

Mercer Recommended Work Level Standard Descriptors

CONTEMPORARY CLASSIFICATION STRUCTURE FOR TAFE NSW - WORK LEVEL STANDARDS – PROPOSED FACTORS AND LEVEL DESCRIPTORS

DRAFT NOT FOR DISTRIBUTION

Key Definitions

| Factor | Accountability | Task Complexity | Skill and knowledge | Breadth | Context |
|--------------------|---|--|---|---|--|
| Description | This factor defines the nature and extent of the outcomes over which the role has responsibility, including both the direct and indirect impact the role has on the delivery of these outcomes. | This factor examines how complex the role is, and the level of judgement, reasoning and problem solving required: Measurements include: <ul style="list-style-type: none"> • job content – tasks, activities, functions, programs, or projects • characteristics of the subject matter, task or role • the level of interpretation, analysis and evaluation involved • the level of judgement, problem solving and decision making required | This factor looks at the level and type of skills and knowledge gained through a combination of education, training and experience, required to effectively perform the duties of the role. | This factor outlines: <ul style="list-style-type: none"> • the diversity and span of control • the level and type of authority the role has in the organisation • The size of the impact decisions made at this level have | This factor outlines the level of independence the role has and the extent the performance of work is influenced by other factors. |

Levels of supervision

Close supervision

Clear and detailed instructions are provided. Tasks are covered by standard procedures. Deviations 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 independence to rearrange the order work tasks are completed and how they are completed. Guidance on how established procedures can be implemented is provided in instructions. Guidance on how to deal with non-standard circumstances or uncommon issues is provided by a supervisor. Regularity of checking in with a supervisor is selective rather than constant and required.

General direction

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

Broad direction

Direction is provided in terms of broad goals, which may require the employee to organise 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 the achievement of the goals.

Draft Work Level Standards

| Level | Accountability | Task Complexity | Skill and knowledge | Breadth | Context |
|---|---|---|---|--|---|
| <p>TAFE Level 1</p> <p>Roles that complete simple routine tasks and are closely monitored</p> | <p>Roles at this level are generally accountable for:</p> <p>Completing simple routine tasks and exchanging basic information with others. This may include employees in the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Timely completion of own work as instructed by supervisor</p> | <p>Work tasks are easy to understand and are done regularly</p> <p>Tasks are limited in scope and not likely to change over time</p> <p>Tasks are performed according to established guidelines and specific instructions</p> <p>Tasks are mostly manual and follow a logical order</p> <p>Any issues or problems are referred to a supervisor</p> | <p>Roles do not require formal qualifications or work experience prior to commencement</p> <p>Tasks at this level can be learned with a few hours of instruction</p> <p>Basic levels of reading, writing, numeracy and communication are required to understand directions and perform tasks</p> <p>Roles may require a basic level of computer literacy</p> | <p>The focus is on routine, repetitive and mostly manual tasks</p> <p>Work may be seen as incidental work unit's goals</p> <p>Work impacts a small number of stakeholders</p> | <p>Work performed follows documented and clear procedures and guidelines</p> <p>Works under close supervision, with all tasks being subject to review</p> |
| <p>TAFE Level 2</p> <p>Roles that assist business and customer focused support, operational, teaching and learning support or technical tasks and duties, and complete standardised routines and services to meet clearly defined objectives</p> | <p>Roles at this level are generally accountable for:</p> <p>Delivering basic services and exchanging information with others. This may include employees in the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Timely completion of own work as instructed by supervisor</p> <p>May be required to provide simple instructions and communicate basic information to new and/or more junior staff to ensure they understand work procedures and tasks</p> | <p>Work requires completing a range of similar and straightforward tasks which have common goals</p> <p>Tasks are limited in scope but may change slightly over time</p> <p>Tasks are performed in accordance with established guidelines and instructions</p> <p>Roles may slightly rearrange task order as long as work priorities and goals are still achieved</p> <p>Simple problems are resolved by following basic guidelines. More complex problems are referred to a supervisor</p> | <p>Roles require basic factual, technical and procedural knowledge of a defined area of work</p> <p>Roles require basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:</p> <ul style="list-style-type: none"> - undertake defined activities - provide solutions to a limited range of predictable problems <p>Roles require the application of knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters</p> <p>Work can be learned with a few days of instruction and on the job training</p> <p>Roles require a basic level of computer literacy</p> | <p>The focus is on routine and similar tasks</p> <p>Work contributes to the daily operations of the team/work unit</p> <p>Work impacts a small number of stakeholders</p> | <p>Work performed follows documented and clear procedures and guidelines with the role having some opportunity to suggest changes to task order and work practices</p> <p>Routine supervision is provided on standard tasks. Close supervision is provided for more complex or new tasks</p> <p>Roles may perform tasks independently in the short term or make minor changes to the way work is done; however supervisors are required to approve any change</p> |
| <p>TAFE Level 3</p> <p>Roles that are performing business and customer focused support, operational, teaching and learning support or technical tasks and duties and complete standard routines and services to meet clearly defined objectives</p> | <p>Roles at this level are generally accountable for:</p> <p>Delivering basic services and exchanging information with others. This may include employees in and outside the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Organising own work in line with established targets, quality requirements,</p> <p>Effective use of resources provided (e.g. materials, tools)</p> <p>Providing simple directions to new and/or less experienced staff</p> | <p>Work requires performance of a variety of related and connected tasks</p> <p>Tasks are mostly routine and well understood, but may vary from one day to the next</p> <p>Work is performed according to clear guidelines and procedures.</p> <p>Positions may make minor changes to how work is performed</p> <p>Basic problems are solved by following established guidelines and/or using knowledge and skills</p> <p>Typically there is a common theme to the tasks, problems, and stakeholders</p> <p>May identify and suggest ways to improve work processes</p> | <p>Roles require factual, technical, procedural and some theoretical knowledge of a specific area of work.</p> <p>Roles require a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to:</p> <ul style="list-style-type: none"> - complete routine activities - provide and transmit solutions to predictable and sometimes unpredictable problems <p>Roles require the application of knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters</p> <p>Roles require general education standards that combine secondary school education and/or occupational training with limited work experience and/or on-the-job</p> | <p>The focus is on relatively routine but inter-connected tasks within a single area of work performed at a local level</p> <p>Work enables the team/work unit to perform its daily operations and meet client needs</p> <p>Work impacts a small number of stakeholders</p> <p>May provide basic supervision to a small number of employees, where those supervised perform straightforward, routine tasks</p> | <p>Work follows documented and clear procedures and guidelines</p> <p>There is some opportunity to suggest changes to task order, work practices and schedules</p> <p>Role operates fairly independently with regular, routine supervision. Guidance is available for new and complex tasks.</p> <p>Receives detailed direction on unusual or difficult aspects of work</p> |

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| | | | <p>training and relevant skills and experience to an equivalent standard</p> <p>Roles require the knowledge and skills needed to understand and apply work procedures and a basic understanding of the overall work flow i.e. what happens before and after</p> <p>Roles require computer literacy</p> | | |
| <p>TAFE Level 4</p> <p>Role requiring a high level of capability to deliver business and customer focused support, teaching and learning support or technical services to meet clearly defined objectives</p> | <p>Roles at this level are generally accountable for:</p> <p>Delivering services and information to others. This may include employees in and outside the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Work outcomes are achieved through their own efforts or by supervising a small team</p> <p>Communicating with stakeholders to identify their needs and provide information</p> <p>Organising own work and that of any staff supervised following established guidelines and assigned goals</p> <p>Effective use of resources provided (e.g. materials, tools, team members) by self and/or team (where applicable)</p> <p>May assist with the basic development of staff</p> | <p>Work requires performance of a range of related and unrelated, sometimes moderately complex tasks within a specific area of work</p> <p>Work is performed independently according to clear guidelines and procedures.</p> <p>Positions may select from established methods or procedures to accomplish tasks as long as goals are achieved</p> <p>Problems are resolved by considering alternative courses of action or by slightly changing commonly used procedures May provide suggestions to improve work processes</p> | <p>Roles require broad factual, technical and some theoretical knowledge of a specific area or a broad field of work.</p> <p>Roles require a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to:</p> <ul style="list-style-type: none"> • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems <p>Roles require the application of knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters</p> <p>Roles require general education standards that combine secondary school education and/or occupational training with limited work experience and/or on-the-job training and relevant skills and experience to an equivalent standard</p> <p>Roles require knowledge and skills to understand and apply technology and work procedures</p> <p>Work may involve applying a level of accuracy and precision gained through experience</p> <p>Roles may require ability to supervise others</p> | <p>Roles perform a range of diverse tasks within an area of work/areas of work</p> <p>May supervise a small team responsible for the delivery of services</p> <p>Work impacts a moderate number of internal and external stakeholders</p> | <p>Work is performed according to specific instructions or standard operating procedures and guidelines</p> <p>May make minor changes to work schedules or sequences</p> <p>Role operates fairly independently, following general directions. Guidance is available when needed</p> |

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| <p>TAFE Level 5</p> <p>Roles requiring knowledge and experience in a relevant field or technical area to work across a range of tasks within an activity</p> | <p>Roles at this level are generally accountable for:</p> <p>Delivering services and information to others. This may include employees in and outside the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Work outcomes are achieved through their own efforts or by supervising a team</p> <p>Communicating with stakeholders to identify needs, provide information and resolve enquiries in line with TAFE policies</p> <p>Collaborating with other teams to deliver services</p> <p>Determining and monitoring own work program and that of any staff supervised within established guidelines and assigned goals</p> <p>Ensuring effective use of resources provided (e.g. materials, tools, team members) by self and/or team</p> <p>Role may define the standard of service to be provided</p> | <p>Work requires the completion of related and unrelated, moderately complex tasks across several areas of work</p> <p>A range of techniques, methods, knowledge or processes are applied in evaluating a task or problem, developing a plan and carrying out the work within agreed goals</p> <p>Problems are not always routine, and may require some creativity in developing solutions to resolve them. However, solutions implemented must be within established guidelines or supervisor approval is required</p> <p>May recommend and implement suggestions to improve work processes</p> | <p>Roles require technical and theoretical knowledge in a specific area or a broad field of work.</p> <p>Roles require a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse information to complete a range of activities • provide and transmit solutions to sometimes complex problems • transmit information and skills to others <p>Roles require the application of knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters</p> <p>Roles require general education standards that combine tertiary education and/or occupational training with limited work experience and/or on-the-job training and relevant skills and experience to an equivalent standard</p> <p>Roles require knowledge and skills to understand and apply more complex technology, work procedures and workflow</p> <p>Work requires the ability to apply technical, business support, customer support or commercial skills</p> <p>Roles may require ability to supervise others</p> | <p>Roles perform a diverse, often complex range of tasks across several areas of work</p> <p>May supervise a team responsible for delivery of services</p> <p>Work impacts a moderate number of internal and external stakeholders</p> | <p>The role has some independence in achieving agreed goals by balancing day to day priorities and varying the number and order of tasks</p> <p>Role is guided by policy, precedent and professional/occupational standards</p> <p>For supervisory positions, the role may plan rosters and allocate staff within defined guidelines</p> |
| <p>TAFE Level 6</p> <p>Roles requiring advanced knowledge and experience in a relevant field or technical area to work across a range of tasks within an activity/activities</p> | <p>Roles at this level are generally accountable for:</p> <p>Working effectively within a team environment to deliver services to others. This may include employees in and outside the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Work outcomes are achieved through their own efforts or by supervision of a team</p> <p>Communicating with stakeholders to provide information and advice, resolve enquiries, gain cooperation in the administration of defined activities, or to ensure compliance with technical, commercial and business/customer support requirements</p> <p>Coordinating and monitoring the daily</p> | <p>Work requires applying relevant knowledge, skills and experience to achieve defined work goals/outcomes</p> <p>Problems are often unusual, with complex or technical problems requiring some creativity and adaptation of guidelines and procedures to resolve them</p> <p>May recommend and implement changes to improve work processes</p> | <p>Roles require broad theoretical and technical knowledge of a specific area or a broad field of work.</p> <p>Roles require a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse information to complete a range of activities • interpret and transmit solutions to unpredictable and sometimes complex problems • transmit information and skills to others | <p>Roles coordinate the integration of tasks within a particular area of work and/or across several areas of work</p> <p>Work impacts a large number of internal and external stakeholders and requires interaction with other work units</p> <p>May supervise a team of technical, business/customer support or non-professional employees or be a specialist providing services within a specific field</p> | <p>The role works with general direction but may determine the appropriate use of established methods, tasks and scheduling to accomplish goals</p> <p>Roles balance day-to-day priorities and may modify work processes without referring to a supervisor for approval, as long as the changes are within aligned with established procedures and standard practices</p> <p>May be expected to diagnose complex problems and begin problem resolution</p> |

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| | <p>operation of a work area which may include the supervision, assignment of tasks and co-ordination of employees</p> <p>Providing advice based on technical or specialist knowledge and deciding between alternative courses of action</p> | | <p>Roles require the application of knowledge and skills to demonstrate autonomy, judgement and defined responsibility:</p> <ul style="list-style-type: none"> • in contexts that are subject to change • within broad parameters to provide specialist advice and function <p>Roles require general education standards that combine tertiary education and/or occupational training with work experience and/or on-the-job training and relevant skills and experience to an equivalent standard</p> <p>Roles require knowledge and skills to understand and apply the functions, methods, techniques and operations of the work area</p> <p>Work may require the ability to identify and resolve technical/advanced problems</p> <p>Roles may require some experience in supervising others</p> | | |
| <p>TAFE Level 7</p> <p>Roles providing sound advice within their field and/or managing a service or work teams across a range of activities</p> | <p>Roles at this level are generally accountable for:</p> <p>Working effectively within a team environment to deliver services, advice and information to others. This may include employees in and outside the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Work outcomes are achieved through their own efforts or by supervision of a team/teams</p> <p>Communicating with and influencing stakeholders to resolve enquiries and achieve work goals</p> <p>Monitoring and reporting issues which may impact the delivery of services, resolving straightforward issues and reporting outcomes to supervisor</p> <p>Providing specialist input into policy or systems development</p> <p>Contributing to development of staff</p> | <p>Work requires the application of operational, professional or technical expertise to a range of related work areas</p> <p>Work is performed independently within guidelines and/or procedures</p> <p>The position may vary how work is performed within the scope of the occupation or profession</p> <p>Solves unusual and sometimes complex operational problems by analysing alternative courses of action and their implications. This may require interpretation of existing regulations, policies or procedures</p> <p>May be required to modify or adapt techniques or processes within policy or regulatory guidelines</p> <p>May develop and implement operational plans for their area of work, including resource planning and/or developing proposals for resource allocation</p> | <p>Roles require broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice</p> <p>Roles require well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse and evaluate information to complete a range of activities • analyse, generate and transmit solutions to unpredictable and sometimes complex problems • transmit knowledge, skills and ideas to others <p>Roles require the application of knowledge and skills to demonstrate autonomy, well- developed judgement and responsibility:</p> <ul style="list-style-type: none"> • in contexts that require self-directed work. • within broad parameters to provide specialist advice and functions | <p>Roles manage the integration of tasks across different areas of work. These areas of work need to be coordinated with other areas of work and may impact the attainment of key outcomes</p> <p>May supervise one or more teams of technical, business/customer support or professional employees or be a specialist providing services across an entire field</p> <p>Work impacts a large number of internal and external stakeholders and requires interaction with other work units</p> | <p>The role is provided broad direction in terms of objectives, having a high level of independence and autonomy in how the work is completed within broad guidelines</p> <p>Positions may be required to undertake planning of staff, time and material resources in the completion of work goals</p> <p>May be required to certify the quality of work performed or the integrity of the services provided</p> |

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| | | | <p>Roles require general education standards that combine tertiary education and/or occupational training with work experience and/or on-the-job training and relevant skills and experience to an equivalent standard</p> <p>Roles apply established technical, professional, business/customer support or commercial knowledge under the supervision of a more experienced professional</p> <p>Roles may require experience to supervise one or more teams</p> | | |
| <p>TAFE Level 8</p> <p>Roles providing specialist advice within their field and/or managing a service or work teams across a range of activities/areas</p> | <p>Roles at this level are generally accountable for:</p> <p>Contributing to and/or planning, developing and overseeing the delivery of services, advice and information to others. This may include employees in and outside the immediate work unit and/or external stakeholders e.g. customers/students</p> <p>Contributing to the development and implementation of procedures or operational policies, practices and standards within the role's specific area of work</p> <p>Developing staff and influencing others in the achievement of work goals</p> <p>Identifying, analysing, resolving and reporting issues which may impact service delivery</p> | <p>Work requires application of organisation, professional or technical expertise to a diverse range of activities</p> <p>May be required to develop or modify operational methods, policies and practice guided by organisation frameworks, precedents and subject matter</p> <p>Solves unusual and sometimes complex problems by analysing alternative courses of action and their implications. This may require interpretation of existing regulations, policies or procedures</p> <p>May define the standard or service to be delivered and can modify plans to achieve the required outcomes</p> | <p>Roles require broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice</p> <p>Roles require well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse and evaluate information to complete a range of activities • analyse, generate and transmit solutions to unpredictable and sometimes complex problems • transmit knowledge, skills and ideas to others <p>Roles require the application of knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> • in contexts that require self-directed work. • within broad parameters to provide specialist advice and functions <p>Roles require general education standards that combine tertiary education and/or occupational training with substantial work experience and/or on-the-job training and relevant skills and experience to an equivalent standard</p> <p>Roles apply established technical, professional, business/customer support or commercial knowledge</p> <p>Roles understand business plans and strategies, professional bodies of knowledge, commercial and financial practices and how a large, complex organisation is structured and operates</p> | <p>Roles provide advice to others and implement programs impacting a number of Institute areas/units.</p> <p>May supervise and develop one or more teams of technical, business/customer support or professional employees; or be a specialist providing a variety of services which impact across the Institute/s</p> | <p>The role is provided broad direction on the work to be undertaken, and is able to modify or redefine operational practices and procedures within policy, frameworks or regulatory guidelines</p> <p>May be required to resolve more complex operational problems independently</p> |

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| | | | Roles may require experience to supervise one or more teams | | |
| <p>TAFE Level 9</p> <p>Experienced specialists providing advice in a specific field, or leaders of a team or service across a range of activities/organisation areas</p> | <p>Roles at this level are generally accountable for:</p> <p>Planning and coordinating services, advice and information to others. This may include employees in and outside the immediate work unit and/or external stakeholders e.g. customers/students).</p> <p>Developing and implementing changes to programs, practices or standards for their area of responsibility or a specific program of work</p> <p>Managing and developing a team/teams which may include professionals and/or technical experts and/or staff who interact with external stakeholders</p> <p>Managing projects/services/activities within agreed budgets, including the effective allocation of resources, making business/customer support decisions, and resolving conflicts</p> | <p>Work may be specialised and highly complex</p> <p>Frequently solves unusual, sometimes complex problems that require research, analysis and evaluation</p> <p>May develop and/or modify operational policies and plans</p> | <p>Roles require broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice</p> <p>Roles require well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> - analyse and evaluate information to complete a range of activities - analyse, generate and transmit solutions to unpredictable and sometimes complex problems - transmit knowledge, skills and ideas to others <p>Roles require the application of knowledge and skills to demonstrate autonomy, well- developed judgement and responsibility:</p> <ul style="list-style-type: none"> - in contexts that require self-directed work. - within broad parameters to provide specialist advice and functions <p>Roles require general education standards that combine tertiary education and/or occupational training with substantial work experience and/or on-the-job training and relevant skills and experience to an equivalent standard</p> <p>Roles apply advanced technical, professional, business/customer support or commercial knowledge</p> <p>Work may require management capability</p> <p>Roles understand and interpret business plans and strategies, professional bodies of knowledge, commercial and financial practices and know how a large, complex organisation is structured and operates</p> <p>Knowledge of key policies, precedents and practices, or project requirements that demand ideas, evaluation of alternatives and the generation of solutions</p> | <p>Roles develop and/or review business/customer support and/or operational processes and standards which impact a large range of stakeholders</p> <p>May manage one or more teams; or be a specialist providing services which have a significant impact across the Institute/s</p> | <p>The role works independently within broad guidelines</p> <p>The role defines the standard of service in their area of work, and may influence policies and procedures in order to attain this standard</p> <p>Guidance is provided for aspects of work involving new techniques or relate to areas outside the role's normal span of activity</p> |

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| TAFE Level 10 Recognised specialists providing high-level and/or complex advice in a professional field or technical area, and/or leading a team(s) or service | <p>Roles at this level are generally accountable for:</p> <p>Planning, developing and managing the delivery of significant services, projects, programs and/or providing expert, specialised advice to senior internal and external stakeholders</p> <p>Contributing to the development and implementation of Institute objectives, policies and programs</p> <p>Managing implementation and on-going monitoring of systems, processes and practices</p> <p>Managing, motivating and developing employees and teams to achieve work goals and/or is a recognised reference point in relation to policy, precedent, methods and resolution of problems</p> <p>Managing/overseeing the operational performance, delegation, resource allocation and forward planning of a work unit or project</p> <p>Influencing and persuading others in the achievement of difficult objectives; which may involve conflict resolution</p> <p>Allocating and monitoring use of resources, including delivery of external services, within agreed budgets</p> <p>Monitoring, evaluating and reporting on performance in the delivery of customer service</p> | <p>Work is highly specialised and complex</p> <p>Solves a diverse range of complex problems where little precedent exists, and resolution of problems requires creative and analytical thinking</p> <p>May develop and/or modify operational policies and plans within the context of established organisation policies</p> <p>May deal with different client groups, diverse issues or need to engage a range of stakeholders with different priorities</p> <p>May identify, communicate and mitigate risk</p> | <p>Roles require broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice</p> <p>Roles require well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> - analyse and evaluate information to complete a range of activities - analyse, generate and transmit solutions to unpredictable and sometimes complex problems - transmit knowledge, skills and ideas to others <p>Roles require the application of knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> - in contexts that require self-directed work. - within broad parameters to provide specialist advice and functions <p>Roles require general education standards that combine tertiary education and/or occupational training with substantial work experience and/or on-the-job training and relevant skills and experience to an equivalent standard</p> <p>Roles at this level require well developed skills in a specialised field</p> <p>Work may require management experience including instructing staff and reviewing quality of work</p> <p>Requires the ability and experience to interpret and implement business plans and strategies, evaluate alternatives and develop and implement solutions in a large, complex organisation</p> | <p>Roles coordinate different areas of work to deliver outcomes which impact a large range of stakeholders</p> <p>Work may extend beyond the immediate work unit environment and may have a lasting impact on the work of others</p> <p>The modification or development of methods, guidelines or policies may affect the role itself, or the way work is performed by others</p> <p>The role may have substantial management responsibility for diverse areas of work and/or employees; or, be a specialist providing services/advice which impact across the Institute/s</p> | <p>The role works independently within broad policy objectives/guidelines</p> <p>The role may design and establish protocols and work practices, and facilitate changes in service in order to achieve objectives.</p> <p>May be an specialist reference point for others</p> |



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