; or
 - c. equivalent combination of relevant experience and/or education/ training.

Occupational Equivalent

2. Researcher of national standing; manager; senior school or faculty administrator.

Level of Supervision

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

Task Level

4. Work at this level is likely to require the development of new ways of using a specific body of knowledge which applies to work assignments, or may involve the integration of other specific bodies of knowledge.

Organisational Knowledge

5. 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.



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Judgement, Independence & Problem Solving

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

Typical Activities

7. 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 and specialised unit where significant innovation, initiative and/or judgment are required; 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.