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Sent: Thursday, 4 August 2016 3:58 PM
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Subject: State reference public sector transitional award modernisation – AM2013/32 and others – Victorian Public Service Grouping

Dear parties,

I refer to the final draft *Victorian Public Service Award 2015* filed by the State of Victoria after consultation with the interested parties. As foreshadowed in my email of 29 July, I confirm that the Full Bench has reviewed the draft award.

Annual leave

The Vice President has requested that I ask the parties whether they object to the changes from the Full Bench decisions concerning annual leave being incorporated in the award. The decisions are:

24 June 2016 [Full Bench Decision - \[2016\] FWCFB 3953](#) (the June decision)

23 May 2016 [Full Bench Decision - \[2016\] FWCFB 3177](#) (the May decision)

The changes are set out in Attachment 2 to the May decision and Attachment C to the June decision.

Attached is a proposed replacement of clause 20 of the draft VPS Award. Please note that in accordance with paragraphs [83]-[88] of the May decision, clause 20.9 will not come into operation until 12 months after the award commences.

Wages and allowances

I have also attached a marked up version of the draft VPS Award to incorporate wages and allowances that have been updated in accordance with the *Annual Wage Review decision 2015–16*. These can be seen in red text.

Could you please advise chambers if you have any objections to the abovementioned changes being made to the draft award.

Please contact me if you have any queries.

Regards,

Ingrid Fraser
Associate to Vice President Watson

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20. Annual leave (draft as at 22 July 2016)

20.1 Annual leave is provided for in the NES. Casual employees are not entitled to paid annual leave.

20.2 For the purposes of this award, 20 days of annual leave under the NES equates to 152 hours for full-time employees covered by this Award.

20.3 Additional leave for shiftworkers

(a) A shiftworker, for the purposes of the NES, is an employee who:

- (i) works their ordinary hours in accordance with the rostered ordinary duty provisions specified in clause 19—Shiftwork; and
- (ii) is rostered for at least ten Sundays during the annual leave accrual year.

(b) A shiftworker who is rostered less than ten Sundays during the annual leave accrual year, is entitled to additional leave at the rate of 1/10th of a working week in respect of each Sunday so rostered.

20.4 Additional leave for Child Protection Practitioners

(a) The provisions of this clause apply to employees who work within direct service capacity within Regional Child Protection Services or Regional Placement Co-ordination Services or Secure Welfare Services or as Court Officers (non-legal) in the Court Advocacy Unit.

(b) The employer must grant an additional five days leave to Child Protection Practitioners in Grades 2, 3 and 4 in the following circumstances:

- (i) a Child Protection Practitioner who accrues more than 152 hours combined time in lieu or overtime; or
- (ii) a Rural Child Protection Practitioner who participates in the Rural After Hours Child Protection Service who accrues more than 76 hours combined time in lieu or overtime,

provided that the time in lieu and overtime must relate to actual hours worked, but does not include time accrued while on stand-by.

(c) Child Protection Practitioners in Grades 5 and 6 who participate in the Rural After Hours Child Protection Service are able to access an additional five days leave when they accrue more than 76 hours of time in lieu or overtime from actual hours worked on “call outs”.

20.5 Annual leave loading

(a) Each employee will be entitled to be paid in addition to his or her salary, the greater of the following two amounts:

- (i) an allowance at the rate of 17.5% of the employee's ordinary salary (excluding overtime and allowances) for the period of annual leave; or
- (ii) an allowance equal to any additional payments to which an employee would be entitled under this award for shift, Saturday or Sunday duty

which the employee would be required to perform if he or she were not proceeding on annual leave.

- (b) The maximum allowance payable under clause 20.5(a) will not exceed an amount calculated in respect of a salary of **\$72,352** (170.58% of the standard rate).

20.6 Taking annual leave

Annual leave entitlements must be taken by the end of the calendar year following the calendar year in which they accrued. By agreement between the employer and the employee, leave may be deferred beyond that date.

20.7 Excessive leave accruals: general provision

NOTE: Clauses 20.7 to 20.9 contain provisions, additional to the National Employment Standards, about the taking of paid annual leave as a way of dealing with the accrual of excessive paid annual leave. See Part 2.2, Division 6 of the Fair Work Act.

- (a) An employee has an **excessive leave accrual** if the employee has accrued more than 8 weeks' paid annual leave (or 10 weeks' paid annual leave for a shiftworker, as defined by clause 20.3).
- (b) If an employee has an excessive leave accrual, the employer or the employee may seek to confer with the other and genuinely try to reach agreement on how to reduce or eliminate the excessive leave accrual.
- (c) Clause 20.8 sets out how an employer may direct an employee who has an excessive leave accrual to take paid annual leave.
- (d) Clause 20.9 sets out how an employee who has an excessive leave accrual may require an employer to grant paid annual leave requested by the employee.

20.8 Excessive leave accruals: direction by employer that leave be taken

- (a) If an employer has genuinely tried to reach agreement with an employee under clause 20.7(b) but agreement is not reached (including because the employee refuses to confer), the employer may direct the employee in writing to take one or more periods of paid annual leave.
- (b) However, a direction by the employer under paragraph (a):
 - (i) is of no effect if it would result at any time in the employee's remaining accrued entitlement to paid annual leave being less than 6 weeks when any other paid annual leave arrangements (whether made under clause 20.7, 20.8 or 20.9 or otherwise agreed by the employer and employee) are taken into account; and
 - (ii) must not require the employee to take any period of paid annual leave of less than one week; and
 - (iii) must not require the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the direction is given; and
 - (iv) must not be inconsistent with any leave arrangement agreed by the employer and employee.

- (c) The employee must take paid annual leave in accordance with a direction under paragraph (a) that is in effect.
- (d) An employee to whom a direction has been given under paragraph (a) may request to take a period of paid annual leave as if the direction had not been given.

NOTE 1: Paid annual leave arising from a request mentioned in paragraph (d) may result in the direction ceasing to have effect. See clause 20.8(b)(i).

NOTE 2: Under section 88(2) of the Fair Work Act, the employer must not unreasonably refuse to agree to a request by the employee to take paid annual leave.

20.9 Excessive leave accruals: request by employee for leave

- (a) Clause 20.9 comes into operation from XX July 2017.
- (b) If an employee has genuinely tried to reach agreement with an employer under clause 20.7(b) but agreement is not reached (including because the employer refuses to confer), the employee may give a written notice to the employer requesting to take one or more periods of paid annual leave.
- (c) However, an employee may only give a notice to the employer under paragraph (b) if:
 - (i) the employee has had an excessive leave accrual for more than 6 months at the time of giving the notice; and
 - (ii) the employee has not been given a direction under clause 32.7(a) that, when any other paid annual leave arrangements (whether made under clause 20.7, 20.8 or 20.9 or otherwise agreed by the employer and employee) are taken into account, would eliminate the employee's excessive leave accrual.
- (d) A notice given by an employee under paragraph (b) must not:
 - (i) if granted, result in the employee's remaining accrued entitlement to paid annual leave being at any time less than 6 weeks when any other paid annual leave arrangements (whether made under clause 20.7, 20.8 or 20.9 or otherwise agreed by the employer and employee) are taken into account; or
 - (ii) provide for the employee to take any period of paid annual leave of less than one week; or
 - (iii) provide for the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the notice is given; or
 - (iv) be inconsistent with any leave arrangement agreed by the employer and employee.
- (e) An employee is not entitled to request by a notice under paragraph (b) more than 4 weeks' paid annual leave (or 5 weeks' paid annual leave for a shiftworker, as defined by clause 20.3) in any period of 12 months.

- (f) The employer must grant paid annual leave requested by a notice under paragraph (b).

20.10 Annual leave in advance

- (a) An employer and employee may agree in writing to the employee taking a period of paid annual leave before the employee has accrued an entitlement to the leave.
- (b) An agreement must:
 - (i) state the amount of leave to be taken in advance and the date on which the leave is to commence; and
 - (ii) be signed by the employer and employee and, if the employee is under 18 years of age, by the employee's parent or guardian.

Note: An example of the type of agreement required by clause 20.10 is set out at Schedule R. There is no requirement to use the form of agreement set out at Schedule R.

- (c) The employer must keep a copy of any agreement under clause 20.10 as an employee record.
- (d) If, on the termination of the employee's employment, the employee has not accrued an entitlement to all of a period of paid annual leave already taken in accordance with an agreement under clause 20.10, the employer may deduct from any money due to the employee on termination an amount equal to the amount that was paid to the employee in respect of any part of the period of annual leave taken in advance to which an entitlement has not been accrued.

20.11 Cashing out of annual leave

- (a) Paid annual leave must not be cashed out except in accordance with an agreement under clause 20.11.
- (b) Each cashing out of a particular amount of paid annual leave must be the subject of a separate agreement under clause 20.11.
- (c) An employer and an employee may agree in writing to the cashing out of a particular amount of accrued paid annual leave by the employee.
- (d) An agreement under clause 20.11 must state:
 - (i) the amount of leave to be cashed out and the payment to be made to the employee for it; and
 - (ii) the date on which the payment is to be made.
- (e) An agreement under clause 20.11 must be signed by the employer and employee and, if the employee is under 18 years of age, by the employee's parent or guardian.
- (f) The payment must not be less than the amount that would have been payable had the employee taken the leave at the time the payment is made.
- (g) An agreement must not result in the employee's remaining accrued entitlement to paid annual leave being less than 4 weeks.

- (h) The maximum amount of accrued paid annual leave that may be cashed out in any period of 12 months is 2 weeks.
- (i) The employer must keep a copy of any agreement under clause 20.11 as an employee record.

NOTE 1: Under section 344 of the Fair Work Act, an employer must not exert undue influence or undue pressure on an employee to make, or not make, an agreement under clause 20.11.

NOTE 2: Under section 345(1) of the Fair Work Act, a person must not knowingly or recklessly make a false or misleading representation about the workplace rights of another person under clause 20.11.

NOTE 3: An example of the type of agreement required by clause 20.11 is set out at Schedule S. There is no requirement to use the form of agreement set out at Schedule S.

...

Schedule R—Agreement to Take Annual Leave in Advance

Name of employee: _____

Name of employer: _____

The employer and employee agree that the employee will take a period of paid annual leave before the employee has accrued an entitlement to the leave:

The amount of leave to be taken in advance is: ____ hours/days

The leave in advance will commence on: ____/____/20____

Signature of employee: _____

Date signed: ____/____/20____

Name of employer
representative: _____

Signature of employer
representative: _____

Date signed: ____/____/20____

[If the employee is under 18 years of age - include:]

I agree that:

if, on termination of the employee's employment, the employee has not accrued an entitlement to all of a period of paid annual leave already taken under this agreement, then the employer may deduct from any money due to the employee on termination an amount equal to the amount that was paid to the employee in respect of any part of the period of annual leave taken in advance to which an entitlement has not been accrued.

Name of parent/guardian: _____

Signature of parent/guardian: _____

Date signed: ____/____/20____

Schedule S—Agreement to Cash Out Annual Leave

Name of employee: _____

Name of employer: _____

The employer and employee agree to the employee cashing out a particular amount of the employee's accrued paid annual leave:

The amount of leave to be cashed out is: ____ hours/days

The payment to be made to the employee for the leave is: \$_____ subject to deduction of income tax/after deduction of income tax (strike out where not applicable)

The payment will be made to the employee on: ____/____/20____

Signature of employee: _____

Date signed: ____/____/20____

Name of employer representative: _____

Signature of employer representative: _____

Date signed: ____/____/20____

Victorian Public Service Award 2015

Include if the employee is under 18 years of age:

Name of parent/guardian: _____

Signature of parent/guardian: _____

Date signed: ____/____/20____

Victorian Public Service Award 2015

Table of Contents

Part 1— Application and Operation of Award	3
1. Title and commencement	3
2. Definitions and interpretation.....	3
3. The National Employment Standards and this award	4
4. Coverage.....	4
5. Award flexibility	4
Part 2— Types of Employment and Termination of Employment.....	6
6. Types of employment.....	6
7. Termination of employment.....	7
Part 3— Minimum Wages and Related Matters	8
8. Classifications and Minimum Wages.....	8
9. Supported wage system.....	22
10. School-based apprentices	22
11. National training wage	22
12. Allowances	22
13. Accident pay.....	25
14. Payment of wages.....	25
15. Superannuation.....	26
Part 4— Hours of Work and Related Matters.....	27
16. Hours of work.....	27
17. Overtime.....	27
18. Meal breaks	29
19. Shiftwork	29
Part 5— Leave and Public Holidays	31
20. Annual leave.....	31
21. Personal/carer’s leave and compassionate leave	36
22. Parental leave	36
23. Family violence leave.....	37
24. Community service leave	38
25. Public holidays	38
26. Cultural and ceremonial leave	39
27. Infectious diseases/dangerous medical conditions	39

Part 6— Consultation and Dispute Resolution	39
28. Consultation regarding major workplace change	39
29. Dispute resolution	41
Schedule A —VPS Grade Descriptors	42
Schedule A .2—VPS Grade Descriptors and Value Range Standard Descriptors	47
Schedule B —Legal grade and value range descriptions	62
Schedule C — Speech Therapists, Social Workers, Psychologists/Guidance Officers and Related Professions (Allied Health) Grade and Value Range Descriptors	69
Schedule D —Science Grade and Value Range Descriptors.....	72
Schedule E —Custodial Officer Classification Descriptors	77
Schedule F —Child Protection Practitioner - Child Protection Practitioner Stream - Classifications and Standard Descriptors.....	84
Schedule G —Child Protection Practitioner - Children, Youth and Families Stream - Classifications and Standard Descriptors.....	92
Schedule H —Youth Justice Custodial Career Structure Classifications and Standard Descriptors.....	101
Schedule I —Housing Officer/Housing Customer Services Officer	106
Schedule J —Forensic Officer Work Level Descriptors	110
Schedule K —Nursing Employees	117
Schedule L —Disability Services Classification Definitions	128
Schedule M —Forestry Field Workers	163
Schedule N —Supported Wage System	168
Schedule O —School-based Apprentices	171
Schedule P —National Training Wage	172
Appendix P1: Allocation of Traineeships to Wage Levels	179

Part 1—Application and Operation of Award

1. Title and commencement

- 1.1 This award is the *Victorian Public Service Award 2015*.
- 1.2 This award commences on [insert date] and replaces the *Victorian Public Service Award 2005*, the *Department of Human Services (Nurses) Award 2002*, the *Victorian Health and Community Services (Psychiatric, Disability and Alcohol and Drug Services) Award 2003* and the *Australian Workers Union (Victorian Public Service) Award 2001*.
- 1.3 The monetary obligations imposed on employers by this award may be absorbed into overaward payments. Nothing in this award requires the employer to maintain or increase any overaward payment.
- 1.4 The making of this award is not intended to result in a reduction in the take-home pay of employees covered by the award. On application by or on behalf of an employee who suffers a reduction in take-home pay as a result of the making of this award, the Fair Work Commission may make any order it considers appropriate to remedy the situation.

2. Definitions and interpretation

- 2.1 In this award, unless the contrary intention appears:

Act means the *Fair Work Act 2009* (Cth);

adult apprentice means an apprentice who is 21 years of age or over at the commencement of their apprenticeship;

apprentice means an employee who is bound by a contract of training registered with the appropriate State or Territory training authority;

defined benefit member has the meaning given by the *Superannuation Guarantee (Administration) Act 1992* (Cth);

employee means an employee of the State of Victoria employed pursuant to Division 4 of Part 3 or Division 3 of Part 6 of the *Public Administration Act 2004* (Vic);

employer means the State of Victoria acting through its servant who, for the purposes of this award, is the relevant public service body head in respect of the public service body in which the employee is employed;

exempt public sector superannuation scheme has the meaning given by the *Superannuation Industry (Supervision) Act 1993* (Cth);

MySuper product has the meaning given by the *Superannuation Industry (Supervision) Act 1993* (Cth);

NES means the National Employment Standards as contained in sections 59 to 118, and 123 to 131 of the Act, as they apply subject to s.30H of the Act;

public service body and **public service body head** have the meaning given by the *Public Administration Act 2004* (Vic);

salary means the wage or salary rate, including all on-going progression payments, which an employee receives in the normal course of his or her duty, provided that Salary does not include any payment for overtime, shiftwork, stand-by, travelling allowance, incidental expenses or any payment of a temporary character;

standard rate means the minimum annual rate applicable to VPS Grade 2, Value range 2.1 in clause 8—Classifications and Minimum Wages;

Victorian Referral means the *Fair Work (Commonwealth Powers) Act 2009* (Vic), or such other Act of the Victorian Parliament which replaces that Act, as amended from time to time.

3. The National Employment Standards and this award

- 3.1** The National Employment Standards (NES) and this award contain the minimum conditions of employment for employees covered by this award.
- 3.2** Where this award refers to a condition of employment provided for in the NES, the NES definition applies.
- 3.3** The employer must ensure that copies of this award and the NES are available to all employees to whom they apply, either on a noticeboard which is conveniently located at or near the workplace or through electronic means, whichever makes them more accessible.
- 3.4** Both the NES and this award only apply to the extent that legislative power in relation to a particular matter is referred to the Commonwealth Parliament by the Victorian Referral.

4. Coverage

- 4.1** This award covers:
 - (a)** the employer, in respect of its employment of the employees;
 - (b)** the employees, in respect of each employee's employment by the employer.
- 4.2** This award does not cover:
 - (a)** employees who are employed under the *Education and Training Reform Act 2006* (Vic), or any successor legislation;
 - (b)** employees excluded from award coverage by the Act; or
 - (c)** a locally engaged employee in an overseas office/work location.

5. Award flexibility

- 5.1** Notwithstanding any other provision of this award, the employer and an individual employee may agree to vary the application of certain terms of this award to meet the genuine individual needs of the employer and the individual employee. The terms the

employer and the individual employee may agree to vary the application of are those concerning:

- (a) arrangements for when work is performed;
- (b) overtime rates;
- (c) penalty rates;
- (d) allowances; and
- (e) leave loading.

5.2 The employer and the individual employee must have genuinely made the agreement without coercion or duress. An agreement under this clause can only be entered into after the individual employee has commenced employment with the employer.

5.3 The agreement between the employer and the individual employee must:

- (a) be confined to a variation in the application of one or more of the terms listed in clause 5.1; and
- (b) result in the employee being better off overall at the time the agreement is made than the employee would have been if no individual flexibility agreement had been agreed to.

5.4 The agreement between the employer and the individual employee must also:

- (a) be in writing, name the parties to the agreement and be signed by the employer and the individual employee and, if the employee is under 18 years of age, the employee's parent or guardian;
- (b) state each term of this award that the employer and the individual employee have agreed to vary;
- (c) detail how the application of each term has been varied by agreement between the employer and the individual employee;
- (d) detail how the agreement results in the individual employee being better off overall in relation to the individual employee's terms and conditions of employment; and
- (e) state the date the agreement commences to operate.

5.5 The employer must give the individual employee a copy of the agreement and keep the agreement as a time and wages record.

5.6 Except as provided in clause 5.4(a) the agreement must not require the approval or consent of a person other than the employer and the individual employee.

5.7 The employer seeking to enter into an agreement must provide a written proposal to the employee. Where the employee's understanding of written English is limited the employer must take measures, including translation into an appropriate language, to ensure the employee understands the proposal.

5.8 The agreement may be terminated:

- (a) by the employer or the individual employee giving 13 weeks' notice of termination, in writing, to the other party and the agreement ceasing to operate at the end of the notice period; or
- (b) at any time, by written agreement between the employer and the individual employee.

Note: If any of the requirements of s.144(4), which are reflected in the requirements of this clause, are not met then the agreement may be terminated by either the employee or the employer, giving written notice of not more than 28 days (see s.145 of the *Fair Work Act 2009* (Cth)).

- 5.9** The right to make an agreement pursuant to this clause is in addition to, and is not intended to otherwise affect, any provision for an agreement between the employer and an individual employee contained in any other term of this award.

Part 2—Types of Employment and Termination of Employment

6. Types of employment

6.1 Basis of employment

- (a) Employees under this award will be employed in one of the following categories:
 - (i) full-time;
 - (ii) part-time; or
 - (iii) casual.
- (b) Employees may be engaged on a fixed term basis.
- (c) Employees may be engaged on a probationary basis.

6.2 Notice of engagement

- (a) At the time of engagement the employer will advise the employee in writing of the conditions of engagement, including:
 - (i) the basis of employment;
 - (ii) whether a probationary period applies and, if so, the duration of the probationary period;
 - (iii) if engaged as a fixed term employee, the specific term of the engagement; and
 - (iv) the instruments governing the employee's terms and conditions of employment.

6.3 Full-time employment

A full-time employee is one who is engaged to work the hours set out in clause 16.

6.4 Part-time employment

- (a) Provisions relating to salary, leave and all other entitlements contained within this award, will apply to part-time employees on a pro rata basis.
- (b) Payment for part-time employment must be for not less than three consecutive hours in any day worked except:
 - (i) where the employee works from home by agreement with the employer; or
 - (ii) in exceptional circumstances.
- (c) Part-time employment must be worked only by agreement between the employee and the employer, where that agreement includes:
 - (i) an agreed roster specifying the days in each fortnight on which the employee will work, the hours of those days upon which the employee will work, and the number of hours the employee will work on each day worked; and
 - (ii) agreed processes for the variation of hours of work.
- (d) Such agreed rostered hours will be considered the employee's ordinary hours.

6.5 Casual employment

- (a) A casual employee is an employee engaged and paid as a casual employee.
- (b) Employees employed on a casual basis will receive a loading of 25% as compensation in lieu of any entitlement to the following benefits: public holidays, annual leave and leave loading, paid personal/carer's leave, paid parental leave, paid compassionate leave, jury service, accident make-up pay and defence forces leave.
- (c) Payment for work performed by a casual employee will be for not less than three consecutive hours in any day worked except:
 - (i) where the employee works from home by agreement with the employer; or
 - (ii) in exceptional circumstances.
- (d) Except as expressly provided for, all other provisions of this award apply to casual employees.

6.6 Fixed term employment

The employer may employ persons on fixed term basis for a specific task or period of time.

7. Termination of employment

7.1 Notice of termination

Notice of termination is provided for in the NES.

7.2 Notice of termination by an employee

The notice of termination required to be given by an employee is the same as that required of the employer except that there is no requirement on the employee to give additional notice based on the age of the employee concerned. If an employee fails to give the required notice, the employer may withhold from any money due to the employee on termination under this award or the NES, an amount not exceeding the amount the employee would have been paid under this award in respect of the period of notice required by this clause less any period of notice actually given by the employee.

7.3 Job search entitlement

Where the employer has given notice of termination to an employee, an employee must be allowed up to one day's time off without loss of pay for the purpose of seeking other employment. The time off is to be taken at times that are convenient to the employee after consultation with the employer.

Part 3—Minimum Wages and Related Matters

8. Classifications and Minimum Wages

8.1 Employees will be employed under one of the following classification structures:

Classification Structure	Clause	Table
Victorian Public Service	8.2	1
<i>Occupational classification structures:</i>		
Legal Officer	8.3	2
Allied Health Officer	8.4	3
Scientific Officer	8.5	4
Custodial Officer	8.6	5
Child Protection Practitioner:	8.7	
- Child Protection Practitioner		6
- Children, Youth and Families		7
Youth Justice Worker	8.8	8
Housing Services Officer and Housing Customer Services Officer	8.9	9
Sheriff's Officer	8.10	10
Community Corrections Officer	8.11	11
Fisheries Officer	8.12	12
Forensic Officer	8.13	13
Nursing Employee	8.14	14

Classification Structure	Clause	Table
Disability Services Employee:	8.15	
- Disability Development and Support Officer		15
- Trades and Support Services		16
Forestry Field worker	8.16	17

- (a) Employees will be employed within the Victorian Public Service classification structure set out in Table 1 below, unless the nature and characteristics of the work meets the definition of an occupational category as set out in clauses 8.3 to 8.16.
- (b) Employees will be appointed to a Grade and Value Range, or to a specified classification, based on work requirements, in accordance with the Grade Standard Descriptors and the Classification and Value Range Standard Descriptors in Schedule A to Schedule M as appropriate.
- (c) Employees and/or positions can move between Value Ranges if applicable. Movement between the Value Ranges can occur following a job resizing review. The review process includes an assessment by the employer of the work the employer requires to be undertaken and the performance of that work by the employee. These are assessed against the benchmarks specified in the Classification and Value Range Standard Descriptors in Schedule A to Schedule M, as appropriate.

8.2 Victorian Public Service classification structure

The Victorian Public Service (VPS) classification structure is set out in Table 1 below. The VPS Grade and Value Range Descriptions set out in Schedule A apply.

Table 1—Victorian Public Service (VPS) classification structure

VPS Structure	Value range	Salary (\$ Min)	Salary (\$ Max)
Grade 1	1.1	36,515	41,235
Grade 2	2.1	42,415	47,452
	2.2	48,219	52,822
Grade 3	3.1	53,883	59,195
	3.2	60,256	64,505
Grade 4	4.1	65,687	73,948
Grade 5	5.1	75,129	82,565
	5.2	82,566	90,001
Grade 6	6.1	91,180	105,873
	6.2	105,874	120,566

VPS Structure	Value range	Salary (\$ Min)	Salary (\$ Max)
Senior Technical Specialist	7.1	122,310	136,473
	7.2	136,474	150,633
	7.3	150,634	164,795

8.3 Legal Officer structure

- (a) The Legal Officer structure is set out in the Table 2 below. The salary minimums referred to in this table are referenced against Table 1. The Legal Grade and Value Range Descriptors set out in Schedule B apply.
- (b) Solicitor 1 advances to Solicitor 2 after 12 months or sooner if performing work at higher level, subject to meeting agency performance standards.

Table 2—Legal Officer structure

Legal Officer structure	Value range	Salary Minimum
Articled Clerk		\$46,130
Solicitor 1	1.1	\$50,848
Solicitor 2	2.1	Base of VPS Grade 3 Value Range 1
	2.2	Base of VPS Grade 3 Value Range 2
Solicitor 3	3	Base of VPS Grade 4
Senior Solicitor	SS.1	Base of VPS Grade 5, Value Range 1
	SS.2	Base of VPS Grade 5, Value Range 2
Principal Solicitor	PS.1	Base of VPS Grade 6, Value Range 1
	PS.2	Base of VPS Grade 6, Value Range 2
VPS Senior Technical Specialist	STS	VPS Senior Technical Specialist

8.4 Allied Health structure

The Allied Health structure is set out in the table below. The salary minimums referred to in this table are referenced against Table 1. The Speech Therapists, Social Workers, Psychologists/Guidance Officers and Related Professions (Allied Health) Grade and Value Range Descriptors set out in Schedule C apply.

Table 3—Allied Health structure

Allied Health structure	Value range	Salary Minimum
Allied Health 1	1.1	Base of VPS Grade 2, Value Range 1

Allied Health structure	Value range	Salary Minimum
Allied Health 2	2.1	Base of VPS Grade 2, Value Range 2
	2.2	Base of VPS Grade 3 Value Range 1
	2.3	Base of VPS Grade 3 Value Range 2
Allied Health 3	3.1	Base of VPS Grade 4
Allied Health 4	4.1	Base of VPS Grade 5, Value Range 1
	4.2	Base of VPS Grade 5, Value Range 2
VPS Grade 6	G.6	VPS Grade 6
VPS Senior Technical Specialist	STS	VPS Senior Technical Specialist

8.5 Science structure

The Science structure is set out in the table below. The salary minimums referred to in this table are referenced against Table 1. The Science Grade and Value Range Descriptors set out in Schedule D apply.

Table 4—Science structure

Science structure	Value range	Salary Minimum
Science A	A.1	Base of VPS Grade 2, Value Range 2
	A.2	Base of VPS Grade 3, Value Range 1
	A.3	Base of VPS Grade 3, Value Range 2
Science B	B.1	Base of VPS Grade 4
Science C	C.1	Base of VPS Grade 5, Value Range 1
	C.2	Base of VPS Grade 5, Value Range 2
Science D	D.1	Base of VPS Grade 6, Value Range 1
	D.2	Base of VPS Grade 6, Value Range 2
VPS Senior Technical Specialist	STS	VPS Senior Technical Specialist

8.6 Custodial Officers structure

The Custodial Officers structure is set out in the table below. The salaries referred to in this table are referenced against Table 1 (salaries relate to 76 hour fortnight). The Custodial Officer Classification Descriptors set out in Schedule E apply.

Table 5—Custodial Officers (COG) structure

COG structure	Salary (Min)	Salary (Max)
COG 1 Trainee	\$41,868	
COG 2A Prison Officer	Base of VPS Grade 2, Value Range 1	\$53,149
COG 2B Prison officer	Base of VPS Grade 3, Value Range 1	\$61,646
COG 3 Senior Prison Officer / Industry Officer	\$62,709	\$67,389
COG 4 Operations Manager / Industry Supervisor	\$68,767	Top of VPS Grade 5, Value Range 1
COG 5 General Manager	Base of VPS Grade 5, Value Range 2	Top of VPS Grade 6, Value Range 1
COG 6 Senior General Manager	Base of VPS Grade 6, Value Range 2	Top of VPS Grade 6, Value Range 2

8.7 Child Protection Practitioner structure

The Child Protection Practitioner structure and its two streams (Child Protection Practitioner and Children, Youth and Families) are set out in the tables below. The salaries referred to in these tables are referenced against Table 1. The Child Protection Practitioner stream Classifications and Standard Descriptors are set out in Schedule F. The Children, Youth and Families stream Classifications and Standard Descriptors are set out in Schedule G.

Table 6—Child Protection Practitioner (CPP) stream

CPP Structure	Value range	Salary (Min)	Salary (Max)
CPP Grade 2	2.1	\$42,803	Top of VPS Grade 2, Value Range 2
CPP Grade 3	3.1	Base of VPS Grade 3, Value Range 1	Top of VPS Grade 3, Value Range 2
CPP Grade 4	4.1	Base of VPS Grade 4, Value Range 1	Top of VPS Grade 4, Value Range 2
CPP Grade 5	5.1	Base of VPS Grade 5, Value Range 1	Top of VPS Grade 5, Value Range 1
	5.2	Base of VPS Grade 5, Value Range 2	Top of VPS Grade 5, Value Range 2
CPP Grade 6	6.1	Base of VPS Grade 6, Value Range 1	Top of VPS Grade 6, Value Range 1

CPP Structure	Value range	Salary (Min)	Salary (Max)
	6.2	Base of VPS Grade 6, Value Range 2	Top of VPS Grade 6, Value Range 2

Table 7—Children, Youth and Families (CYF) stream

CYF Structure	Value range	Salary (Min)	Salary (Max)
CYF Grade 1	1.1	\$41,059	\$49,392
CYF Grade 2	2.1	\$49,521	\$60,804
CYF Grade 3	3.1	\$62,538	\$70,345
CYF Grade 4	4.1	\$71,192	\$78,551
CYF Grade 5	5.1	\$78,553	Top of VPS Grade 5, Value Range 1
	5.2	Base of VPS Grade 5, Value Range 2	Top of VPS Grade 5, Value Range 2
CYF Grade 6	6.1	Base of VPS Grade 6, Value Range 1	Top of VPS Grade 6, Value Range 1
	6.2	Base of VPS Grade 6, Value Range 2	Top of VPS Grade 6, Value Range 2

8.8 Youth Justice Worker structure

The Youth Justice Worker structure is set out in the table below. The Youth Justice Career Structure Classifications and Standard Descriptors set out in Schedule H apply.

Table 8—Youth Justice Worker (YJW) structure

YJW Structure	Value range	Salary (\$ Min)	Salary (\$ Max)
YJW Grade 1	1.1	42,602	52,574
YJW Grade 2	2.1	53,623	60,979
YJW Grade 3	3.1	62,022	68,598
YJW Grade 4	4.1	69,369	78,090
YJW Grade 5	5.1	78,207	81,759
	5.2	81,966	89,312
YJW Grade 6	6.1	90,480	93,197
	6.2	105,000	119,518

8.9 Housing Services Officer and Housing Customer Services Officer structures

The Housing Services Officer and Housing Customer Services Officer structures are set out in the table below. The salaries referred to in this table are referenced against Table 1. The Housing Services Officer Classification Descriptors set out in Schedule I apply.

Table 9—Housing Services Officer (HSO) and Housing Customer Services Officer (HCSO) structure

HSO and HCSO Structure	Value range	Salary (Min)	Salary (Max)
HSO 1	1.1	Base of VPS Grade 2 Value Range 1	
HSO 2	2.1	Base of VPS Grade 2 Value Range 2	
	2.2	Base of VPS Grade 3 Value Range 1	
HSO 3	3.1	Base of VPS Grade 3 Value Range 2	
HCSO unqualified		Base of VPS Grade 2 Value Range 1	
HCSO qualified Level 1 (Cert. III)		\$43,274	Top of VPS Grade 2, Value Range 1
HCSO qualified Level 2 (Cert IV)		Base of VPS Grade 2 Value Range 2	Top of VPS Grade 2, Value Range 2

8.10 Sheriff's Officer structure

The Sheriff's Officer structure is set out in the table below. The salary minimums referred to in this table are referenced against Table 1. The VPS Classification and Value Range Descriptors set out in Schedule A apply.

Table 10—Sheriff's Officer structure

Sheriff's Officer structure	Salary (Min)	Salary (Max)
Sheriff's Officer Trainee	Base of VPS Grade 2, Value Range 1	
Sheriff's Officer	Base of VPS Grade 2, Value Range 2	Top of VPS Grade 2, Value Range 2
Senior Sheriff's Officer	Base of VPS Grade 3, Value Range 1	\$61,646
Assistant District Supervisor	\$62,709	Top of VPS Grade 3, Value Range 2

Sheriff's Officer structure	Salary (Min)	Salary (Max)
District Supervisor	Base of VPS Grade 4	
Divisional Operations Manager	Base of VPS Grade 5, Value Range 1	
Regional Operations Manager	Base of VPS Grade 6, Value Range 1	
Deputy Sheriff	Base of VPS Grade 6, Value Range 2	

8.11 Community Corrections Officer structure

The Community Corrections Officer structure is set out in the table below. The salary minimums referred to in this table are referenced against Table 1. The VPS Classification and Value Range Descriptors set out in Schedule A apply.

Table 11—Community Corrections Officer structure

Community Corrections Officer structure	Salary (Min)	Salary (Max)
Trainee Community Corrections Officer	Base of VPS Grade 2, Value Range 1	
Community Corrections Officer	Base of VPS Grade 2, Value Range 2	top of Grade 2, Value Range 2
Leading Community Corrections Officer	Base of VPS Grade 3, Value Range 1	\$61,646
Senior Community Corrections Officer	\$62,709	\$67,389
Officer in Charge	\$68,767	\$74,276
Location Manager	Base of VPS Grade 5	
General Manager	Base of VPS Grade 6	

8.12 Fisheries Officer structure

The Fisheries Officer structure is set out in the table below. The salary minimums referred to in this table are referenced against Table 1. The VPS Classification and Value Range Descriptors set out in Schedule A apply.

Table 12—Fisheries Officer structure

Fisheries Officer structure	Value range	Salary Minimum
Fisheries Officer Level 1 (Trainee)		Base of VPS Grade 2, Value Range 1

Fisheries Officer structure	Value range	Salary Minimum
Fisheries Officer Level 2		Base of VPS Grade 2, Value Range 2
Fisheries Officer Level 3	3.1	Base of VPS Grade 3, Value Range 1
	3.2	Base of VPS Grade 3, Value Range 2
Senior Fisheries Officer	2	Base of VPS Grade 4
Operations Manager/ Fisheries Supervisor	1	Base of VPS Grade 5, Value Range 1
	2	Base of VPS Grade 5, Value Range 2
Regional Fisheries Manager	1	Base of VPS Grade 6, Value Range 1
	2	Base of VPS Grade 6, Value Range 2

8.13 Forensic Officer structure

The Forensic Officer structure is set out in the table below. The Forensic Officer Classification Descriptors set out in Schedule J apply.

Table 13—Forensic Officer structure

Forensic Officer structure	Salary (\$ Min)	Salary (\$ Max)
Forensic Officer Level 1	46,561	50,209
Forensic Officer Level 2	53,460	58,545
Forensic Officer Level 3	65,892	72,269
Forensic Officer Level 4	73,885	81,094
Forensic Officer Level 5	86,316	92,984
Forensic Officer Level 6	100,525	108,353
Forensic Officer Level 7	115,621	124,680

8.14 Nursing Employee Structure

The Nursing Employee structure, for Nurses employed in schools and the Maternal Child Health line, is set out in the table below. The Nursing Employee Classification Descriptors set out in Schedule K apply.

Table 14—Nursing Employee structure

Nursing Employee structure	Salary \$
Enrolled Nurse:	
Pay Point 1	41,594

Nursing Employee structure		Salary \$
Pay Point 2		42,177
Pay Point 3		42,755
Pay Point 4		43,334
Pay Point 5		43,795
Registered Nurse:		
Grade 3B	Year 1	58,277
Grade 3B	Year 2 and thereafter	59,299
Grade 4A	Year 1	60,606
Grade 4A	Year 2 and thereafter	61,917
Grade 4B	Year 1	63,093
Grade 4B	Year 2 and thereafter	64,404
Grade 5B		67,504
Grade 6		74,404

8.15 Disability Services Employee Structure

The Disability Services Employee Structure, including the Disability Development and Support Officer Structure and the Trades and Support Services Structure, are set out in the tables below. The Disability Services Employee classification standards set out in Schedule L—Disability Services Classification Definitions apply.

Table 15—Disability Development and Support Officer (DDSO) structure

DDSO Structure		Salary \$
DDSO 1 - Unqualified	Year 1	40,159
	Year 2	41,055
	Year 3	42,367
	Year 4	43,296
DDSO 1Q - Qualified (Cert IV)	Year 1	44,225
	Year 2	45,156
	Year 3	46,509
	Year 4	46,975

Victorian Public Service Award 2015

DDSO Structure		Salary \$
DDSO 2 - Cert IV	Year 1	47,440
	Year 2	48,042
	Year 3	48,978
DDSO 2A - Adv. Diploma (Cert VI)	Year 1	47,023
	Year 2	48,601
	Year 3	50,630
	Year 4	52,422
	Year 5	54,331
	Year 6	56,242
	Year 7	58,155
	Year 8	60,066
DDSO 3 - Cert IV	Year 1	50,882
	Year 2	51,856
	Year 3	52,854
	Year 4	53,838
	Year 5	54,823
	Year 6	55,653
DDSO3A - Adv. Diploma (Cert VI)	Year 1	59,907
	Year 2	60,592
	Year 3	61,860
	Year 4	63,097
	Year 5	64,540
DDSO 4	Year 1	68,184
	Year 2	69,622
	Year 3	71,051
	Year 4	72,483
DDSO 5		79,128
DDSO 6		84,700
DDSO 7		90,273

DDSO Structure		Salary \$
DDSO 8		96,640
DDSO 9		106,193

Table 16—Trades and Support Services Structure

Trades and Support Services Structure		Salary \$
Facility Service Officer (FSO)		
FSO-1	Year 1	40,036
	Year 2	40,503
	Year 3	40,968
	Year 4	41,947
FSO-2	Year 1	41,670
	Year 2	42,367
	Year 3	43,067
	Year 4	44,045
FSO-3	Year 1	44,076
	Year 2	45,087
	Year 3	46,031
	Year 4	46,766
FSO-4	Year 1	47,106
	Year 2	48,095
	Year 3	49,416
	Year 4	50,394
FSO-5	Year 1	51,553
	Year 2	52,532
Trades		
Level 1 - Trades Assistant (TA 1)	Year 1	41,670
	Year 2	42,367
	Year 3	43,067
	Year 4	44,045

Trades and Support Services Structure		Salary \$
Level 2 - Tradesperson (TA 2)	Year 1	45,395
	Year 2	46,408
	Year 3	47,728
	Year 4	48,375
Level 3 - Trades Coordinator		
Level 3 G1 (TA 3)	Year 1	50,969
	Year 2	52,521
	Year 3	53,501
Level 3 G2 (TA 4)		57,961
Level 4 - Trades Coordinator (formerly Maintenance Manager)		68,835
Level 4 - Trades Coordinator (formerly Senior Maintenance Manager)		69,999

8.16 Forestry Field Worker structure

The Forestry Field Worker structure is set out in the table below. The grade descriptors set out in Schedule M apply.

Table 17—Forestry Field Worker Structure

Band	Salary Point	Salary \$
Ongoing Staff		
Band 1	1	38,599
	2	40,106
	3	40,622
	4	41,395
	5	42,168
Band 2	1	42,943
	2	43,716
	3	44,491
	4	45,263
Band 3	1	46,553
	2	47,082

Band	Salary Point	Salary \$
	3	47,922
	4	48,429
Band 4	1	49,265
	2	50,104
	3	50,943
	4	51,781
Project fire fighters		
Band 1	1	37,498
	2	38,956
	3	39,454
	4	40,203
	5	40,951
Band 2	1	41,698
	2	42,447
	3	43,195
	4	43,943
Band 3	1	45,189
	2	46,001
	3	46,504
	4	47,314
Band 4	1	47,793
	2	48,604
	3	49,414
	4	50,224

8.17 Qualifications

- (a) Qualification related salary minimums apply to Fisheries Officers, Community Corrections Officers, Sheriff's Officers, Legal, Allied Health and Science occupational categories. These are set out in the table below and may be varied in individual structures.

- (b) The qualification related salary minimums for mandatory three and four-year degrees apply to professions that are regulated by law (including professional registration).

Qualification	Salary minimum \$
Certificate III (Trade qualification)	43,049
Relevant degree or Diploma	46,118
Certificate IV	47,346
Mandatory 3 year degree.	49,314
Mandatory 4 year degree	50,848

9. Supported wage system

For employees who because of the effects of a disability are eligible for a supported wage, see Schedule N—Supported Wage System.

10. School-based apprentices

For employees undertaking a school-based apprenticeship, see Schedule O—School-based Apprentices.

11. National training wage

For employees undertaking a traineeship, see Schedule P—National Training Wage.

12. Allowances

12.1 Allowance rates

The employer must pay to an employee any allowance the employee is entitled to under this clause.

(a) Wage related allowances

Allowance	Payable	\$	% of standard rate (\$42,415)
First aid	Per fortnight	18.87	0.0445
Sleepover allowance	Per night	72.61	0.1712
Stand-by	Per night	22.48	0.053
Stand-by	Per day and night	44.54	0.105

(b) Expense related allowances

Allowance	Payable	\$
Vehicle	If employee is required to use their own vehicle for work purposes	0.78 per km
Meal	If employee required to work overtime	17.04 per meal

12.2 Wage related allowances**(a) First aid allowance**

- (i) Where an employee, in addition to his or her normal duties, agrees to be appointed by the employer to perform first aid duty, and holds a current first aid certificate issued by St John Ambulance Australia or an equivalent qualification, the employee will be paid the First aid allowance whilst so appointed.
- (ii) The employer must reimburse any additional costs incurred by the employee in obtaining and maintaining the first aid qualification.

(b) Sleepover allowance – Disability Services Employees

- (i) A Disability Services Employee who is required to sleep overnight on the employer's premises will be entitled to the sleepover allowance for each night on which they sleep over.
- (ii) In the event of the Disability Services Employee on sleepover being required to perform work during the sleepover period, the allowance shall be deemed to compensate the employee for all work performed up to a total of one hour's duration. Work in excess of a total of one hour per sleepover period, will be paid at the prescribed overtime rate for the duration of the work.
- (iii) A Disability Services Employee will be provided with suitable sleeping accommodation and amenities when required to sleep over.

(c) Higher duties allowance

- (i) A higher duties allowance is payable where an employee is required to undertake all or part of the higher duties of a higher classified position for a period longer than ten consecutive working days. A "higher classified position" includes a position classified at a higher Value Range.
- (ii) The level of higher duties allowance shall be in proportion to the extent of the higher duties performed, and shall be calculated on the base of the Grade or Value Range.
- (iii) Paid leave taken during a higher duties assignment shall be paid inclusive of the higher duties allowance, provided that the employee resumes the duties of the higher duties position on his/her return from leave.

(d) Stand-by allowance

- (i) A stand-by allowance is payable to an employee who is required by the employer to be on stand-by outside their ordinary hours duty:
 - to perform work away from their usual place or places of work; or
 - to be available to return to their usual place or places of work within a specified maximum period of time.
- (ii) The allowance will constitute total compensation for any intermittent duty in connection with stand-by performed for up to a total of one hour's duration. An employee who is required to return to work when on stand-by will, after the first hour, be compensated for each hour or part hour worked, in accordance with the overtime provisions of this award.
- (iii) Stand-by allowances will not apply to any employee where stand-by is deemed to be incorporated as incidents of employment into total remuneration or is otherwise compensated.

12.3 Expense related allowance

(a) Travel, accommodation and other incidental expenses

Where the employer requires an employee in the course of duties to be absent overnight or for part of the day, the employee must be reimbursed for reasonable travelling, accommodation and other incidental expenses. The amount of an expense will be considered reasonable where it does not exceed the relevant amounts set by the Australian Tax Office as adjusted from time to time. This allowance does not apply if the expenses are paid for by the employer.

(b) Vehicle allowance

A vehicle allowance is payable to an employee who is required by their employer to use their own private vehicle for work purposes.

(c) Meal allowance

An employee will be eligible to receive a meal allowance if the employee is required to work a period of overtime which:

- (i) immediately follows or immediately precedes a scheduled period of ordinary duty and is not less than two hours; or
- (ii) does not immediately follow or immediately precede a scheduled period of duty; and either
 - includes a meal break of not less than twenty minutes taken prior to the completion and not less than four hours after the commencement of the overtime; or
 - where the taking of a meal break is precluded by reason of safety requirements, is not less than four hours.

(d) Adjustment of expense related allowances

- (i) At the time of any adjustment to the standard rate, each expense related allowance will be increased by the relevant adjustment factor. The relevant adjustment factor for this purpose is the percentage movement in the applicable index figure most recently published by the Australian Bureau of Statistics since the allowance was last adjusted.
- (ii) The applicable index figure is the index figure published by the Australian Bureau of Statistics for the Eight Capitals Consumer Price Index (Cat No. 6401.0), as follows:

Allowance	Applicable Consumer Price Index Figure
Meal allowance	Take away and fast foods sub-group
Vehicle allowance	Private motoring sub-group

13. Accident pay

13.1 Subject to clause 13.2, an employee who is absent from duty as a result of sustaining an injury in respect of which the employee is entitled to weekly payments of compensation under the *Workplace Injury Rehabilitation and Compensation Act 2013* (Vic) will receive make up pay equal to the pay the employee would receive for paid leave less the amount of the weekly payments of compensation (make up pay).

13.2 Make-up pay ceases when:

- (a) the employee is paid a disability benefit under the *State Superannuation Act 1988* (Vic) or under a similar provision in any other Act which requires the State of Victoria to contribute as an employer; or
- (b) the employee has been absent from work for either a continuous period of 52 weeks or an aggregate period of 261 working days (including any public holiday an employee, but for that public holiday, would be required to work) or an aggregate period of 1983 hours; or
- (c) the employee's employment is lawfully terminated.

14. Payment of wages

14.1 Salaries, allowances, penalty or overtime payments due to an employee must be paid by the employer by fortnightly electronic direct credit to a bank account, credit union or building society account nominated by the employee. In exceptional circumstances, the employer will make provision for off-line payments.

14.2 Where a normal payday falls on a public holiday, the direct credit to the employee's nominated account must be made no later than the last working day prior to the public holiday.

14.3 In the event of a salary overpayment the employer must advise the employee. Where agreement cannot be reached on a repayment arrangement, the employer may recover the overpayment by instalments to be paid in accordance with the *Financial Management Act 1994* as amended from time to time or any successor to that Act.

15. Superannuation

15.1 Superannuation legislation

- (a) Superannuation legislation, including the *Superannuation Guarantee (Administration) Act 1992* (Cth), the *Superannuation Guarantee Charge Act 1992* (Cth), the *Superannuation Industry (Supervision) Act 1993* (Cth) and the *Superannuation (Resolution of Complaints) Act 1993* (Cth), deals with the superannuation rights and obligations of employers and employees. Under superannuation legislation individual employees generally have the opportunity to choose their own superannuation fund. If an employee does not choose a superannuation fund, any superannuation fund nominated in the award covering the employee applies.
- (b) The rights and obligations in these clauses supplement those in superannuation legislation.

15.2 Employer contributions

An employer must make such superannuation contributions to a superannuation fund for the benefit of an employee as will avoid the employer being required to pay the superannuation guarantee charge under superannuation legislation with respect to that employee.

15.3 Voluntary employee contributions

- (a) Subject to the governing rules of the relevant superannuation fund, an employee may, in writing, authorise their employer to pay on behalf of the employee a specified amount from the post-taxation wages of the employee into the same superannuation fund as the employer makes the superannuation contributions provided for in clause 15.2.
- (b) An employee may adjust the amount the employee has authorised their employer to pay from the wages of the employee from the first of the month following the giving of three months' written notice to their employer.
- (c) The employer must pay the amount authorised under clauses 15.3(a) or (b) no later than 28 days after the end of the month in which the deduction authorised under clauses 15.3(a) or (b) was made.

15.4 Superannuation fund

Unless, to comply with superannuation legislation, the employer is required to make the superannuation contributions provided for in clause 15.2 to another superannuation fund that is chosen by the employee, the employer must make the superannuation contributions provided for in clause 15.2 and pay the amount authorised under clauses 15.3(a) or (b) to one of the following superannuation funds or its successor:

- (a) VicSuper; or
- (b) HESTA; or
- (c) any superannuation fund to which the employer was making superannuation contributions for the benefit of its employees before 12 September 2008, provided the superannuation fund is an eligible choice fund and is a fund that

offers a MySuper product or is an exempt public sector superannuation scheme; or

- (d) a superannuation fund or scheme which the employee is a defined benefit member of.

Part 4—Hours of Work and Related Matters

16. Hours of work

- 16.1** The ordinary hours of work for full-time employees will average 76 hours per fortnight (exclusive of meal breaks).
- 16.2** The ordinary hours of work for each part-time employee must be agreed by both the employer and the employee concerned.
- 16.3** The ordinary hours of work, except for shiftworkers, must be worked between the hours of 7.00 am and 7.00 pm and not be worked on Saturdays, Sundays or Public Holidays.
- 16.4** The actual days and hours of duty to be worked will be those that meet the employer's work requirements but, where possible, should be agreed and also take into account the employee's personal commitments.

17. Overtime

- 17.1** Overtime means the hours worked at the direction of the employer which are:
- (a) in addition to an employee's ordinary hours of duty; or
 - (b) for employees other than shiftworkers, outside the span of hours provided for in clause 16—Hours of work.
- 17.2 Requirement to work reasonable overtime**
- (a) Subject to clause 17.2(b) an employer may require an employee to work reasonable overtime at overtime rates.
 - (b) An employee may refuse to work overtime in circumstances where the working of such overtime would result in the employee working hours which are unreasonable having regard to:
 - (i) any risk to the employee's health and safety;
 - (ii) the employee's personal circumstances including family responsibilities;
 - (iii) the needs of the workplace;
 - (iv) the notice (if any) given by the employer of the overtime and by the employee of his or her intention to refuse it; and
 - (v) any other relevant matter.

17.3 Overtime rates

- (a) Except where otherwise provided, an employee, other than an employee whose salary exceeds \$76,415 (180.16% of the Standard Rate), who is required to perform overtime work must be compensated in accordance with clause 17.3(b).
- (b) The following overtime rates shall be paid for work performed outside the normal hours of duty:

For overtime work on	Overtime rate
Monday to Saturday — first three hours	150%
Monday to Saturday — after three hours	200%
Sunday — in all cases except public holidays	200%
Public holiday or substituted day	250%

- (c) Where both a public holiday and substitute day are worked, public holiday penalties are payable on one of those days at the election of the employee.
- (d) A three hour minimum period of overtime will apply for overtime which is not continuous with ordinary duties.

17.4 Overtime rates shall be calculated on an employee's hourly rate excluding shift allowances.

17.5 Overtime — maximum rate and calculation formulae

- (a) The hourly rate of payment for overtime shall be calculated in accordance with the formulae in this clause, but in no case shall the hourly rate exceed that calculated on an annual salary of \$55,292 (130.36% of the Standard Rate).

(b) 150% rate

$$\frac{\text{Fortnightly salary}}{\text{Fortnightly ordinary hours of duty}} \times \frac{3}{2}$$

(c) 200% rate

$$\frac{\text{Fortnightly salary}}{\text{Fortnightly ordinary hours of duty}} \times 2$$

(d) Fortnightly salary

$$\frac{\text{Annual salary}}{365.25} \times 14$$

17.6 Overtime—employees working less than 38 hours per week

Employees whose normal hours of duty are less than 38 hours a week shall be entitled to payment of overtime rates only for the time worked in excess of daily hours derived from a 38 hour week.

17.7 Overtime—time off in lieu of payment

The employer may, on the application of an employee, grant such employee time off in respect of overtime work performed by such employee. Time off in lieu will be taken at a time mutually agreed between the employer and the employee. In determining when time off in lieu is taken, the employer must try to accommodate the preferences of the employee. Where there is no agreement, time off in lieu is to be taken at a time determined by the employer. On termination of employment an employee must be paid the total value of all outstanding accrued time off in lieu. No time off shall be granted in respect of any overtime for which payment is made.

17.8 Overtime—rest periods

- (a) An employee is entitled to a rest period of at least eight hours continuous duration in each 24 hour period other than in emergency situations. An employee required to work, as a result of an emergency situation, during or after a rest period is due, will receive overtime compensation in accordance with this award for all time so worked until a rest period of at least eight hours continuous duration is taken.
- (b) Clause 17.8(a) does not apply to a Disability Services Employee who receives the sleepover provisions in clause 12.2(b).

18. Meal breaks

- 18.1** The employer will grant meal breaks at times suitable to operational requirements, taking into account the wishes of the employee. The number and starting and finishing times of meal breaks will be specified.
- 18.2** Except where otherwise permitted by this clause, the employee will not be required to work for more than five hours without an unpaid meal break unless the employee and the employer otherwise agree. The length of the meal interval must be at least 30 minutes.
- 18.3** If for operational or emergency reasons the employee is required to remain on duty, he or she may arrange to take meals during their hours of duty without a specific meal break.
- 18.4** When the employee is required by his or her supervisor to work through their meal break in accordance with clause 18.3, time in lieu or payment for overtime will be approved in accordance with this award.
- 18.5** If for operational reasons it is impractical for all employees within a work group to observe the same time for the taking of a meal break, meal breaks may be staggered.

19. Shiftwork

- 19.1** An employee who is required to perform rostered time of ordinary duty on a Saturday, Sunday or public holiday, or who is required to perform rostered time of ordinary duty on an afternoon/night shift, will be paid an allowance as follows:

	Shift	Period	Allowance	Overall rate (% of ordinary hourly rate)
(a)	Afternoon shift - Monday to Friday – Full-time employee	Commence on or after 10.00 am and before 8.00 pm	15%	115%
(b)	Night shift -Monday to Friday – Full-time employee	Commence on or after 8.00 pm and before 6.00 am	15%	115%
(c)	Afternoon or night shift - Monday to Friday – Part-time employee	Commence on or after 6.00 pm and before 8.00 am	15%	115%
(d)	Saturday	All hours on Saturday	50%	150%
(e)	Sunday	All hours on Sunday	100%	200%
(f)	Public holiday	All hours on a public holiday	150%	250%; Or 150% plus one day leave in lieu

Continuous shift periods exceeding 4 weeks

(g)	Monday to Friday - Afternoon or night	Commence before 8.00 pm and work beyond 6.00 am	30%	130%
(h)	Monday to Friday - Afternoon or night	Between 8.00 pm and 6.00 am	30%	130%
(i)	Monday to Friday - Afternoon or night	Commence between 8.00 pm and 12 midnight for shift at least 8 hours	30%	130%

- 19.2** Shift allowances in 19.1(g), (h) and (i) only apply where the employer requires such duty continuously for a period exceeding four weeks. The allowance does not apply where, but for mutual agreement, the employee would be required to work rotating shift duty.
- 19.3** Shift allowances will be calculated on an employee's ordinary hourly rate of pay up to a maximum of \$28.69 per hour (134.12% of the hourly standard rate).
- 19.4** For work extending to another day, the allowance will be calculated at the rate at which the majority of the shift is worked.

19.5 Public holidays

- (a) An employee who is rostered to perform ordinary duty on a public holiday but who is on paid leave on that day will be granted one day's leave in lieu of the public holiday.
- (b) An employee whose rostered day off duty falls on a public holiday will be granted one day's leave in lieu of such holiday.

19.6 Alteration to roster arrangements

- (a) The employer may change the roster following consultation with the employee (consistent with clause 28.3).
- (b) Changes to the roster will take into consideration both the operational requirements of the employer and the personal requirements of the employee to ensure that such changes are implemented in a smooth and harmonious manner.
- (c) Where the employer proposes to change the character of the roster (such as an alteration to the number of days worked in any roster cycle), at least 14 days' notice will be provided prior to the implementation of the roster to allow any objection to be raised which goes to the character of the roster consultation with the employee.
- (d) The employer may change the roster or duty times without written notice, if the employer is of the reasonable opinion that an emergency exists.
- (e) The employee may ask the employer for a change to the duty times by giving to the employer 48 hours written notice of the proposed change.
- (f) For the purpose of computing shift allowances, a shift that finishes on the day after it commenced will be paid at the shift allowance applicable for the day upon which the majority of the shift is worked.
- (g) The employer must display a roster for shiftworkers in a convenient area 14 days prior to the effective date.

Part 5—Leave and Public Holidays

20. Annual leave

- 20.1** Annual leave is provided for in the NES. Casual employees are not entitled to paid annual leave.
- 20.2** For the purposes of this award, 20 days of annual leave under the NES equates to 152 hours for full-time employees covered by this Award.

20.3 Additional leave for shiftworkers

- (a) A shiftworker, for the purposes of the NES, is an employee who:
 - (i) works their ordinary hours in accordance with the rostered ordinary duty provisions specified in clause 19—Shiftwork; and

- (ii) is rostered for at least ten Sundays during the annual leave accrual year.
- (b) A shiftworker who is rostered less than ten Sundays during the annual leave accrual year, is entitled to additional leave at the rate of 1/10th of a working week in respect of each Sunday so rostered.

20.4 Additional leave for Child Protection Practitioners

- (a) The provisions of this clause apply to employees who work within direct service capacity within Regional Child Protection Services or Regional Placement Co-ordination Services or Secure Welfare Services or as Court Officers (non-legal) in the Court Advocacy Unit.
- (b) The employer must grant an additional five days leave to Child Protection Practitioners in Grades 2, 3 and 4 in the following circumstances:
 - (i) a Child Protection Practitioner who accrues more than 152 hours combined time in lieu or overtime; or
 - (ii) a Rural Child Protection Practitioner who participates in the Rural After Hours Child Protection Service who accrues more than 76 hours combined time in lieu or overtime,

provided that the time in lieu and overtime must relate to actual hours worked, but does not include time accrued while on stand-by.

- (c) Child Protection Practitioners in Grades 5 and 6 who participate in the Rural After Hours Child Protection Service are able to access an additional five days leave when they accrue more than 76 hours of time in lieu or overtime from actual hours worked on “call outs”.

20.5 Annual leave loading

- (a) Each employee will be entitled to be paid in addition to his or her salary, the greater of the following two amounts:
 - (i) an allowance at the rate of 17.5% of the employee's ordinary salary (excluding overtime and allowances) for the period of annual leave; or
 - (ii) an allowance equal to any additional payments to which an employee would be entitled under this award for shift, Saturday or Sunday duty which the employee would be required to perform if he or she were not proceeding on annual leave.
- (b) The maximum allowance payable under clause 20.5(a) will not exceed an amount calculated in respect of a salary of \$72,352 (170.58% of the standard rate).

20.6 Taking annual leave

Annual leave entitlements must be taken by the end of the calendar year following the calendar year in which they accrued. By agreement between the employer and the employee, leave may be deferred beyond that date.

20.7 Excessive leave accruals: general provision

NOTE: Clauses 20.7 to 20.9 contain provisions, additional to the National Employment Standards, about the taking of paid annual leave as a way of dealing with the accrual of excessive paid annual leave. See Part 2.2, Division 6 of the Fair Work Act.

- (a) An employee has an **excessive leave accrual** if the employee has accrued more than 8 weeks' paid annual leave (or 10 weeks' paid annual leave for a shiftworker, as defined by clause 20.3).
- (b) If an employee has an excessive leave accrual, the employer or the employee may seek to confer with the other and genuinely try to reach agreement on how to reduce or eliminate the excessive leave accrual.
- (c) Clause 20.8 sets out how an employer may direct an employee who has an excessive leave accrual to take paid annual leave.
- (d) Clause 20.9 sets out how an employee who has an excessive leave accrual may require an employer to grant paid annual leave requested by the employee.

20.8 Excessive leave accruals: direction by employer that leave be taken

- (a) If an employer has genuinely tried to reach agreement with an employee under clause 20.7(b) but agreement is not reached (including because the employee refuses to confer), the employer may direct the employee in writing to take one or more periods of paid annual leave.
- (b) However, a direction by the employer under paragraph 20.8(a):
 - (i) is of no effect if it would result at any time in the employee's remaining accrued entitlement to paid annual leave being less than 6 weeks when any other paid leave arrangements (whether made under clause 20.7, 20.8 or 20.9 or otherwise agreed by the employer and employee) are taken into account; and
 - (ii) must not require the employee to take any period of paid annual leave of less than one week; and
 - (iii) must not require the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the direction is given; and
 - (iv) must not be inconsistent with any leave arrangement agreed by the employer and employee.
- (c) The employee must take paid annual leave in accordance with a direction under paragraph 20.8(a) that is in effect.
- (d) An employee to whom a direction has been given under paragraph 20.8(a) may request to take a period of paid annual leave as if the direction had not been given.

NOTE 1: Paid annual leave arising from a request mentioned in paragraph 20.8(d) may result in the direction ceasing to have effect. See clause 20.8(b)(i).

NOTE 2: Under section 88(2) of the Fair Work Act, the employer must not unreasonably refuse to agree to a request by the employee to take paid annual leave.

20.9 Excessive leave accruals: request by employee for leave

- (a) If an employee has genuinely tried to reach agreement with an employer under clause 20.7(b) but agreement is not reached (including because the employer refuses to confer), the employee may give a written notice to the employer requesting to take one or more periods of paid annual leave.
- (b) However, an employee may only give a notice to the employer under paragraph 20.9(a) if:
 - (i) the employee has had an excessive leave accrual for more than 6 months at the time of giving the notice; and
 - (ii) the employee has not been given a direction under clause 20.8(a) that, when any other paid leave arrangements (whether made under clause 20.7, 20.8 or 20.9 or otherwise agreed by the employer and employee) are taken into account, would eliminate the employee's excessive leave accrual.
- (c) A notice given by an employee under paragraph 20.9(a) must not:
 - (i) if granted, result in the employee's remaining accrued entitlement to paid annual leave being at any time less than 6 weeks when any other paid leave arrangements (whether made under clause 20.7, 20.8 or 20.9 or otherwise agreed by the employer and employee) are taken into account; or
 - (ii) provide for the employee to take any period of paid annual leave of less than one week; or
 - (iii) provide for the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the notice is given; or
 - (iv) be inconsistent with any leave arrangement agreed by the employer and employee.
- (d) An employee is not entitled to request by a notice under paragraph 20.9(a) more than 4 weeks' paid annual leave (or 5 weeks' paid annual leave for a shiftworker, as defined by clause 20.3) in any period of 12 months.
- (e) The employer must grant paid annual leave requested by a notice under paragraph 20.9(a).

20.10 Annual leave in advance

- (a) An employer and employee may agree in writing to the employee taking a period of paid annual leave before the employee has accrued an entitlement to the leave.
- (b) An agreement must:
 - (i) state the amount of leave to be taken in advance and when it is to be taken; and

- (ii) be signed by the employer and employee.
- (c) The employer must keep a copy of any agreement under clause 20.10 as an employee record.
- (d) If, on the termination of the employee's employment, the employee has not accrued an entitlement to a period of paid annual leave already taken in accordance with an agreement under clause 20.10, the employer may deduct from any money due to the employee on termination an amount equal to the amount already paid to the employee in respect of that annual leave taken.

20.11 Cashing out of annual leave

- (a) Paid annual leave must not be cashed out except in accordance with an agreement under clause 20.11.
- (b) Each cashing out of a particular amount of paid annual leave must be the subject of a separate agreement under clause 20.11.
- (c) An employer and an employee may agree in writing to the cashing out of a particular amount of accrued paid annual leave by the employee.
- (d) An agreement under clause 20.11 must state:
 - (i) the amount of leave to be cashed out and the payment to be made to the employee for it; and
 - (ii) when the payment is to be made.
- (e) An agreement under clause 20.11 must be signed by the employer and employee and, if the employee is under 18 years of age, by the employee's parent or guardian.
- (f) The payment must not be less than the amount that would have been payable had the employee taken the leave at the time the payment is made.
- (g) An agreement must not result in the employee's remaining accrued entitlement to paid annual leave being less than 4 weeks.
- (h) The maximum amount of accrued paid annual leave that may be cashed out in any period of 12 months is 2 weeks.
- (i) The employer must keep a copy of any agreement under clause 20.11 as an employee record.

Note 1: Under section 344 of the Act, an employer must not exert undue influence or undue pressure on an employee to make, or not make, an agreement under clause 20.11.

Note 2: Under section 345(1) of the Act, a person must not knowingly or recklessly make a false or misleading representation about the workplace rights of another person under clause 20.11.

21. Personal/carer's leave and compassionate leave

21.1 Personal/carer's leave and compassionate leave are provided for in the NES. Casual employees are not entitled to paid personal/carer's leave or paid compassionate leave. The provisions of this clause apply in addition to the NES.

21.2 Employees are entitled to the following personal/carer's leave and compassionate leave:

- (a) 15 days (114 hours) paid personal/carer's leave (inclusive of personal leave entitlements under the NES) per year;
- (b) 2 days' unpaid carer's leave (as required); and
- (c) 3 days' paid compassionate leave (as required).

21.3 Personal/carer's leave and compassionate leave are not paid on termination of employment.

21.4 Additional compassionate leave

In addition to the other entitlements provided under this clause, employees of Aboriginal or Torres Strait Islander descent may be granted leave of up to three days in relation to the death of an extended family member.

22. Parental leave

22.1 Parental leave and related entitlements are provided for in the NES. The provisions of this clause apply in addition to the NES.

22.2 Maternity leave

A female employee who has at least 12 months' continuous paid service will be entitled to the equivalent of 12 weeks' paid maternity leave, to be taken in connection with the birth of her baby either before and/or after the birth.

22.3 Partner leave

An employee who is the spouse or defacto partner of a woman who has a baby, who has at least 12 months' continuous paid service, will be entitled to one week's paid partner leave in connection with the birth of a child for whom the employee has accepted responsibility, to be taken either before and/or after the birth. An employee whose spouse or defacto partner was pregnant will also be entitled to one week's paid partner leave if the mother of the child has a miscarriage of her pregnancy where it has advanced to at least 20 weeks.

22.4 Adoption leave

If an employee is adopting a child and has at least 12 months' continuous paid service, he or she will be entitled to six weeks' paid adoption leave in connection with the adoption of the child if he or she is the primary care giver or one week's paid adoption leave if he or she is the secondary care giver. Adoption leave can be taken either before and/or after the adoption.

22.5 Special maternity leave

- (a) The employee will be entitled to the equivalent of 12 weeks' paid maternity leave if she has a miscarriage of her pregnancy where it has advanced to at least 20 weeks.
- (b) Where an employee is suffering from an illness not related to the direct consequences of the confinement, an employee may take any paid personal/carer's leave to which she is entitled in lieu of, or in addition to, maternity leave related to a miscarriage of her pregnancy.
- (c) Where an employee not then on maternity leave suffers illness related to her pregnancy, she may take any paid personal/carer's leave to which she is then entitled and such further maternity leave related to a miscarriage of her pregnancy. The aggregate of paid personal/carer's leave and maternity leave, including parental leave taken by a spouse, may not exceed 52 weeks in accordance with the NES (or such longer total period as provided in the NES).

23. Family violence leave

23.1 General principle

- (a) The employer recognises that employees sometimes face situations of violence or abuse in their personal life that may affect their attendance or performance at work. Therefore, the employer is committed to providing support to staff that experience family violence.
- (b) Leave for family violence purposes is available to employees who are experiencing family violence to allow them to be absent from the workplace to attend counselling appointments, legal proceedings and other activities related to, and as a consequence of, family violence.

23.2 Definition of family violence

Family violence includes physical, sexual, financial, verbal or emotional abuse by a family member as defined by the *Family Violence Protection Act 2008* (Vic).

23.3 Eligibility

- (a) Leave for family violence purposes is available to all employees with the exception of casual employees.
- (b) Casual employees are entitled to access leave without pay for family violence purposes.

23.4 General measures

- (a) Evidence of family violence may be required and can be in the form of an agreed document issued by the Police Service, a Court, a registered health practitioner, a Family Violence Support Service, district nurse, maternal and health care nurse or Lawyer. A signed statutory declaration can also be offered as evidence.
- (b) All personal information concerning family violence will be kept confidential in line with the employer's policies and relevant legislation. No information

will be kept on an employee's personnel file without their express written permission.

23.5 Leave

- (a) An employee experiencing family violence will have access to 20 days per year of paid special leave for medical appointments, legal proceedings and other activities related to family violence (this leave is not cumulative but if the leave is exhausted consideration will be given to providing additional leave). This leave will be in addition to existing leave entitlements and may be taken as consecutive or single days or as a fraction of a day and can be taken without prior approval.
- (b) An employee who supports a person experiencing family violence may utilise their personal/ carer's leave entitlement to accompany them to court, to hospital, or to care for children. The employer may require evidence consistent with clause 23.4(a) from an employee seeking to utilise their personal/ carer's leave entitlement.

23.6 Individual support

- (a) In order to provide support to an employee experiencing family violence and to provide a safe work environment to all employees, the employer will approve any reasonable request from an employee experiencing family violence for:
 - (i) temporary or ongoing changes to their span of hours or pattern or hours and/or shift patterns;
 - (ii) temporary or ongoing job redesign or changes to duties;
 - (iii) temporary or ongoing relocation to suitable employment;
 - (iv) a change to their telephone number or email address to avoid harassing contact;
 - (v) any other appropriate measure including those available under existing provisions for family friendly and flexible work arrangements.
- (b) Any changes to an employee's role should be reviewed at agreed periods . When an employee is no longer experiencing family violence, the terms and conditions of employment may revert back to the terms and conditions applicable to the employee's substantive position.

24. Community service leave

Community service leave is provided for in the NES.

25. Public holidays

Public holiday entitlements are provided for in the NES. A casual employee who does not work on a public holiday is not entitled to a paid day off.

26. Cultural and ceremonial leave

- 26.1** The employer may approve attendance during working hours by an employee of Aboriginal or Torres Strait Islander descent at any Aboriginal community meetings, except the Annual General Meetings of Aboriginal community organisations at which the election of office bearers will occur.
- 26.2** The employer may grant an employee of Aboriginal or Torres Strait Islander descent accrued recreation or other leave to attend Annual General Meetings of Aboriginal community organisations at which the election of office bearers will occur.
- 26.3** Ceremonial leave without pay may be granted to an employee of Aboriginal or Torres Strait Islander descent for ceremonial purposes:
- (a) connected with the death of a member of the immediate family or extended family; or
 - (b) for other ceremonial obligations under Aboriginal or Torres Strait Islander law.
- 26.4** Ceremonial leave granted under this clause is in addition to leave granted under the NES as compassionate leave.

27. Infectious diseases/dangerous medical conditions

- 27.1** Upon report by a registered medical practitioner that by reason of contact with a person suffering from an infectious disease and through the operation of restrictions imposed by law in respect of such disease, an employee is unable to attend work, the employer may grant the employee special leave of absence with pay. The period of leave must not be for any period beyond the earliest date at which it would be practicable for the employee to return to work having regard to the restrictions imposed by law.
- 27.2** Where the employer reasonably believes that the employee is in such state of health as to render the employee a danger to other employees, the employer may require the employee to absent himself or herself from the workplace until the employee obtains and provides to the employer a report from a registered medical practitioner. Upon receipt of the medical report, the employer may direct the employee to be absent from duty for a specified period or, if already on leave, direct such employee to continue on leave for a specified period. Any such absence of an employee must be regarded as sick leave.

Part 6—Consultation and Dispute Resolution

28. Consultation regarding major workplace change

28.1 Employer to notify

- (a) Where an employer has made a definite decision to introduce major changes in production, program, organisation, structure or technology that are likely to have significant effects on employees, the employer must notify the employees who may be affected by the proposed changes and their representatives, if any.

- (b) **Significant effects** include termination of employment; major changes in the composition, operation or size of the employer's workforce or in the skills required; the elimination or diminution of job opportunities, promotion opportunities or job tenure; the alteration of hours of work; the need for retraining or transfer of employees to other work or locations; and the restructuring of jobs. Provided that where this award makes provision for alteration of any of these matters an alteration is deemed not to have significant effect.

28.2 Employer to discuss change

- (a) The employer must discuss with the employees affected and their representatives, if any, the introduction of the changes referred to in clause 28.1(a), the effects the changes are likely to have on employees and measures to avert or mitigate the adverse effects of such changes on employees and must give prompt consideration to matters raised by the employees and/or their representatives in relation to the changes.
- (b) The discussions must commence as early as practicable after a definite decision has been made by the employer to make the changes referred to in clause 28.1(a).
- (c) For the purposes of such discussion, the employer must provide in writing to the employees concerned and their representatives, if any, all relevant information about the changes including the nature of the changes proposed, the expected effects of the changes on employees and any other matters likely to affect employees provided that no employer is required to disclose confidential information the disclosure of which would be contrary to the employer's interests.

28.3 Consultation about changes to rosters or hours of work

- (a) Where the employer proposes to change an employee's regular roster or ordinary hours of work, the employer must consult with the employee or employees affected and their representatives, if any, about the proposed change.
- (b) The employer must:
- (i) provide to the employee or employees affected and their representatives, if any, information about the proposed change (for example, information about the nature of the change to the employee's regular roster or ordinary hours of work and when that change is proposed to commence);
 - (ii) invite the employee or employees affected to give their views about the impact of the proposed change (including any impact in relation to their family or caring responsibilities); and
 - (iii) give consideration to any views about the impact of the proposed change that are given by the employee or employees concerned and/or their representatives.
- (c) The requirement to consult under this clause does not apply where an employee has irregular, sporadic or unpredictable working hours.

- (d) These provisions are to be read in conjunction with other award provisions concerning the scheduling of work and notice requirements.

29. Dispute resolution

- 29.1** In the event of a dispute about a matter under this award, or a dispute in relation to the NES, in the first instance the parties must attempt to resolve the matter at the workplace by discussions between the employee or employees concerned and the relevant supervisor. If such discussions do not resolve the dispute, the parties will endeavour to resolve the dispute in a timely manner by discussions between the employee or employees concerned and more senior levels of management as appropriate.
- 29.2** If a dispute about a matter arising under this award or a dispute in relation to the NES is unable to be resolved at the workplace, and all appropriate steps under clause 29.1 have been taken, a party to the dispute may refer the dispute to the Fair Work Commission.
- 29.3** The parties may agree on the process to be utilised by the Fair Work Commission including mediation, conciliation and consent arbitration.
- 29.4** Where the matter in dispute remains unresolved, the Fair Work Commission may exercise any method of dispute resolution permitted by the Act that it considers appropriate to ensure the settlement of the dispute.
- 29.5** The employer or employee may appoint another person, organisation or association to accompany and/or represent them for the purposes of this clause.
- 29.6** While the dispute resolution procedure is being conducted, work must continue in accordance with this award and the Act. Subject to applicable occupational health and safety legislation, an employee must not unreasonably fail to comply with a direction by the employer to perform work, whether at the same or another workplace, that is safe and appropriate for the employee to perform.

Schedule A—VPS Grade Descriptors

The Career Structure Review provides for 6 levels and a Senior technical specialist. The classification of each grade is based on the level of the work undertaken and encompasses the elements of decision-making, communication and knowledge and proficiency. The Grade and Value Range descriptors group generic functions under the categories of Policy and Projects, Administrative and Corporate Support, Operational Service Delivery and Technical/Specialist roles.

Grade level descriptors, set out below, provide an indicative summary of the entry point of each Grade as a guide.

The Value Range descriptors then provide further detail on work value within each Grade. Not all elements of each Value Range are required to satisfy the requirements of the Grade/Value Range, but should be considered on the basis of best fit to describe the work. In Grades with a number of Value Ranges, the first Value Range provides the base, to which relevant elements from the second value range must be added for the purposes of advancement to this level.

A.1 GRADE 1

A.1.1 Work environment

- (a) Undertake specific and defined tasks within established rules under close supervision.
- (b) Communication is mainly focused on routine issues that may require an understanding of the operational context.
- (c) Focus is on learning, developing and refining work skills.

A.1.2 Typical functions

- (a) Perform routine administrative tasks.
- (b) Provide routine information, such as standard information and explanations, to clients and members of the public.
- (c) Perform routine service delivery functions.
- (d) Operate and maintains tools and equipment appropriate to the function and level of qualification.
- (e) Assist technicians, scientists and specialists in tasks that are straightforward.

A.2 GRADE 2

A.2.1 Work environment

- (a) Applies rules, processes and standards under general supervision.
- (b) Judgement is required to solve problems arising in own work program.
- (c) Explains rules, procedures and operational policies to individual clients or colleagues.
- (d) Understands and applies theoretical principles, under supervision, to achieve defined outcomes.

A.2.2 Typical functions

- (a) Collect data, undertakes basic analysis and prepares simple reports.
- (b) Provide office support through activities such as using and maintaining standard office equipment and software.
- (c) Provide standard services under general supervision and within a defined service delivery framework.
- (d) Conduct routine scientific, technical or specialist procedures and data collection, collation and analysis.
- (e) Deliver information services to the general public or clients, including initial advice and referral.
- (f) Draft routine internal reports and correspondence.

A.3 GRADE 3

A.3.1 Work environment

- (a) Exercises professional judgement about the application of rules, or the selection of choices within guidelines.
- (b) Initiates improvements to procedures within the work area.
- (c) Analysis and advice contributes to decision making by others.
- (d) Explains concepts and policies to clients, stakeholders and staff.
- (e) Uses persuasion, advocacy, negotiation and motivation skills with clients, providers, staff, peers and managers.
- (f) Uses theoretical knowledge to achieve agreed outcomes in moderately complex work situations.

A.3.2 Typical functions

- (a) Conduct projects of defined scope under direction.
- (b) Lead a team appropriate to the role.
- (c) Maintains corporate databases and completes analysis.
- (d) Investigate and assess actions by individuals or organisations against legislation, rules, regulations, service agreements.
- (e) Assess client needs and delivers a range of services in complex situations.
- (f) Conduct small to medium scientific, technical or specialist projects defined by others.
- (g) Prepare briefs on sensitive issues for consideration of others.

A.4 GRADE 4

A.4.1 Work environment

- (a) Innovative thinking is an inherent feature of the job.
- (b) Applies negotiation persuasion and motivation skills to manage staff and stakeholders.
- (c) Applies sound theoretical and practical expertise in development of policy options.
- (d) Interprets and applies business plans and policies to own area of responsibility.
- (e) Resolves operational service delivery problems consistent with program objectives.

A.4.2 Typical functions

- (a) Research and develop recommendations in a specific field of expertise.
- (b) Contribute to strategic policy development within a specific field of expertise.
- (c) Manage multi-disciplinary project teams.
- (d) Lead a larger or complex corporate support work unit.
- (e) Provide specialist administrative and corporate support expertise.
- (f) Determine operational service delivery plans based on accepted standards.
- (g) Undertake complex or technical investigations and makes recommendations for action.
- (h) Manage a scientific, technical or specialist team and/or projects.
- (i) Prepare reports, briefs and correspondence on complex issues that impact at program or organisational level.

A.5 GRADE 5

A.5.1 Work environment

- (a) Decisions often impact upon staff, peers and clients outside the immediate work area.
- (b) Advice and analysis influences policy development.
- (c) Accountable for work organisation, the allocation of resources within and the outputs required of the work area.
- (d) Innovative thinking and analysis influences developments within area of responsibility.
- (e) Specialist in an area of their profession and relied on for advice in this field.

A.5.2 Typical functions

- (a) Formulate policy options and advice.

- (b) Manage and leads projects.
- (c) Provide high level expertise dealing with more complex issues in a specialised corporate support function.
- (d) Manage cross-functional delivery within a defined service.
- (e) Provide specialist professional services or advice.
- (f) Initiate research and analysis within an area of expertise consistent with organisational objectives.
- (g) Negotiate with stakeholders and peers.

A.6 GRADE 6

A.6.1 Work environment

- (a) Uses knowledge of structures, processes and culture of government, the sector and the Department to develop policies and new program or project initiatives.
- (b) High level expertise in the field or discipline.
- (c) Identifies and responds to new and emerging strategic issues impacting on the operating environment.
- (d) Subject matter expert that conceptualises, initiates, implements, promotes and evaluates complex and innovative technical programs.
- (e) Participates in strategic planning and contributes to strategic decision making process.

A.6.2 Typical functions

- (a) Responsible for operational policy or service development impacting on a major functional area.
- (b) Routinely advise senior stakeholders on policy issues and solutions within a functional area.
- (c) Manage an area with significant budget, staff responsibilities or strategic importance.
- (d) Manage a large scale organisational service or regional delivery function.
- (e) Develop briefs on highly complex issues that provide options for decision at the highest level within an organisation.
- (f) Initiate and manages negotiations with peers (internal and external to work unit) to gain commitment to projects, and delivery of activities to meet timelines.

A.7 SENIOR TECHNICAL SPECIALIST

A.7.1 Work environment

- (a) The Senior technical specialist category covers only those jobs that require the highest level of specialist professional expertise within the VPS.

- (b) Senior technical specialists can be distinguished from other classifications or categories as follows:

A.7.2 Executive officers

- (a) In contrast to Executive Officers, Senior technical specialists are not expected to take a broad, ongoing leadership role in the agency; they work within a particular field of expertise. Senior technical specialists achieve their goals through utilising specific academic knowledge, extensive industry and subject matter expertise. They inspire and stimulate others through exercising these professional skills.
- (b) While many executive roles require qualifications and experience in a particular field or discipline, in contrast with Senior technical specialists, executives do not utilise these attributes as a vocation; rather, their experience informs their management of others in achieving organisational goals.

A.7.3 Other staff

- (a) There may be other staff within an agency, who work in the same field or discipline, as the Senior technical specialist but the Senior technical specialist tends to be unique in nature. They are the primary agency or VPS expert or 'head of discipline' within their area of expertise.
- (b) Senior technical specialists undertake projects and endeavours of significantly greater complexity than other non-executives. STS projects are major Government initiatives and carry a far greater risk to Government than a non-executive would typically be expected to manage. The nature of the required expertise means that the recruitment market is very limited.

A.7.4 Typical functions

While some VPS jobs will have one or more of the Specialist Professional category qualities, jobs only meet the Specialist Technical Specialist standard if they are consistent with the following:

- (a) The role is commonly recognised as a profession;
- (b) The primary focus of the role is practising the profession at the expert level;
- (c) Where the role includes managing others, the focus is on providing leadership, guidance and inspiration within the profession or discipline;
- (d) The job represents the highest level of expertise in the agency within the specific field;
- (e) The job requires recognition as an expert within the particular field;
- (f) The level of expertise and specialisation is rare within the agency and, as a general rule, the field.

Schedule A.2—VPS Grade Descriptors and Value Range Standard Descriptors

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 1: GRADES 1 TO 4						
	GRADE 1	GRADE 2		GRADE 3		GRADE 4
VALUE RANGE		VR1	VR2	VR1	VR2	
Decision Making	1.1A	2.1A	2.2A	3.1A	3.2A	4.1A
Accountability and Frameworks	<p>Undertakes specific and defined tasks within established rules under close supervision, defined as:</p> <ul style="list-style-type: none"> • clear and detailed instructions are provided; tasks are covered by standard procedures; • deviation from procedures or unfamiliar situations are referred to higher levels; and • work is regularly checked <p>Influences own daily work priorities and schedules under direction of supervisor</p> <p>Accountable for accuracy and timeliness of outputs</p>	<p>Applies rules, processes and standards under general supervision</p> <p>Plans and prioritises own work program to achieve defined targets</p> <p>Changes own work program, which may impact on the operations of the work area</p>	<p>Selects from a range of accepted options established by rules, processes, and standards</p> <p>Makes decisions that may have significant impact on clients</p>	<p>Team leadership may be exercised where appropriate to the role</p> <p>Exercises professional judgement about the application of rules, or the selection of choices within guidelines</p> <p>Resolves local operational service delivery problems within guidelines</p> <p>Reviews decisions, assessments and recommendations from less experienced team members</p> <p>Determines the work organisation of the work area</p> <p>Analysis and advice contributes to decision making by others</p> <p>Manages budget and resources for the work area</p>	<p>Sets local precedents regarding the application of guidelines</p> <p>Provides guidance for others in the work area and/ or related areas</p>	<p>Develops guidelines within the work area</p> <p>Resolves operational service delivery problems consistent with program objectives</p> <p>Interprets and applies business plans and policies to own area of responsibility Advice and analysis contributes to policy formulation</p>

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 1: GRADES 1 TO 4

VALUE RANGE	GRADE 1	GRADE 2		GRADE 3		GRADE 4
		VR1	VR2	VR1	VR2	
Innovation and Originality	The focus is on maintaining existing systems and processes Identifies opportunities to improve own efficiency and suggests these to supervisor	Judgement is required to solve problems arising in own work program Takes initiative to recommend improved processes in immediate work area	Creatively deals with problems within the work area	Initiates improvements to procedures within the work area	Assesses and responds to policy and process changes in the work area Identifies and applies developments within professional field to problem solving within the work area	Innovative thinking is an inherent feature of the job Defines the appropriate methodology in the analysis of policy or research options
Communication	1.1B	2.1B	2.2B	3.1B	3.2B	4.1B
	Provides and receives routine information Communication is mainly focused on routine issues that may require an understanding of the operational context	Explains rules, procedures and operational policies to individual clients or colleagues Presents routine information to small groups and provides feedback to organisation Draft routine internal reports and correspondence Liaises with stakeholders, clients and external providers of goods and services Suggests alternative approaches to clients or stakeholders	Conducts formal community information sessions and consultative process involving small groups or participates in a similar process in larger groups Uses persuasion skills in dealing with an individual client, colleague, service provider or the like	May lead a team through activities including individual and team performance management and development Explains concepts and policies to clients, stakeholders and staff Plans, leads and facilitates information sessions and consultative processes in a range of settings Prepares briefs on sensitive issues for consideration of others Draft public communication	Plan, lead and facilitate consultative processes in a range of settings involving more difficult or sensitive issues Prepares complex operational reports requiring in-depth factual analysis	Conveys specialist concepts and policies to clients, staff and stakeholders Prepares reports, briefs and correspondence on complex issues that impact at program or organisational level Develops and implements operational communication and consultation strategies on specific projects Applies negotiation persuasion and motivation skills to manage staff and stakeholders

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 1: GRADES 1 TO 4

	GRADE 1	GRADE 2		GRADE 3		GRADE 4
VALUE RANGE		VR1	VR2	VR1	VR2	
		Understands procedures for effectively dealing with people exhibiting challenging behaviours		documents Communicates issues and advocates a preferred case or option to stakeholders Communicate professional/ technical concepts and advice Provides communication guidance to less experienced colleagues Uses persuasion, advocacy, negotiation and motivation skills with clients, providers, staff, peers and managers		
Knowledge and Proficiency	1.1C	2.1C	2.2C	3.1C	3.2C	4.1C
	Focus is on learning, developing and refining work skills Requires knowledge of equipment and tools to perform routine tasks, experiments and procedures, and develops practical application of these	Understands and applies theoretical principles, under supervision, to achieve defined outcomes Develops knowledge of established techniques and organisational processes Proficient in use of	Uses theoretical knowledge under supervision to achieve defined outcomes in a variety of work situations Local reference point in operational processes and procedures	Uses theoretical knowledge to achieve agreed outcomes in moderately complex work situations Authoritative in application of processes and policy relevant to the work unit Knowledge of relevant	Adapts theoretical knowledge based on practical experience and/or understanding of current issues in the field Applies understanding of interrelationships between stakeholders and/or other work units	Researches and applies advanced theoretical knowledge in a specialised field to operational problem solving Applies sound theoretical and practical expertise in development of policy

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 1: GRADES 1 TO 4

VALUE RANGE	GRADE 1	GRADE 2		GRADE 3		GRADE 4
		VR1	VR2	VR1	VR2	
	skills Requires understanding of general office work routines and procedures Acquire and apply proficiency in standard office equipment and computer applications	software or technical equipment Knowledge of legislation, regulations, policies and processes relevant and specific to the role		legislation, regulations, policies and processes	to achieve local objectives	options Authoritative in application of processes
Policy and Projects	1.1D	2.1D	2.2D	3.1D	3.2D	4.1D
	Provides administrative support to policy and projects, consistent with the support elements described in 1.1B	Drafts minutes and action plans for consideration by others Collects data, undertakes basic analysis and prepares simple reports	Undertakes research specified by others, including data analysis Administers routine projects under direction or coordinates project steps Contributes to operational service delivery policy development	Researches issues and prepares draft reports and briefings within a project plan or policy framework set by others Conducts projects of defined scope under direction Obtains, summarises and reports on stakeholder views	Plans and conducts several narrowly scoped projects simultaneously Conducts aspects of more complex projects under direction Contributes to planning on large projects	Researches and develops recommendations in a specific field of expertise Develops and implements operational policy which impacts the immediate work area Contributes to strategic policy development within a specific field of expertise Manages projects, usually under limited direction Contributes expertise to a team working on complex projects

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 1: GRADES 1 TO 4

VALUE RANGE	GRADE 1	GRADE 2		GRADE 3		GRADE 4
		VR1	VR2	VR1	VR2	
						Prepares project scopes and briefs within broad parameters Manages multi-disciplinary project teams
Administrative and Corporate Support	1.1E	2.1E	2.2E	3.1E	3.2E	4.1E
	Performs routine administrative tasks, including general telephone, counter and front office enquiries, mail deliveries, assisting with stock control, supporting organisation of meetings, receiving and initial processing of standard paperwork	Provides office support through activities such as using and maintaining standard office equipment and software Drafts routine correspondence and minutes Organises routine meetings and small functions Undertakes standard processing work such as data entry, purchasing, payments and reports using office databases Performs telephone and counter duties consistent with 2.1B	Responsible for office support services and systems for a work unit Documents meeting outcomes in more complex situations Provides support to contract administration Demonstrates problem solving in processing work Create and maintains local databases or reporting systems utilising standard software Analyse standard reports and data to identify exceptions	May lead a corporate support team Manages team performance through activities such as monitoring and reporting Maintains corporate databases and completes analysis Monitors and administers straight forward, local contracts and service agreements within a well-defined service delivery framework	Prepares and analyses reports from corporate databases to support decision making in the broader work area Develops local databases or reporting systems Negotiate straight forward, local contracts and service agreements	Leads a larger or complex corporate support work unit Provides specialist administrative and corporate support expertise Negotiates and manages straight forward, corporate contracts and service agreements Drafts reports and recommendations by interpreting and analysing data

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 1: GRADES 1 TO 4

VALUE RANGE	GRADE 1	GRADE 2		GRADE 3		GRADE 4
		VR1	VR2	VR1	VR2	
Operational Service Delivery	1.1F	2.1F	2.2F	3.1F	3.2F	4.1F
	<p>Provides routine information, such as standard information and explanations, to clients and members of the public</p> <p>Receives payment for routine services such as the sale of publications and individual licence fees</p> <p>Performs routine service delivery functions for clients such as, driving, food preparation, cleaning, gardening, assisting qualified trade persons and minor maintenance</p> <p>Operates and maintains tools and equipment appropriate to the function and level of qualification</p>	<p>Provides standard services under general supervision and within a defined service delivery framework</p> <p>Delivers information services to the general public or clients, including initial advice and referral</p> <p>Consistent with the development of knowledge specified at 2.1C, participates in routine investigations under direction and provides evidence if required</p> <p>Reconciles, banks monies and manages petty cash</p>	<p>Assesses client needs and implements appropriate service delivery from a range of accepted options</p> <p>Identifies where limited precedents apply and may recommend action to be taken</p> <p>Assists in preparing or presenting cases in a range of review forums, tribunals and courts</p>	<p>Supervises a service delivery team</p> <p>Assesses client needs and delivers a range of services in complex situations</p> <p>Investigates and assesses actions by individuals or organisations against legislation, rules, regulations and service agreements</p> <p>Advocates issues involving established precedents before a range of review forums, tribunals and courts</p> <p>Participates in the development of strategies to represent the organisation or clients, involving complex and challenging problems</p>	<p>Reviews client assessments and associated service delivery plans</p> <p>Advocates more complex cases to represent the organisation or clients before a range of review forums, tribunals and courts</p> <p>Recommends strategies to represent the agency and/or clients involving complex and challenging problems</p>	<p>Determines operational service delivery plans based on accepted standards</p> <p>Recommends resource allocation to immediate manager in order to meet service delivery priorities</p> <p>Manages operational work teams</p> <p>Undertakes advanced case management, which may include cross agency collaboration</p> <p>Undertakes complex or technical investigations and makes recommendations for action</p>
Technical/Specialist	1.1G	2.1G	2.2G	3.1G	3.2G	4.1G
	Assists technicians, scientists and specialists in tasks that	Conducts routine scientific, technical or specialist procedures	Modifies routine scientific, technical or specialist procedures to	Conducts small to medium scientific, technical or specialist	Plan small to medium scientific, technical or specialist projects	Manages a scientific, technical or specialist team and/or projects

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 1: GRADES 1 TO 4

	GRADE 1	GRADE 2		GRADE 3		GRADE 4
VALUE RANGE		VR1	VR2	VR1	VR2	
	<p>are straightforward and use established techniques and work practices</p> <p>Operates and maintains technical or scientific equipment appropriate to the function and level of qualification</p> <p>This level performs routine technical support functions such as setting up a laboratory, cleaning equipment, and supporting field work</p>	<p>and data collection, collation and analysis</p> <p>Diagnoses and corrects faults and problems with technical equipment</p> <p>Contributes to scientific or technical project planning</p>	<p>a limited specification</p> <p>Exercises discretion in use of equipment and actions to achieve results within specifications</p>	<p>projects defined by others</p> <p>Undertakes technical data analysis in field of expertise</p> <p>Conducts field or desktop studies as part of a team</p> <p>Assembles non-standard technical systems or equipment to a specification</p> <p>Leads a small scientific, technical or specialist team</p>	<p>May control a laboratory function or field operation where a range of related technical functions are performed</p> <p>Prepares complex reports requiring in-depth factual analysis</p>	<p>Independently performs professional or technical work at an advanced level in a narrow field of expertise or on research projects</p> <p>Provides professional scientific, technical or specialist advice based on field of expertise</p> <p>Undertakes technical data analysis and modelling and prepares reports</p>

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 2: GRADE 5 AND 6

VALUE RANGE	GRADE 5		GRADE 6	
	VR 1	VR 2	VR 1	VR 2
Decision Making	5.1A	5.2A	6.1A	6.2A
Rules, Guidelines, and Frameworks	<p>Decisions often impact upon staff, peers and clients outside the immediate work area</p> <p>Makes decisions in situations where there is some, but not definitive, precedent about the application of an organisational framework</p> <p>Advice and analysis influences policy development</p> <p>Contributes to strategic business planning</p> <p>Interprets and applies business plans and policies in own area of responsibility and provides advice to others on implementation issues</p> <p>Accountable for work organisation, the allocation of resources within and the outputs required of the work area</p>	<p>Decisions may set precedents for peers</p> <p>Develops business plans to deliver on evolving organisational priorities</p>	<p>Develops policy frameworks within area of expertise or responsibility based on defined organisational priorities</p> <p>Participates in strategic planning and contributes to strategic decision making process</p> <p>Accountable for achievement of established corporate objectives including the formulation and implementation of local business plans</p>	<p>Develops policies, programs and initiatives that impact on programs or major functional areas</p> <p>Required to interpret general policy framework to make decisions in the absence of definitive operational policies</p>
Innovation and Originality	<p>Innovative thinking and analysis influences developments within area of responsibility</p>	<p>Solutions and thinking may advance organisational innovation or occupational/professional knowledge</p> <p>Creatively develops options in a changing organisational environment</p>	<p>Identifies and responds to new and emerging strategic issues impacting on the operating environment</p>	<p>Contributes advanced expertise and knowledge to strategic planning and decision making processes</p>

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 2: GRADE 5 AND 6

VALUE RANGE	GRADE 5		GRADE 6	
	VR 1	VR 2	VR 1	VR 2
Communication	5.1B	5.2B	6.1B	6.2B

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 2: GRADE 5 AND 6

VALUE RANGE	GRADE 5		GRADE 6	
	VR 1	VR 2	VR 1	VR 2
			immediate manager Focuses on understanding stakeholder issues and influencing their views Provides authoritative expert advice on complex issues within own area	
Policy and Projects	5.1C	5.2C	6.1C	6.2C
	Formulates policy options and advice Develops project briefs consistent with business plan direction Manages and leads projects Develops briefs on highly complex issues that provide options for discussion and consideration and will contribute to the development of a set of final options for decision	Advocates policy options Manages and leads complex projects	Responsible for operational policy or service development impacting on a major functional area Responsible for implementation of endorsed strategic policy within the functional area Routinely advises senior stakeholders on policy issues and solutions within a functional area	Responsible for operational policy or service development that has significant impact across functional areas Responsible for implementation of endorsed strategic policy across functional areas Area of expertise and responsibility is complicated by the scale and difficulty of the issues Manages major projects for the organisation Provides policy advice to government, senior levels of the organisation and key external stakeholders

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 2: GRADE 5 AND 6

VALUE RANGE	GRADE 5		GRADE 6	
	VR 1	VR 2	VR 1	VR 2
Administrative and Corporate Support	5.1D	5.2D	6.1D	6.2D
	Manages a discrete function with limited budget or staff responsibilities Provides high level expertise dealing with more complex issues in a specialised corporate support function	Manages a discrete function with increased budget, staff responsibilities, or sensitive or complex issues Provides professional leadership in a specialised corporate support function	Manages an area with significant budget, staff responsibilities or strategic importance Contributes to strategic corporate initiatives and is responsible for implementation	Provides leadership and guidance based on advanced expertise Manages a range of strategic corporate functions, each with significant budget, staff responsibilities or strategic importance Leads strategic corporate initiatives
Operational Service Delivery	5.1E	5.2E	6.1E	6.2E
	Manages cross-functional delivery within a defined service Develops service plans and delivery standards for the area of responsibility Determines service delivery resource allocation Provides specialist professional services or advice	Manages cross-functional delivery of a defined service with increased budget, staff responsibilities, or sensitive or complex issues Provides specialist professional services or advice, including leadership and guidance to other specialists in the field	Manages a large scale organisational service or regional delivery function Develops service delivery models within business plans and objectives Provides highly specialist services or expert advice on service delivery	Provides leadership and guidance based on advanced expertise Develops complex or specialised service delivery models Responsible for meeting service objectives, including financial, quality and time related targets for programs or major projects
Technical Specialist	5.1F	5.2F	6.1F	6.2F
	Specialist in an area of their profession and relied on for advice in this field Undertakes complex independent	Provides leadership and guidance to other specialists in the field Contributes to the development of standards relating to the sector,	Subject matter expert that conceptualises, initiates, implements, promotes and evaluates complex and innovative	Area of expertise and responsibility is complicated by the scale and difficulty of the issues

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 2: GRADE 5 AND 6

VALUE RANGE	GRADE 5		GRADE 6	
	VR 1	VR 2	VR 1	VR 2
	scientific, technical or specialist work and analysis Initiates research and analysis within an area of expertise consistent with organisational objectives	program or profession	technical programs Routinely advises senior levels of the organisation on policy issues and solutions within a functional area Develop technical or professional standards for the organisation	Provides leadership and guidance based on advanced expertise
Knowledge and Proficiency	5.1G	5.2G	6.1G	6.2G
	Uses specialist knowledge within a confined field to challenge policies and professional concepts. Applies complex concepts to policy development or research Provides leadership in the adaptation and application of concepts to operational matters within local work area Models high level leadership attributes	Modifies and applies concepts to new situations that may impact beyond the immediate work area Provides leadership in the application of concepts to policy development	Uses knowledge of structures, processes and culture of government, the sector and the Department to develop policies and new program or project initiatives Applies complex concepts drawn from non-related fields to address policy issues High level expertise in the field or discipline	Proficiency and expertise has a significant impact on the capability to deliver the policy agenda, program or project initiatives High level expertise in the program area High level expertise in a field or discipline that is critical to the program or organisation

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 3: SENIOR TECHNICAL SPECIALIST			
VALUE RANGE	VR 1	VR 2	VR 3
	7.1A	7.2A	7.3A
	<p>Leads highly specialised professional research, Provides professional leadership in a major program or field of research</p> <p>Manages a significant professional research institute or function with significant resource management responsibilities</p> <p>Provide state-wide expertise within a specific field of endeavour critical to the agency's overall program</p> <p>Responsible for quality professional outcomes of work</p> <p>Understands the implications of the work and its impact on/contribution to Departmental or Government policy</p> <p>Provides professional leadership and development of staff in area of professional expertise</p> <p>Influences departmental policy direction and may develop or change policy as a result of specialised work or research.</p> <p>Responsible for the quality professional outcomes of major projects</p> <p>Departmental and Statewide reputation is associated with positions at this level</p>	<p>This value range is characterised by work consistent with that expressed in Value range 1 with broader scope, complexity and impact</p> <p>Provides authoritative advice and leadership in area of expertise</p> <p>Manages a professional discipline that impacts on department wide operations and provides high level professional advice to programs across the agency</p> <p>Manages substantial resources primarily associated with projects of significance to the Department/Government or within the field of expertise</p> <p>Provides professional leadership and development of staff in area of professional expertise including leading and inspiring teams of fellow professionals</p>	<p>Regarded as having the highest level of expertise within the Agency and is recognised nationally and internationally in narrower fields</p> <p>Expertise is of primary importance to the Department/Government</p> <p>Considerable resource management responsibility primarily associated with projects of primary importance to the Department/Government or within the field of scientific or professional expertise</p> <p>Manages capital management projects in the order of multi-million dollar, cross portfolio or major agency projects</p>
Decision Making	7.1B		
Accountability and Frameworks	<p>Limited frameworks, precedents and guidelines beyond broad Government policy and professional discipline standards</p> <p>Generates strategic directions and programs for the agency or the sector</p>		

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 3: SENIOR TECHNICAL SPECIALIST			
VALUE RANGE	VR 1	VR 2	VR 3
	<p>Develops strategic frameworks for research or industry development</p> <p>Typically operates in an environment with a high degree of sensitivity or risk associated with the particular industry sector, field or professional endeavour</p> <p>Outcomes directly affect external perceptions of the Department by Government and the community</p> <p>Influences the national and international debate in the profession/ field of expertise</p>		
Innovation and Originality	7.1C		
	<p>Recognised nationally as a specialist in a particular field and applies this knowledge to achieve highly creative and/or innovative solutions to major challenges/ major projects</p> <p>Identifies and responds to new and emerging issues in the field and their longer term implications for the State</p>		
Communication	7.1D	7.2D	7.3D
	<p>Interacts with executives/ professional staff within the organisation and with other experts in the field/profession</p> <p>Communicates at highest managerial levels and with Ministers</p> <p>Communicates externally across industry. Can be at national and international levels</p> <p>Informs stakeholders of matters arising</p>	<p>Develops and utilises national and international communication networks to ensure appropriate development and application of research or project initiatives in accordance with government priorities</p> <p>Negotiates elements of million dollar projects or the involvement or contribution of senior public or private sector leaders</p>	<p>Initiates and negotiates joint research programs with universities and other agencies</p> <p>Negotiates all aspects of multi-million dollar projects to ensure they are on-budget and on-time</p>

SCHEDULE A.2—VPS GRADE DESCRIPTORS AND VALUE RANGE STANDARD DESCRIPTORS. TABLE 3: SENIOR TECHNICAL SPECIALIST			
VALUE RANGE	VR 1	VR 2	VR 3
	<p>from ‘professional/expert’ role. As an expert, communication will rarely be questioned</p> <p>Close interaction with other professionals in the field</p> <p>Direct contact with senior political, commercial, community or sector stakeholders</p> <p>Provides expert information and advice on professional field of interest/major project/s</p> <p>Develops and utilises communication networks to ensure appropriate development and application of research or project initiatives in accordance with government priorities</p>		
Knowledge and Proficiency	7.1E		
	<p>Requires significant experience in the field/area of expertise</p> <p>Authoritative specialist/expert in the field</p> <p>Enhances the standing of the agency and its reputation for excellence</p> <p>Writes, publishes and presents research, arguments and cases to peers, stakeholders and senior management</p> <p>Demonstrates strategic management skills</p> <p>Combines significant achievement with a substantial body of demonstrated effectiveness and professional experience</p>		

Schedule B—Legal grade and value range descriptions

Note: Legal descriptors are to be read in conjunction with the VPS Grade and Value range descriptors with which they align

SCHEDULE B—LEGAL GRADE AND VALUE RANGE DESCRIPTIONS. TABLE 1: ARTICLED CLERK, SOLICITOR LEVELS 1, 2, AND 3					
LEGAL CATEGORY DEFINITION	ARTICLED CLERK	SOLICITOR - LEVEL 1	SOLICITOR-- LEVEL 2		SOLICITOR – LEVEL 3
VPS Grade Alignment	VPS Grade 2 VR1	VPS Grade 2 VR2	Value Range 1 VPS Grade 3 VR1	Value Range 2 VPS Grade 3 VR2	VPS Grade 4
	Grade description	Grade description	Grade description		Grade description
A Legal Officer is in a job that requires a mandatory legal qualification, admission to practise (or is preparing for admission to practise) and the sole or major focus is the practice of law. This includes: <ul style="list-style-type: none"> • preparing, conducting and advocating cases; • briefing counsel and supervising lawyers in private practice who represent the agency; • preparing legal documents • providing legal advice and opinions; • researching and interpreting case law, precedents, legal procedures and legislation; • interpreting legislation 	<p>An articled clerk functions within an environment that reflects an understanding and appreciation of the structures of the Victorian legal system.</p> <p>In this context, articled clerks continue to acquire knowledge and apply professional legal knowledge under direct supervision.</p> <p>The focus is on applying professional knowledge under supervision. Routine work is dealt with independently</p> <p>Professional legal work is checked and approved by others.</p>	<p>Solicitor Level 1 is the minimum entry level for an admitted solicitor with limited* or no practice experience or for roles working within a well-defined operational environment under direct supervision.</p> <p>Note* Limited practice experience would typically be characterised by less than 12 months experience.</p> <p>The focus at this level is to undertake professional tasks within established guidelines and policies.</p> <p>Level 1 Solicitors progress to Level 2 following 12 months service or earlier provided they meet the performance standards of the Department/ Agency at this level and the work is required at Level 2.</p>	<p>The working environment provides broad guidelines and procedures in which the person is expected to confidently adapt and apply knowledge to their work.</p> <p>The role requires diminishing supervision for routine matters and operates within a more challenging functional environment.</p> <p>The job focus changes to undertaking professional tasks within established guidelines and policies with greater independence.</p>		<p>Independent performance of legal professional work at an advanced level.</p> <p>Capable of working independently in providing legal advice and regarded as developing a key functional expertise within the area of expertise.</p> <p>May have responsibility for mentoring less experienced legal staff</p>

SCHEDULE B—LEGAL GRADE AND VALUE RANGE DESCRIPTIONS. TABLE 1: ARTICLED CLERK, SOLICITOR LEVELS 1, 2, AND 3					
LEGAL CATEGORY DEFINITION	ARTICLED CLERK	SOLICITOR - LEVEL 1	SOLICITOR-- LEVEL 2		SOLICITOR – LEVEL 3
VPS Grade Alignment	VPS Grade 2 VR1	VPS Grade 2 VR2	Value Range 1 VPS Grade 3 VR1	Value Range 2 VPS Grade 3 VR2	VPS Grade 4
and precedent; and • developing and reviewing legislation					
Litigation	VPS Grade and Value Range descriptors apply	<p>Provides support to more experienced legal officers in courts, tribunals and review forums</p> <p>Assists with interviewing witnesses and taking statements</p> <p>Provides routine advice within established procedural frameworks</p> <p>Assists in preparing and presenting cases in a range of review forums, tribunals and courts</p> <p>Attend directions hearings and routine case conferences</p>	<p>Assesses case requirements and implements appropriate processes from a range of accepted options</p> <p>Assists with preparation for negotiations between opposing parties.</p> <p>Assess adequacy of evidence in routine cases</p> <p>Prepares for routine litigation in Magistrates Courts, County Courts and tribunals</p> <p>Appears in routine matters in the Magistrates and County Courts, and tribunals including mentions and case conferences</p> <p>Prepares and instructs in routine committals, inquests, trials and appeals and routine civil proceedings in the Magistrates and County</p>	<p>Prepares more complex cases/ matters</p> <p>Negotiates settlement agreements within defined parameters.</p> <p>Instructs in more complex committals, inquests, trials and appeals and routine civil proceedings in the Magistrates and County Courts, and tribunals</p>	<p>Participates in negotiations and recommends dispute settlements</p> <p>Prepare and/or instructs in more complex committals, summary prosecutions, inquests, trials and appeals</p> <p>Manages cases involving less prescription or limited precedents</p> <p>Briefs and instructs counsel on moderately complex matters</p> <p>Appears in matters in the Magistrates and County Courts, and tribunals including mentions and case conferences including cases of a more complex nature</p>

SCHEDULE B—LEGAL GRADE AND VALUE RANGE DESCRIPTIONS. TABLE 1: ARTICLED CLERK, SOLICITOR LEVELS 1, 2, AND 3					
LEGAL CATEGORY DEFINITION	ARTICLED CLERK	SOLICITOR - LEVEL 1	SOLICITOR-- LEVEL 2		SOLICITOR – LEVEL 3
VPS Grade Alignment	VPS Grade 2 VR1	VPS Grade 2 VR2	Value Range 1 VPS Grade 3 VR1	Value Range 2 VPS Grade 3 VR2	VPS Grade 4
			Courts, and tribunals Assists in the development of legal strategies		
Advice Work	VPS Grade and Value Range descriptors apply	Prepares legal briefs and advice under supervision Undertakes legal research under direction to contribute to decision making by others Provides routine advice within established procedural frameworks	Recommends appropriate legal courses of action from a range of alternatives based on known practice and precedents Liaises with, and provides information to, individuals, court and tribunal staff and other agencies Advises on the requirements of contracts and agreements Researches and reports on case law and recent legal developments Assesses actions by individuals or organisations against legislation, rules, regulations and service agreements	Prepares detailed documents requiring detailed legal analysis Contributes to planning of legal strategies, research or policy development Identifies and applies legal developments to problem solving within a specific work area of the organisation.	Develops legal policy proposals for consideration by others Provides advice in a specialised area of law under broad direction Advises stakeholders on a broad range of legal matters consistent with the area of specialisation Provides advice on issues involving the consideration of moderately complex factual, legal or evidentiary issues within establish frameworks
Legislative Drafting	VPS Grade and Value Range descriptors apply		Contributes to developing drafting instructions for legislation Supports more experienced staff in preparing	Prepares straightforward draft subordinate legislation for review by supervisors Prepares drafting instructions independently	Drafts bills under general direction for consideration by others Undertake research and evaluation and provide

SCHEDULE B—LEGAL GRADE AND VALUE RANGE DESCRIPTIONS. TABLE 1: ARTICLED CLERK, SOLICITOR LEVELS 1, 2, AND 3					
LEGAL CATEGORY DEFINITION	ARTICLED CLERK	SOLICITOR - LEVEL 1	SOLICITOR-- LEVEL 2		SOLICITOR – LEVEL 3
VPS Grade Alignment	VPS Grade 2 VR1	VPS Grade 2 VR2	Value Range 1 VPS Grade 3 VR1	Value Range 2 VPS Grade 3 VR2	VPS Grade 4
			subordinate legislation	for straightforward legislative proposals incorporating stakeholders views	advice on legislation and government policy Seeks stakeholders views and applies understanding of current issues in developing proposals and advice Prepares drafting instructions and supporting documentation for legislation under direction
Legal Drafting	VPS Grade and Value Range descriptors apply	Uses basic precedents to prepare legal documentation under supervision Prepares preliminary draft contracts and agreements Undertakes research to support more experienced staff in preparing legal policy proposals	Prepares routine legal documents regularly requiring the application of established precedent Researches issues and prepares legal advice within a framework set by others Prepares routine public communication guides on legal issues	Undertakes legal drafting projects where precedent is not as well defined.	Prepares complex reports, briefs and correspondence on issues that impact at program or organisational level Examine and report on complex legal instruments and decisions Drafts complex legal agreements with some precedent

SCHEDULE B—LEGAL GRADE AND VALUE RANGE DESCRIPTIONS. TABLE 2: SENIOR SOLICITOR, AND PRINCIPAL SOLICITOR				
VPS Grade Alignment	SENIOR SOLICITOR		PRINCIPAL SOLICITOR	
	VPS Grade 5 VR 1	VPS Grade 5 VR 2	VPS Grade 6 VR1	VPS Grade 6 VR2
Grade description		Grade description		
	A senior legal officer with a substantial advisory, research and development role in a specialist area of law or a senior legal practitioner within a diverse legal environment Independently manages complex or sensitive matters within the field of expertise Deals with significantly complex matters under limited direction May be the Agency contact on a particular area of law. May manage or supervise a small legal office/ unit or specialised team		May manage a small to medium legal office or area of major specialisation. Interprets the environment and makes decisions where there is limited precedent and creatively applies concepts to new situations. Roles at this level are expected to identify and respond to new and emerging legal issues and deal with more complex or sensitive matters within the field of expertise	
Litigation	Prepares, and instructs counsel in complex and/ or sensitive matters Represents the agency within Government and externally in the area of specialisation Appears in contested and indictable matters in the Magistrates and County courts Co-ordinates complex criminal prosecutions Exercises judgement within established parameters in negotiating and developing proposals to settle complex matters Provides advice to team members in developing /endorsing preferred litigation options	Negotiates and manages complex or highly sensitive cases and disputes Provides professional leadership within the area of specialisation/expertise	Works independently on highly complex cases May act as a solicitor advocate in the County and Supreme Courts on indictable matters which cannot be heard summarily Develops briefs and/or advice on highly complex issues which provide options for decision at the highest level with the agency Provides high level advice in an area of specialisation Develops strategies for management of complex legal proceedings Manages key stakeholder interests	Provides leadership and guidance based on advance expertise in an area of specialisation or in a broad range of legal matters to senior stakeholders

SCHEDULE B—LEGAL GRADE AND VALUE RANGE DESCRIPTIONS. TABLE 2: SENIOR SOLICITOR, AND PRINCIPAL SOLICITOR				
	SENIOR SOLICITOR		PRINCIPAL SOLICITOR	
VPS Grade Alignment	VPS Grade 5 VR 1	VPS Grade 5 VR 2	VPS Grade 6 VR1	VPS Grade 6 VR2
Advice Work	<p>Initiates research and analysis to provide advice on complex or cross discipline matters</p> <p>Provides authoritative legal advice within the area of specialisation</p> <p>Provides specialist legal expertise and advice to policy/practice development</p>	<p>Provides professional leadership within the area of specialisation</p> <p>The level of immediate supervision diminishes and advice is provided in an environment that is less prescribed</p>	<p>Provides authoritative advice internally and/ or to other agencies on sensitive and/ or complex legal issues</p> <p>Provides authoritative written and oral advice on complex and challenging matters to stakeholders</p> <p>Prepares and manages strategies for complex legal proceedings</p>	<p>Provides leadership and guidance based on advanced legal expertise</p> <p>Identifies and advises on new and emerging issues in the law and their longer term implications for the state</p>
Legislative Drafting	<p>Plans moderately complex and/ or sensitive legislation and supporting documentation</p> <p>Drafts moderately complex and/ or sensitive legislation</p> <p>Provides advice on legislative proposals within specified parameters</p> <p>Prepares drafting instructions and supporting documentation for moderately complex and/ or sensitive legislation</p>	<p>The level of immediate supervision diminishes and work is in an environment that is less prescribed</p>	<p>Drafts complex and/or sensitive legislation and settle associated Parliamentary documentation</p> <p>Prepares and manages strategies for complex matters including significant legislative change</p> <p>Manages and leads legislation review projects</p> <p>Provides authoritative advice on legislative proposals</p> <p>Analyses complex instructions to prepare proposals that incorporate stakeholder views</p>	<p>Provides professional leadership within the area of expertise</p> <p>Prepares and manages strategies for resolving complex matters including significant legislative change</p>
Legal Drafting	<p>Prepares proposals for changes to the law and policy for consideration by managers</p> <p>Researches and prepares reports at an advanced professional level</p>	<p>Co-ordinates complex legal projects</p> <p>Works on legal drafting projects where the level of specification is less prescribed</p>	<p>Develops briefs on complex issues that provide definitive options</p> <p>Prepares public communication documents on contentious/sensitive legal matters</p>	<p>Develops proposals, conducts and implements major legal reviews</p>

SCHEDULE B—LEGAL GRADE AND VALUE RANGE DESCRIPTIONS. TABLE 2: SENIOR SOLICITOR, AND PRINCIPAL SOLICITOR				
VPS Grade Alignment	SENIOR SOLICITOR		PRINCIPAL SOLICITOR	
	VPS Grade 5 VR 1	VPS Grade 5 VR 2	VPS Grade 6 VR1	VPS Grade 6 VR2
	<p>Prepares high-level written advice, proposals and briefings within the area of specialisation</p> <p>Develops briefs on complex issues that provide options for discussion and consideration</p>		<p>Formulate strategies to deal with highly sensitive legal matters</p> <p>Initiates legal research and analysis within the area of expertise</p>	

Schedule C—Speech Therapists, Social Workers, Psychologists/Guidance Officers and Related Professions (Allied Health) Grade and Value Range Descriptors

Note. Allied Health Descriptors are to be read in conjunction with the VPS Grade and Value Range Descriptors with which they align.

SCHEDULE C—SPEECH THERAPISTS, SOCIAL WORKERS, PSYCHOLOGISTS/GUIDANCE OFFICERS AND RELATED PROFESSIONS (ALLIED HEALTH) GRADE AND VALUE RANGE DESCRIPTORS. TABLE 1: GRADE 1 AND 2.				
	LOCAL TITLE ALLIED HEALTH GRADE 1	LOCAL TITLE ALLIED HEALTH GRADE 2		
VPS Grade Alignment	VPS Grade 2VR 1	VPS Grade 2 VR 2	VPS Grade 3VR 1	VPS Grade 3VR 2
Definition The primary purpose of the job is the actual practice of the profession and such management functions associated with the profession as are provided for in the descriptors. The occupational group requires a mandatory qualification in the area of the profession or equivalent and registration with the appropriate professional body where required. The category includes psychologists, guidance officers, speech pathologists, social workers, welfare workers and other clinicians including occupational therapists, physiotherapists and dieticians. The Allied Health category excludes professionals in other occupational classification categories.	Jobs at this level require a mandatory qualification below degree level Provides client support within a well defined service delivery framework Assesses client needs, develops case plans and implements appropriate action where solutions are clearly defined Applies theoretical principles to case management under general guidance and supervision Advises clients and initiates intervention strategies in routine cases Liaises with clients, families, caregivers and service providers to address client needs in routine cases Provide information to clients and families on available services Maintains client records and case	Minimum entry level for mandatory degree qualified roles Assesses client needs, develop case plans and implements appropriate action from a range of accepted options Identifies and develops alternative options within established parameters Advises clients and initiates intervention strategies Works with other professionals in dealing with complex cases Recommends case management strategies, including referrals Monitors, evaluates and reports on case plans Facilitates programs for clients either directly or in conjunction with specialist professionals Liaises with other staff and external service providers	Assesses client needs and delivers a range of services in complex situations within generally defined parameters Provides standard professional services independently within defined organisational parameters Manages complex cases under professional guidance and supervision Exercises professional judgement about the application of rules, or the selection of choices within guidelines Develops targeted interventions through application of professional guidelines Explains professional concepts and approaches to clients, stakeholders, colleagues and staff Facilitates individual or group programs for clients Prepares reports and advice within	Reviews client assessments and associated service delivery plans Provides guidance for others in the work area and/ or related areas Provides operational leadership in terms of local issues and strategy and contributes to policy development within the organisation Influences management and colleagues on operational strategies Prepares complex professional reports requiring in-depth factual analysis including assessments and recommendations for consideration by others

SCHEDULE C—SPEECH THERAPISTS, SOCIAL WORKERS, PSYCHOLOGISTS/GUIDANCE OFFICERS AND RELATED PROFESSIONS (ALLIED HEALTH) GRADE AND VALUE RANGE DESCRIPTORS. TABLE 1: GRADE 1 AND 2.				
	LOCAL TITLE ALLIED HEALTH GRADE 1	LOCAL TITLE ALLIED HEALTH GRADE 2		
VPS Grade Alignment	VPS Grade 2VR 1	VPS Grade 2 VR 2	VPS Grade 3VR 1	VPS Grade 3VR 2
	notes/history Participates in development and delivery of programs for clients	regarding the needs of the client and their family	policy frameworks Provides definitive advice in respect of client needs in the area of the profession Conducts professional projects of defined scope under direction Uses persuasion, advocacy, negotiation and motivation skills with clients, their families, providers, staff, peers and managers	

SCHEDULE C—SPEECH THERAPISTS, SOCIAL WORKERS, PSYCHOLOGISTS/GUIDANCE OFFICERS AND RELATED PROFESSIONS (ALLIED HEALTH) GRADE AND VALUE RANGE DESCRIPTORS. TABLE 2: GRADE 3 AND 4.

VPS Grade Alignment	Local Title Allied Health Grade 3	Local Title Allied Health Grade 4	
	VPS Grade 4	VPS Grade 5 VR1	VPS Grade 5 VR2
	<p>Undertakes advanced therapeutic interventions, including cross agency collaboration and education</p> <p>Determines operational service delivery plans based on professional and industry standards</p> <p>May manage a team of staff delivering professional services, including resource allocation</p> <p>Makes decisions on service provision to resolve complex problems</p> <p>Autonomous in provision of professional services in dealing with complex matters within operational guidelines and policies</p> <p>Applies sound theoretical knowledge and practical expertise in developing service delivery options</p> <p>Contributes to policy formulation on service delivery</p> <p>Provides professional guidance and coaching for less qualified and/or experienced staff</p>	<p>Specialist in an area of their profession and relied on for advice in the field</p> <p>Manages a defined service delivery function or project/s</p> <p>Undertakes advanced interventions in dealing with particularly complex cases that may require cross-profession or agency collaboration</p> <p>Makes decisions on complex intervention strategies that may have significant consequences for clients and their families</p> <p>Contributes to the development of knowledge and innovation in a narrow field of the profession</p> <p>Provides leadership, training and development for others in the adaptation and application of professional concepts</p>	<p>Provides specialist professional services or advice, including leadership and guidance to other specialists in the field</p> <p>Manages the delivery of multi-disciplinary service including increased budget, staff responsibilities, or sensitive or complex issues</p> <p>Contributes to the development of standards in the profession</p>

Schedule D—Science Grade and Value Range Descriptors

Note. The Science Grade and Value Range Descriptors are to be read in conjunction with the VPS Grade and Value Range Descriptors with which they align. The Science Descriptors set out work value statements to detail the work value characteristics of the science profession that are not captured in the VPS general descriptors. The first reference for job classification is the Science Grade and Value Range descriptors. Descriptors are not job descriptions, performance standards, and progression or selection criteria. Descriptors are considered on the basis of best fit to classify a job with regard to its work value. Some descriptors may apply and some descriptors may not apply for any given job. Job classification is based on a “whole of job” consideration, following comparison with the Grade and Value Range Descriptors.

SCHEDULE D—SCIENCE GRADE AND VALUE RANGE DESCRIPTORS. TABLE 1. SCIENCE A AND B				
	Science A Local title where applicable			Science B Local title where applicable
VPS Grade Alignment	Value Range 1 VPS Grade 2 VR2	Value Range 2 VPS Grade 3 VR1	Value Range 3 VPS Grade 3 VR2	VPS Grade 4
Grade Description	Science A VR1 is generally, an entry level for science graduates and the focus is on applying broad theoretical knowledge. The working environment is well defined and scientific work is conducted under general supervision.	Within VR2 and VR3, the working environment provides broad guidelines and procedures in which the person is expected to develop specialist skills whilst confidently adapting and applying knowledge to their work.		Independent performance of professional work at an advanced level. Judgement and innovation are demonstrated at a level consistent with being an established professional.
The position requires a science* based qualification* and the focus of the job is the creation, development and/or application of scientific knowledge. The context of a role will vary but may include: <ul style="list-style-type: none">• applied research for the resolution of specific problems;• strategic (basic) research which contributes to the development of new	Participates as a team member on science projects Communicates effectively with team members. Developing more detailed practical knowledge within a specific scientific discipline May be required to partially modify procedures Assists in scoping projects and reviewing literature Under supervision, develops	Co-author, or independently author, journal articles within the field of expertise, professional parameters and responsibility Presents posters (or similar) at seminars/conferences within the area of expertise Where appropriate, prepares sub-project submissions for funding May supervise a small project team May regularly interact with a range of external or internal clients	Developing independent scientific professional judgement and skill within own area of expertise Has responsibility for delivering and reporting on quality research, extension or enforcement outputs Adapts knowledge to novel situations Develops and maintains collaborative research projects with relevant organisations Is becoming a recognised specialist within a specific, but	Is a recognised specialist within a specific scientific discipline Exercises considerable amount of independent scientific professional judgement and skill. Has an established record of publication, including journal articles, conference papers and reports May be asked to referee external scientific papers Prepares and delivers addresses and lectures to stakeholder bodies,

SCHEDULE D—SCIENCE GRADE AND VALUE RANGE DESCRIPTORS. TABLE 1. SCIENCE A AND B				
VPS Grade Alignment	Science A Local title where applicable			Science B Local title where applicable
	Value Range 1 VPS Grade 2 VR2	Value Range 2 VPS Grade 3 VR1	Value Range 3 VPS Grade 3 VR2	VPS Grade 4
<p>knowledge;</p> <ul style="list-style-type: none"> • undertaking scientific research using computer based analytical tools; • testing, analysing and reporting; • undertaking investigations; • advising and informing stakeholders on scientific matters; • compliance related activities; • risk assessment and management; • development of science-based policy; and • assisting clients in the adopting of new on-ground practices, including extension work which is defined as ongoing dialogue with clients dealing with science concepts. <p>*Includes a Degree for new staff and a relevant Diploma for existing staff as at the operative date.</p> <p>** Defined as physical and life</p>	<p>schedules of scientific, extension, enforcement and technical activities required in a project</p> <p>May contribute data to publications – where not precluded by contractual obligations.</p> <p>Presents work at informal seminars</p> <p>Communicates (orally and in writing) research and scientific findings (appropriate communication media are determined by the nature of the science role – e.g. written work might encompass newspaper articles or advisory work, or contributing a paper for a scientific journal)</p>	<p>to provide advice or specialist information.</p> <p>Investigates, accurately analyses needs and priorities and disseminates scientific information using appropriate knowledge transfer techniques, including addressing farmers, community groups and school students.</p> <p>Applies understanding of professional ethics and the scientific method in the development, conduct and interpretation of work</p>	<p>limited, subject area.</p> <p>May control a laboratory function or field operation where a variety of related scientific functions are performed</p> <p>When planning and evaluating science projects, gives consideration to government policy direction, market segmentation, community expectations and other relevant parameters</p> <p>Continuing to establish a publication record where appropriate to the role and organisational requirements</p> <p>Gives oral presentations on more complex matters at seminars/conferences</p>	<p>university students and peer professionals</p> <p>May prepare/present scientific evidence for use in prosecutions</p> <p>May manage laboratories, project teams or field operatives</p> <p>Formulates and supervises experimental and professional development programs for less experienced colleagues</p> <p>Provides coaching and mentoring to junior colleagues and students in developing skills in experiments planning and ethical standards</p> <p>May supervise Honours/Masters students or co-supervise PhD students</p> <p>Project methods and experimental design requires innovative approach</p> <p>Develops consultation and communication processes with collaborators, customers and the community</p>

SCHEDULE D—SCIENCE GRADE AND VALUE RANGE DESCRIPTORS. TABLE 1. SCIENCE A AND B				
	Science A Local title where applicable			Science B Local title where applicable
VPS Grade Alignment	Value Range 1 VPS Grade 2 VR2	Value Range 2 VPS Grade 3 VR1	Value Range 3 VPS Grade 3 VR2	VPS Grade 4
sciences, or directly related fields by agreement. The Science structure excludes Graduate Recruitment programs and professionals in other occupational categories where a science qualification is optional.				

SCHEDULE D—SCIENCE GRADE AND VALUE RANGE DESCRIPTORS. TABLE 2. SCIENCE C AND D

VPS Grade Alignment	Science C Local title where applicable		Science D Local title where applicable	
	VPS Grade 5 VR 1	VPS Grade 5 VR 2	VPS Grade 6 VR1	VPS Grade 6 VR2
Grade Description	<p>May be:</p> <ul style="list-style-type: none"> • A high-level specialist/researcher; or • A manager of a scientific organisational unit (usually multi-disciplinary) or • scientific manager of large projects; and <p>Accepted by peers, stakeholders and managers as an authoritative specialist.</p>		<p>There is a need to resolve major conceptual scientific, technical, commercial or management problems that have significant impact on the scientific field or the organisational unit. Is likely to set new directions for the subject or program area, based on community, national and/or international trends. May operate as one of the agency or State's leading experts in their field.</p>	
	<p>Has an in-depth knowledge within a specialised area of science, although is not necessarily the most senior authoritative adviser</p> <p>Is developing a national reputation amongst peers in the same field of science.</p> <p>Independently performs scientific work at an advanced level.</p> <p>Provides high level professional leadership</p> <p>Actively mentors less experienced staff and peers within the area of expertise</p> <p>Leads the development of new areas of work</p> <p>Makes original contribution to scientific knowledge</p> <p>May have own review articles</p>	<p>Modifies and applies scientific precedents and concepts to new situations that may have a resultant impact in other areas and /or results in a substantial scientific redirection</p> <p>Critically analyses and synthesises scientific data, resulting in knowledge generation and recommendations for changed approaches that impact beyond the immediate work area. Makes a continuing impact within their field of expertise through the discovery and communication of new knowledge</p> <p>May be invited to publish review articles on scientific knowledge</p> <p>Influences stakeholders (internal and external).</p>	<p>Provides definitive written and oral advice on complex and challenging scientific matters</p> <p>May be a member of the editorial advisory board of international or national scientific journals</p> <p>May be invited to international conferences as expert speaker</p> <p>Identifies emerging technical and economic issues.</p> <p>Critically analyses and synthesises scientific data, resulting in recommendations that have broad implications</p> <p>Plans, initiates and implements research, extension or policy responses in anticipation of significant scientific, social economic, policy or environmental changes</p>	<p>Initiates negotiation with relevant stakeholders on complex, sensitive or contentious scientific matters</p> <p>Develops scientific solutions/techniques or strategies that have significant implications for the discipline</p> <p>Participates at a senior level in state, national or international working parties and committees</p> <p>Influences policy development through the targeted communication of complex scientific information</p> <p>Is acknowledged by peers as a national or international scientific leader within the particular scientific discipline</p>

SCHEDULE D—SCIENCE GRADE AND VALUE RANGE DESCRIPTORS. TABLE 2. SCIENCE C AND D

VPS Grade Alignment	Science C Local title where applicable		Science D Local title where applicable	
	VPS Grade 5 VR 1	VPS Grade 5 VR 2	VPS Grade 6 VR1	VPS Grade 6 VR2
	<p>published</p> <p>May be invited to speak at national conferences</p> <p>May identify sources of funding and funding opportunities from external parties and leads efforts to secure funding</p> <p>Negotiates and collaborates with stakeholders to advance organisational aims.</p> <p>Provides expert evidence in legal matters</p>	<p>Integrates scientific concepts across disciplines</p> <p>May be involved in the commercialisation processes to the extent of specialist expertise; identification of intellectual property; providing advice on implications and potential use; promoting potential applications and benefits to commercial partners</p> <p>Ensures project deliverables are aligned with program outcomes and government policy</p>	<p>Leads research into complex, sensitive or contentious scientific matters</p> <p>Manages a substantial scientific and/or technical multi-disciplinary organisational unit; or is a knowledge leader or expert within that scientific discipline</p> <p>May supervise or examine PhD students</p>	

Schedule E—Custodial Officer Classification Descriptors

SCHEDULE E—CUSTODIAL OFFICER CLASSIFICATION DESCRIPTORS. TABLE 1: TRAINEE PRISON OFFICER; PRISON OFFICER; SENIOR PRISON OFFICER/INDUSTRY OFFICER; AND PRISON SUPERVISOR/INDUSTRY SUPERVISOR			
Trainee Prison Officer	Prison Officer COG 2A	Senior Prison Officer Industry Officer COG 2B	Prison Supervisor Industry Supervisor COG 3
<p>Relates only to Prison Officer recruit training, typically a course of around 7 weeks conducted off-site with a two-week on-the-job training component.</p> <p>The purpose of the recruit training is to provide an understanding of the prison environment and equip staff with the basic skills and knowledge to enable them to work effectively in a prison environment.</p> <p>A COG 1 Prison Officer:</p> <ol style="list-style-type: none"> 1. In the prison environment always works under close supervision, either individually or in a team. 2. Undertakes specific and defined tasks within established rules under close supervision. 3. Works under clear and detailed instructions; tasks are covered by standard procedures. 4. Is aware that deviation from procedures or unfamiliar situations is to be referred to higher ranks. 5. Performs work that is regularly checked. 6. Maintains existing systems and 	<p>A COG 2A Prison Officer</p> <ol style="list-style-type: none"> 1. Provides standard services under general supervision and within a defined service delivery framework (e.g. Director's Instructions, Local Operating Procedures). 2. Maintains security in accordance with established procedures and controls offender movement through surveillance and the operation of security equipment. 3. Manages prisoners, within defined procedures, in such a way as to maintain security and good order, achieve co-operation, and promote rehabilitation. 4. Monitors current service delivery methods and identifies and recommends improvements to ensure that higher quality service is achieved. 5. Provides information and explains rules, procedures and operational policies to individual prisoners and, where appropriate, to colleagues. 6. Resolves conflicts, issues and problems within guidelines and 	<p>A COG 2B Officer additionally:</p> <ol style="list-style-type: none"> 1. Typically supervises a team or delivers a service within the prison for which specialist skills or training - including trade or industry skills - are required. 2. Supervises, coaches and trains less experienced staff. 3. Provides direction and feedback to staff who report to him or her. 4. Manages more complex offenders, developing case plans and working closely with relevant agencies to achieve case planning goals. 5. Initiates improvements to service delivery within their area of responsibility consistent with local or organisational guidelines. 6. Conducts basic analysis of statistical information relevant to role. 7. Implements and maintains procedures and systems relevant to area of responsibility. 8. Monitors quality of service delivery and ensures that events / processing occurs in a timely and efficient 	<p>A COG 3 Officer additionally:</p> <ol style="list-style-type: none"> 1. Manages a Unit / specialist function with a level of accountability for its physical, financial and human resources. 2. May be required to be the officer-in-charge of a prison. 3. Manages the performance of staff members in his or her work area, including identifying training and development needs and ensuring standards of professionalism. 4. Resolves complex and challenging problems. 5. Is responsible for maintaining security and control, offender movement, discipline and welfare within work area. 6. Chairs selected prison committees. 7. Performs disciplinary duties in relation to prisoners. 8. Oversees and undertakes supervisory responsibilities in the case management of offenders. 9. Contributes to the development and

SCHEDULE E—CUSTODIAL OFFICER CLASSIFICATION DESCRIPTORS. TABLE 1: TRAINEE PRISON OFFICER; PRISON OFFICER; SENIOR PRISON OFFICER/INDUSTRY OFFICER; AND PRISON SUPERVISOR/INDUSTRY SUPERVISOR			
Trainee Prison Officer	Prison Officer COG 2A	Senior Prison Officer Industry Officer COG 2B	Prison Supervisor Industry Supervisor COG 3
<p>processes.</p> <p>7. Provides and receives routine information.</p> <p>8. Has a focus on learning, developing and refining work skills.</p> <p>9. Requires knowledge of equipment and tools to perform routine tasks, experiments and procedures, and develops practical application of these skills.</p>	<p>procedures.</p> <p>7. Administers emergency first aid where required.</p> <p>8. In accordance with operating procedures, interviews, assesses and supervises prisoners and administers routine questionnaires and tests to prisoners.</p> <p>9. Under general supervision, develops individual case plans and monitors prisoners' progress against those plans, motivating prisoners to engage in activities intended to reduce the risk of re-offending.</p> <p>10. Facilitates the attendance of prisoners at scheduled activities and programs.</p> <p>11. Ensures maintenance and correct usage of equipment.</p> <p>12. Provides advice on operational issues to senior staff.</p> <p>13. Applies rules, processes and standards under general supervision.</p> <p>14. Within operational constraints, may plan and prioritise own work program to achieve defined targets.</p> <p>15. Is required to use judgement to solve problems arising in own work</p>	<p>manner.</p> <p>9. If employed in an Industry, provides training and instruction to offenders in a specific industry.</p> <p>10. Exercises professional judgement about the application of rules, or the selection of choices within guidelines.</p> <p>11. Resolves local operational service delivery problems within guidelines.</p> <p>12. Reviews decisions, assessments and recommendations from less experienced team members.</p> <p>13. Determines the work organisation of the work area.</p> <p>14. Provides analysis and advice to contribute to decision-making by others.</p> <p>15. Within guidelines, may manage budget and resources for the work area.</p> <p>16. Leads a team through activities including individual and team performance management and development.</p> <p>17. Explains concepts and policies to prisoners, stakeholders and staff.</p> <p>18. Plans, leads and facilitates information</p>	<p>implementation of a range of offender activities.</p> <p>10. Develops, implements, and evaluates new local operational procedures for unit / program.</p> <p>11. Develops plans for activities for unit.</p> <p>12. Undertakes low-level, specified research, consultation and liaison to gather information, statistics and views on identified issues and provides basic analysis of those issues to senior staff.</p> <p>13. Undertakes tasks of a specialist (professional and/or technical) or detailed nature, and exercises specific process responsibilities including devising and reviewing procedures and systems.</p> <p>14. If employed in industries, manages multi-discipline trade groups including subordinate supervisors.</p> <p>15. Manages services within a Program.</p> <p>16. Manages a portfolio of cases including higher-risk, more complex cases.</p> <p>17. Provides first contact point for external agencies and others in relation to Unit/Program.</p>

SCHEDULE E—CUSTODIAL OFFICER CLASSIFICATION DESCRIPTORS. TABLE 1: TRAINEE PRISON OFFICER; PRISON OFFICER; SENIOR PRISON OFFICER/INDUSTRY OFFICER; AND PRISON SUPERVISOR/INDUSTRY SUPERVISOR

Trainee Prison Officer	Prison Officer COG 2A	Senior Prison Officer Industry Officer COG 2B	Prison Supervisor Industry Supervisor COG 3
	<p>program.</p> <p>16. Presents routine information to small groups and provides feedback to organisation.</p> <p>17. Drafts routine internal reports and correspondence.</p> <p>18. Liaises with stakeholders, prisoners and external providers of goods and services.</p> <p>19. Understands procedures for effectively dealing with people exhibiting challenging behaviours.</p> <p>20. Understands and applies basic theoretical principles, under supervision, to achieve defined outcomes.</p> <p>21. Develops knowledge of established techniques and organisational processes.</p> <p>22. Uses software and technical equipment proficiently</p>	<p>sessions and consultative processes in a range of settings.</p> <p>19. Provide formal briefings for senior staff on significant issues.</p> <p>20. Communicates issues and advocates a preferred case or option to stakeholders.</p> <p>21. May be required to provide professional / technical advice consistent with role.</p> <p>22. Uses theoretical knowledge to achieve agreed outcomes in moderately complex work situations.</p> <p>23. Is authoritative in the application of processes and policy relevant to the work unit.</p> <p>24. In smaller prisons, may be required to act as officer-in-charge of the prison on night shifts.</p>	<p>18. Sets local precedents regarding the application of guidelines.</p> <p>19. Provides guidance for others in the work area and/ or related areas.</p> <p>20. Assesses and responds to policy and process changes in the work area.</p> <p>21. Identifies and applies developments within professional field to problem solving within the work area.</p> <p>22. Plans, leads and facilitates consultative processes in a range of settings involving more difficult or sensitive issues.</p> <p>23. Prepares complex operational reports requiring in-depth factual analysis.</p> <p>24. Adapts theoretical knowledge based on practical experience and/or understanding of current issues in the field.</p> <p>25. Applies understanding of interrelationships between stakeholders and/or other work units to achieve local objectives</p>

SCHEDULE E —CUSTODIAL OFFICER CLASSIFICATION DESCRIPTORS. TABLE 2: OPERATIONS MANAGER/INDUSTRY MANAGER; GENERAL MANAGER; AND SENIOR GENERAL MANAGER			
Operations Manager Industry Manager COG 4	General Manager COG 5	Senior General Manager	
<p>A COG 4 Officer additionally:</p> <ol style="list-style-type: none"> Manages the operations of a small location, a work unit or activity within a Branch or broader program - including responsibility for all aspects of human and financial resource management, security, and good order. Coordinates the planning, development and implementation of a specialist service. Undertakes research, investigation and analysis of complex issues. Provides sound advice and briefings, options and recommendations to the higher levels of the organisation. Contributes to policy development Identifies emerging issues and trends and takes action to address them. Develops and implements strategies to resolve complex problems. Contributes to the development of business plans and strategies for the Branch. Represents the department in negotiations on local matters. Develops and manages a viable industry Program within a prison. Integrates activities across all units within the prison. Develops policies and procedures on 	<p>A COG 5 Officer in a salary bandwidth of COG 5 base salary to the equivalent salary of the top of VPS Grade 5 Value Range 2 work value descriptors.</p> <ol style="list-style-type: none"> Manages change processes. Manages cross-functional delivery of a defined service with increased budget, staff responsibilities, or sensitive or complex issues. Provides specialist professional services or advice, including leadership and guidance to others. Development and implement and management of major departmental programs and projects. Providing authoritative and strategic advice to Executive Management. Resolves complex and sensitive issues and problems with wide impact involving a number of stakeholders. Develops and implements integrated solutions. Identifies risks and recommends risk management strategies. Makes decisions that may set precedents for peers. Develops business plans to deliver on evolving organisational priorities. Provides solutions and thinking to 	<p>A COG5 Officer salary equivalent salary of VPS Grade 6 Value Range 1 base to the top of Grade 6 Value Range 1 additional work value descriptors.</p> <ol style="list-style-type: none"> Manages a large-scale organisational service or regional delivery function. Develops service delivery models within business plans and objectives Develops medium to longer term plans and strategies which are consistent with business plans, planning and prioritising work programs and allocating appropriate resources to ensure its satisfactory completion. Is responsible for operational policy or service development impacting on a major functional area. Routinely advises senior stakeholders on policy issues and solutions within a functional area Evaluates and manages risk and ensures quality and probity in project proposals. Develops policy frameworks within area of expertise or responsibility based on defined 	<p>COG6: Senior General Manager additionally:</p> <ol style="list-style-type: none"> Is responsible and accountable for all aspects of major prison / region or major or statewide strategic function. Provides authoritative, expert, professional, technical and strategic advice to Executive Management and the Minister on complex and/or statewide issues, policies, procedures, guidelines and standards Resolves complex and sensitive issues/problems which have significant organisational impact Conceptualises, negotiates and manages complex projects and service improvement initiatives Represents the organisation in local, national and international forums Introduces and leads change processes. Develops policies, programs and initiatives that impact on programs or major functional areas. Is required to interpret general policy framework to make decisions in the absence of definitive operational policies. Contributes advanced expertise and knowledge to strategic planning and

SCHEDULE E —CUSTODIAL OFFICER CLASSIFICATION DESCRIPTORS. TABLE 2: OPERATIONS MANAGER/INDUSTRY MANAGER; GENERAL MANAGER; AND SENIOR GENERAL MANAGER

Operations Manager Industry Manager COG 4	General Manager COG 5	Senior General Manager	
<p>operational areas across the prison.</p> <p>13. Develops professional guidelines within the work area.</p> <p>14. Resolves complex operational service delivery issues consistent with program objectives.</p> <p>15. Interprets and applies business plans and policies to own area of responsibility, including putting strategies in place to ensure that local plan targets are achieved.</p> <p>16. Is expected to introduce innovation within work area.</p> <p>17. Defines the appropriate methodology in the analysis of policy or research options.</p> <p>18. Conveys specialist concepts and policies to prisoners, staff and stakeholders.</p> <p>19. Prepares reports, briefs and correspondence on complex issues that impact at program or organisational level.</p> <p>20. Develops and implements operational communication and consultation strategies on specific projects.</p> <p>21. Researches and applies advanced theoretical knowledge in a specialised field to operational problem solving.</p> <p>22. Applies sound theoretical and practical expertise in development of policy options.</p> <p>23. Is the officer-in-charge of the prison in the absence of the General Manager.</p>	<p>advance organisational innovation or occupational / professional knowledge.</p> <p>12. Creatively develops options in a changing organisational environment.</p> <p>13. Relies on formal and informal communication channels to achieve goals and engages stakeholders to help them identify areas and opportunities for improvement.</p> <p>14. Initiates and maintains effective relationships with internal and external stakeholders at peer or senior levels.</p> <p>15. Manages consultation processes including engagement with key stakeholders.</p> <p>16. Negotiates with stakeholders, peers, industry bodies and other government agencies with the objective of gaining co-operation, influencing views and meeting timelines for delivery of project, service or advice.</p> <p>17. Is influential in negotiations with external suppliers of major services.</p> <p>18. Modifies and applies concepts to new situations that may impact beyond the immediate work area.</p> <p>19. Provides leadership in the application of concepts to policy development.</p>	<p>organisational priorities</p> <p>8. Participates in strategic planning and contributes to strategic decision making process</p> <p>9. Is accountable for the achievement of established corporate objectives including the formulation and implementation of local business plans.</p> <p>10. Identifies and responds to new and emerging strategic issues impacting on the operating environment.</p> <p>11. Purpose of communication may be to resolve complex issues through a process of consultation and negotiation.</p> <p>12. Prepares technical reports at an authoritative level.</p> <p>13. Develops briefs on highly complex issues that provide options for decision within an organisation.</p> <p>14. Initiates and manages negotiations with peers (internal and external to work unit) to gain commitment to projects, and delivery of activities to meet timelines</p> <p>15. Provides and receives highly complex, contentious or sensitive information where high levels of</p>	<p>decision-making processes.</p> <p>10. Is required to use formal and informal channels to influence organisation or program management to achieve goals.</p> <p>11. Influences stakeholders holding competing priorities and views.</p> <p>12. Briefs high-level stakeholders in own area of expertise in a variety of forums.</p> <p>13. Operates with loosely defined hierarchies of decision-making.</p> <p>14. Negotiates to resolve differences to achieve agreement to project/program.</p> <p>15. Ability to negotiate on the spot, often on the basis of limited information.</p> <p>16. Proficiency and expertise has a significant impact on the capability to deliver the policy agenda, program or project initiatives.</p> <p>17. Possesses high-level expertise in the program area.</p> <p>18. Provides high-level expertise in a field or discipline that is critical to the program or organisation.</p> <p>19. Creates a learning environment within prison / region</p>

SCHEDULE E —CUSTODIAL OFFICER CLASSIFICATION DESCRIPTORS. TABLE 2: OPERATIONS MANAGER/INDUSTRY MANAGER; GENERAL MANAGER; AND SENIOR GENERAL MANAGER		
Operations Manager Industry Manager COG 4	General Manager COG 5	Senior General Manager
<p>At the higher end of the Grade additional work value descriptors apply.</p> <p>24. Formulates service delivery plans within the strategic framework.</p> <p>25. Manages the planning, development and implementation of a specialist service.</p> <p>26. Manages the operations of a prison location or specialist service</p> <p>27. Provides authoritative advice and recommendations where options and precedents are unclear.</p> <p>28. Provide high-level advice to the General Manager in the development of business plans and strategies for the Branch / Agency.</p> <p>29. Represents the department in public forums and negotiating on local matters.</p> <p>30. Provides leadership and guidance based on advanced expertise.</p> <p>31. Recommends specialised service delivery models.</p> <p>32. Decisions often impact upon staff, peers and prisoners outside the immediate work area.</p> <p>33. Makes decisions in situations where there is some, but not definitive, precedent about the application of an organisational framework</p> <p>34. Advice and analysis influences policy development</p> <p>35. Contributes to strategic business planning</p> <p>36. Interprets and applies business plans and</p>	<p>negotiation, communication and interpersonal skills are required</p> <p>16. Explains highly complex concepts, ideas and issues to an executive (i.e. non-expert) audience</p> <p>17. Represents own work area with external stakeholders, and effectively manages feedback</p> <p>18. Confidently represents the agency with external peers and negotiate within parameters agreed with immediate manager</p> <p>19. Focuses on understanding stakeholder issues and influencing their views</p> <p>20. Provides authoritative expert advice on complex issues within own area</p> <p>21. Uses knowledge of structures, processes and culture of government, the sector and the Department to develop policies and new program or project initiatives</p> <p>22. Applies complex concepts drawn from non-related fields to address policy issues</p> <p>23. Possesses high-level expertise in the field or discipline.</p>	

SCHEDULE E —CUSTODIAL OFFICER CLASSIFICATION DESCRIPTORS. TABLE 2: OPERATIONS MANAGER/INDUSTRY MANAGER; GENERAL MANAGER; AND SENIOR GENERAL MANAGER		
Operations Manager Industry Manager COG 4	General Manager COG 5	Senior General Manager
<p>policies in own area of responsibility and provides advice to others on implementation issues</p> <p>37. Is accountable for work organisation, the allocation of resources within and the outputs required of the work area.</p> <p>38. Innovative thinking and analysis influences developments within area of responsibility.</p> <p>39. Initiates and maintains relationships with peer and senior internal and external stakeholders.</p> <p>40. Focuses on understanding stakeholder issues.</p> <p>41. Negotiates with stakeholders and peers with the object of gaining co-operation and meeting timelines for delivery of project, service or advice.</p> <p>42. Prepares technical reports at an advanced professional level.</p> <p>43. Uses specialist knowledge within a confined field to challenge policies and professional concepts.</p> <p>44. Applies complex concepts to policy development or research.</p> <p>45. Provides leadership in the adaptation and application of concepts to operational matters within local work area.</p> <p>46. Models high-level leadership attributes</p>		

Schedule F—Child Protection Practitioner - Child Protection Practitioner Stream - Classifications and Standard Descriptors

Jobs in this structure support the Child Protection Program of the Department, excluding the child protection and youth justice programs detailed in **Schedule G—Children Youth and Families (CYF) stream**.

Broadly, Child Protection and Youth Justice programs form part of the same service delivery system in Victoria. This is because they are both governed by the same legislation: *Children, Youth and Families Act 2005 (Vic)* (The Act – CYFA). The Act outlines its purposes as:

- to provide for community services to support children and families; and
- to provide for the protection of children; and
- to make provision in relation to children who have been charged with, or who have been found guilty of, offences; and
- to continue the Children’s Court of Victoria as a specialist court dealing with matters relating to children.

The Act sets out the statutory roles in child protection and youth justice. A key accountability of these employees is exercising legal delegations and functions pursuant to the Act and other related acts.

A brief explanation of the Child Protection program is provided below.

Child Protection

The Act provides the legislative mandate for the department to protect children and young people from abuse and neglect using best interest principles, decision-making principles, additional Aboriginal decision-making principles and Aboriginal child placement principles.

This mandate involves:

- receiving reports;
- conducting investigations;
- intervening if it is assessed that a child is in need of care and protection;
- taking matters before the Children’s Court;
- supervising children on child protection orders;
- determining case plans (including stability plans, cultural plans and therapeutic treatment plans) for the safety and well being of children; and
- delivering case practice and case management services for children and young people who are either living with family or in out of home care.

Within each of the regions the Child Protection program operates in four broad areas:

1. **Intake** – Employees provide advice, referral and accept reports (the majority by telephone) and determine the outcome of these reports.

2. **Response** – Employees investigate those reports determined to require a protective investigation.
3. **Case management** – Employees provided case management for children and young people who have been found to be in need of care and protection, either through investigative outcome with no court order, or investigative outcome with court order.
4. **Case contracting** – Employees manage the statutory aspects for children and young people whose case management has been contracted to a Community Service Organisation.

Note that references to Child FIRST in these descriptors denotes a geographical boundary.

Note that Child Protection Practitioner (CPP) Grade and Value Range Descriptors reflect the underpinning work value anchors for the function. If the descriptors reference the VPS Grade and Value Range Descriptors, the Child Protection Practitioner (CPP) descriptors are to be read in conjunction with them. The Child Protection program does not currently have jobs in Grade 1 work value

SCHEDULE F – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILD PROTECTION PRACTITIONER (CPP) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	VR 1			VR 1	VR 1
Grade Descriptors	<p>Practice stream: Provides basic care and support in delivering and supervising clients on family visits and a range of client activities Works within a well-defined environment under general supervision Provides standard services to support child protection practitioners carrying out their statutory roles Typically a case practice support worker in regional child protection</p>	<p>Practice stream: Provides standard services under general supervision within a service delivery framework Typically an entry level/base-grade case practitioner in regional child protection</p>	<p>Practice stream: Provides standard services within a service delivery framework Works as a case practitioner involved in managing the care, support and supervision of clients with greater autonomy Typically an advanced case practitioner in regional child protection</p>	<p>Practice stream: Provides a professional service in field of expertise Typically a regional senior child protection practitioner Management stream: Manages delivery of services to clients within a service delivery framework Typically a regional child protection team manager</p>	<p>Practice stream: Provides a highly specialised, professional service in field of expertise Typically a regional child protection principal practitioner Management stream: A senior regional program manager with a significant impact on program management and delivery Typically a regional Area Manager (within a Child FIRST catchment)</p>
				<p>Practice stream: Provides a more specialised, professional service in field of expertise Typically a regional child protection practice leader</p>	<p>Practice stream: Provides authoritative advice and leadership based on advanced expertise and regarded as a subject matter expert Typically a regional child</p>

SCHEDULE F – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILD PROTECTION PRACTITIONER (CPP) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Management stream: Typically a regional child protection team manager or deputy area manager operating at a higher level of autonomy within a region	protection principal practitioner Management stream: A senior regional program manager with a significant impact on program management and delivery Typically a regional child protection manager
Decision Making	All employees exercise legal delegations and functions pursuant to the <i>Children, Youth and Families Act 2005 (Vic)</i> and other related acts. Specific delegations and functions are determined by the role and work environment in combination (as specified in job descriptions).				
Operational Service Delivery	<p>Practice stream: Works with clients in a range of settings Works under direction from supervisor Supervises client activities as defined by case plans</p>	<p>Practice stream: Works within a defined statutory framework Assesses the level of risk for clients and their families with close support from senior practitioners Responds to a variety of emerging client issues Participates in the development and review of case plans Consults with more senior case practitioners as needed</p>	<p>Practice stream: Plans and prioritises own work to achieve defined targets Assesses the level of risk for clients and their families with greater autonomy Makes applications to courts with greater autonomy Develops and manages case plans Supervises students and supports new child protection practitioners</p>	<p>Practice stream: Manages high risk cases Provides specialist professional supervision Provides advanced assessment and advisory services Provides leadership to practitioners in relation to high risk cases and challenging issues Management stream: Manages program activities and sensitive or high risk issues Manages a team of</p>	<p>Practice stream: Manages the most high risk and high profile cases including negotiating for cross agency service delivery Provides highly specialist services or expert advice on child protection service delivery Routinely advises senior stakeholders on child protection issues and solutions Develops briefs on highly complex practice issues Undertakes case planning</p>

SCHEDULE F – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILD PROTECTION PRACTITIONER (CPP) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<p>practitioners</p> <p>Undertakes case planning</p> <p>Manages the work organisation, resources and outputs for the team</p>	<p>appeals as required</p> <p>Management stream:</p> <p>Manages a regional child protection service with increased budget, employee and agency responsibilities</p> <p>Responsible for implementation of endorsed strategic policy within the region</p>
				<p>VR 2</p> <p>Practice stream:</p> <p>Manages sensitive, high risk cases</p> <p>Provides specialist professional supervision, education and advice including leadership and guidance to other specialists in the field</p> <p>Undertakes quality audits</p> <p>Monitors professional child protection standards within the region</p> <p>Management stream:</p> <p>Manages program activities and sensitive or high risk</p>	<p>VR 2</p> <p>Practice stream:</p> <p>Area of expertise and responsibility is complicated by the scale and difficulty of the issues</p> <p>Provides leadership and guidance based on advanced expertise</p> <p>Provides complex or specialised service delivery models</p> <p>Undertakes case planning appeals as required</p> <p>Management stream:</p> <p>Manages a range of strategic statutory functions, each</p>

SCHEDULE F – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILD PROTECTION PRACTITIONER (CPP) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<p>issues with a higher degree of autonomy in a region</p> <p>Manages a team of practitioners with a higher degree of autonomy in a region</p> <p>Undertakes case planning</p> <p>Manages the work organisation, resources and outputs for the team</p> <p>Assist in managing a child protection area</p>	<p>with significant budget, employee responsibilities or strategic importance</p> <p>Integrates child protection service delivery with the other statutory services provided in the region</p> <p>Manages major projects for the region</p> <p>Undertakes case planning appeals as required</p>
Accountability and Frameworks	<p>Provides direct client support and supervision services</p> <p>Maintains accurate client records of a limited nature</p> <p>Decisions are based on the application and interpretation of well defined precedents, policies and standards</p> <p>Selects and applies a variety of well defined work practices and techniques common to the work area</p> <p>Refers complex problems to case practitioners for</p>	<p>Responsible for monitoring and implementing case plans, and protective orders</p> <p>Recommends appropriate interventions</p> <p>Selects from a variety of techniques, systems, methods or procedures</p> <p>Briefs case support practitioners as appropriate</p> <p>Mentors case aides and less experienced case practitioners</p> <p>Provides advice relating to individual case plans to peers, internal and external</p>	<p>Coordinates case management services</p> <p>Provides well developed recommendations on intervention strategies and client service delivery</p> <p>Makes decisions on intervention strategies and client service delivery</p> <p>Contributes to program development</p> <p>Assesses effectiveness of service delivery</p> <p>Provides mentoring and live supervision to practitioners</p>	<p>VR1</p> <p>The VPSG 5.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply</p> <p>VR2</p> <p>The VPSG 5.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply</p>	<p>VR1</p> <p>The VPSG 6.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply</p> <p>VR2</p> <p>The VPSG 6.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply</p>

SCHEDULE F – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILD PROTECTION PRACTITIONER (CPP) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	resolution	stakeholders Provides recommendations on intervention strategies and client service delivery			
Innovation and Originality	VR 1 Judgment is required to solve problems arising in own work program Takes initiative to recommend improved processes in immediate work area	Exercises professional judgment Recommends improvement to case management systems and practices Explores new ideas in response to non-routine case issues and problems and proposes changes and solutions	Solves problems by applying initiative, sound judgment and expertise drawing on a range of professional networks Explores new ideas to improve program delivery	VR 1 The VPSG 5.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	VR 1 The VPSG 6.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply
				VR 2 The VPSG 5.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	VR 2 The VPSG 6.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply
Communication	VR 1 Communicates effectively with clients, and their families, guardians or caregivers Prepares case notes for consideration of others and routine correspondence as required	Uses persuasion, advocacy, negotiation and motivation skills with clients, their families and guardians Uses well developed negotiation skills in pursuit of coordinated client services Liaises with other service	Provides professional advice and opinions to professionals of other disciplines Leads or participates in case conferences with other professionals Prepares correspondence, drafts submissions and briefings for highly complex	VR 1 The VPSG 5.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	VR 1 The VPSG 6.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply

SCHEDULE F – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILD PROTECTION PRACTITIONER (CPP) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	Prepares a range of routine correspondence to support statutory service delivery	providers Prepares client assessments, case notes and plans, and correspondence at a more advanced level Prepares client reports for court Provides specialised advice and information to other professionals	cases Reviews case files, court reports and recommends changes to current work practices	VR 2 The VPSG 5.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	VR 2 The VPSG 6.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply
Knowledge and proficiency	Understands and applies relevant procedures, practices, guidelines and legislation relating to the work area Indicates a willingness to undertake appropriate studies and training in the child and family welfare field	Applies theoretical knowledge and concepts to risk assessment and service provision Applies understanding of legislation, standards, techniques and practices and current trends and approaches to service provision Exercises the analytical skills and expertise of an established professional Understands contemporary research and developments in the field	Demonstrates an in depth understanding of policies and operational procedures in the area of responsibility Applies knowledge and expertise to complex and difficult cases and situations Identifies and applies appropriate research when formulating appropriate interventions Applies knowledge to identify gaps in case assessments prepared by others	VR 1 The VPSG 5.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply VR 2 The VPSG 5.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	VR 1 The VPSG 6.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply VR 2 The VPSG 6.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply

Schedule G—Child Protection Practitioner - Children, Youth and Families Stream - Classifications and Standard Descriptors

Jobs in this structure support some of the department's Youth Justice and Child Protection programs, as detailed below.

Youth Justice and Child Protection form part of the same service delivery system in Victoria. This is because they are both governed by the same legislation: The *Children, Youth and Families Act 2005* (Vic) (The Act – CYFA). The Act outlines its purposes as:

- to provide for community services to support children and families;
- to provide for the protection of children;
- to make provision in relation to children who have been charged with, or who have been found guilty of, offences, and
- to continue the Children's Court of Victoria as a specialist court dealing with matters relating to children.

The Act sets out the statutory roles of the Department of Health and Human Services in youth justice and child protection. A key role of these employees is exercising legal delegations and functions pursuant to the Act and other related acts. A brief explanation of each of the programs is provided below.

Youth Justice Community Based Programs

Within the legal mandate provided by the CYFA, community-based regional youth justice units:

- provide supervision to young people who have been sentenced and placed on community-based orders (10 – 18 year olds), and those who are paroled as part of their custodial sentence (10 – 20 year olds) and bail supervision;
- provide information and advice to courts about young people; and
- advocate for service access and provision that will optimise the chances of young people on juvenile justice orders to continue their lives with reduced risks of re-offending. Each departmental region has a community-based youth justice unit.

Child Protection Programs

Refugee Minor Program

Employees in this program provide support to children and young people who are humanitarian refugees referred by the Commonwealth department responsible for immigration. The legislation that pertains to refugee minors is the *Immigration (Guardianship of Children) Act 1946* (Cth).

Refugee minor workers:

- exercise guardianship on behalf of the Commonwealth for children and young people in the program;
- assist children, young people and their carers to address their trauma and support needs.

Family Information Networks and Discovery

Employees in the Family Information Networks and Discovery:

- release confidential Victorian adoption and wardship information to adopted people and former wards, and their families in accordance with the *Adoption Act 1984* (Vic) and the *Freedom of Information Act 1982* (Vic)
- assist clients to locate and contact family members from whom they've been separated due to adoption and/or wardship, and
- provide clients with mediation, short-term counseling and referral services as appropriate.

Inter-country Adoption Service

Employees in the Inter-country Adoption Service assess potential adoptive parents and liaise with overseas agencies that match children with Victorian adoptive parents. Support and supervision are also provided to children from other countries placed with Victorian families under the *Adoption Act 1984* (Vic).

Placement Prevention Services

Placement Prevention Services provides specialist case management and support services to children and young people living at home or independently, who are at risk of significant harm or abuse, or statutory clients in need of additional case support, including:

- **Intensive Case Management** funds multidisciplinary, intensive case management and youth outreach services targeted at young people 12 to 18 years not in out of home care
- **Family Preservation Services** funds intensive, short-term service aimed at strengthening the ability of families to protect and care for their 'at risk' children, thereby avoiding the removal of the child, and
- **Innovative Support Services** funds region-specific models of support developed to meet the needs of clients.

Placement Coordination Units and Placement and Support Services

Placement Coordination Units are regionally based staff who co-ordinate placements of clients with funded community service organisations (CSOs), in liaison with the relevant child protection practitioner.

Placement and Support Services manage the relationship with the community service organisations (CSOs) for the provision of the various services

Adoption and Permanent Care Teams

Some regions have specialised Adoption and Permanent Care teams that provide case management and support to children and young people in their transition to a placement in long term out of home care. Permanent Care refers to an order under the Act that transfers legal guardianship from parents or the department to persons assessed as being suitable guardians. The role of Adoption and Permanent Care is to assess potential carers, seek appropriate placement, make an application for a Permanent Care Order to the Children's Court and supervise such orders as required. In the context of Adoption, Adoption and Permanent Care teams assess potential adoptive parents, make applications to the County Court under the *Adoption Act 1984* (Vic), and provide support to children placed under this legislation.

Quality of Care

The Act – CYFA creates a shared mandate for the Department of Health and Human Services, community service organisations (CSOs) and out-of-home carers to act in the best interests of the child or young person regional quality of care coordinators coordinate a timely and effective response to quality of care concerns. The responsibilities of these coordinators include:

- regional coordination of investigation of quality of care concerns relating to home-based care, residential care and kinship care
- overseeing and participating in formal care reviews undertaken by relevant CSOs
- ensuring a robust process of the implementation of recommendations of investigations
- maintaining the regional quality of care tracking system and analysing regional quality of care data to identify themes and develop appropriate responses
- consolidating and strengthening a collaborative approach between Child Protection and CSOs in responding to quality of care concerns

Residential Care Services

The Department currently has one site that directly provides placements to clients under a therapeutic care model. This is Hurstbridge Farm.

Secure Welfare Services

Secure Welfare Services provide care to young people in a lock up facility. Employees provide direct care and support to young people placed in Secure Welfare under the Act. This involves assisting in the case planning process and transitioning of the young person to an appropriate placement. Secure Welfare placements are time limited (21 days with the option of another 21 days in exceptional circumstances). Secure Welfare placements are utilised when it is assessed that a young person poses a significant risk to themselves or others and short term containment is required. There are two Secure Welfare facilities in Victoria

Note: Children, Youth and Families Stream (CYF) Grade and Value Range Descriptors reflects the underpinning work value anchors for the function. If the descriptors reference the VPS Grade and Value Range Descriptors, the Children, Youth and Families Stream (CYF) descriptors are to be read in conjunction with them.

The primary classification reference at Children, Youth and Families Stream is operational service delivery with the VPS Grade and Value range descriptors serving as a framework for the other elements of work value at CYF Grade 5 and CYF Grade 6.

SCHEDULE G – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILDREN, YOUTH AND FAMILIES (CYF) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS. TABLE 1: GRADES 1-4				
Grade Descriptors	Grade 1	Grade 2	Grade 3	Grade 4
General:	Provides basic client care and support Works within a well-defined environment under close supervision	Provides standard services under general supervision within a defined service delivery framework	Provides standard services within a service delivery framework	Manages delivery of services to clients within a service delivery framework Provides professional services at an advanced level in the field of expertise
Program Specific:	Typically a case aide in regional Youth Justice Community Units and Child Protection programs, as listed above Typically in Secure Welfare Services, a worker providing either direct care, client supervision or support	Typically a base grade case manager/practitioner in regional Youth Justice Community-Based Units Typically a base grade case manager/practitioner in Child Protection programs, as listed above Typically in Secure Welfare Services, a shift supervisor of residential direct care staff	Typically a senior practitioner in regional Youth Justice Community-Based Units Typically a senior case manager/practitioner in Child Protection programs, as listed above Typically in Secure Welfare Services, a unit coordinator	Typically a program manager in regional Youth Justice Community-Based Units Typically a team leader or specialist practitioner in Child Protection programs, as listed above Typically in Secure Welfare Services, a manager of a residential unit
Decision Making	All employees exercise legal delegations and functions pursuant to the <i>Children, Youth and Families Act 2005 (Vic)</i> and other related acts. Specific delegations and functions are determined by the role and work environment in combination (as specified in job descriptions).			
Operational Service Delivery	Works with clients in a range of settings Prioritises own work program	Works within a defined framework Works with clients and their	Undertakes more complex and advanced casework with greater autonomy	Manages a team of practitioners Manages the work organisation, resources and outputs for the work

SCHEDULE G – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILDREN, YOUTH AND FAMILIES (CYF) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS. TABLE 1: GRADES 1-4				
Grade Descriptors	Grade 1	Grade 2	Grade 3	Grade 4
	<p>with guidance from the supervisor</p> <p>Supervises client activities as defined by case plans</p>	<p>families in a range of settings</p> <p>Works as a caseworker involved in the care, support and supervision of clients</p> <p>Assesses the level of risk for clients and their families</p> <p>Responds to a variety of case circumstances</p> <p>Presents matters to courts and tribunals as required</p> <p>Participates in the development and review of case plans</p> <p>Plans and prioritises own work to achieve defined targets</p> <p>Refers complex cases and issues to more senior professional staff</p>		<p>area</p> <p>Provides professional supervision</p> <p>Provides authoritative advice on service delivery issues</p> <p>Reviews assessments and recommendations proposed by others</p> <p>Develops and manages client case plans</p> <p>Manages highest risk cases including undertaking appropriate cross agency collaboration</p> <p>Assesses notifications and initiates appropriate action</p>
Accountability and Frameworks	<p>Provides direct client support and supervision services</p> <p>Maintains accurate client records of a limited nature</p> <p>Selects and applies a variety of work practices and techniques common to the work area</p> <p>Refers complex problems to the supervisor for resolution</p>	<p>Responsible for monitoring and implementing case plans, and protective orders</p> <p>Recommends appropriate interventions</p> <p>Selects from a variety of techniques, systems, methods or procedures</p> <p>Brief case support aides as appropriate</p>	<p>Coordinates case management services</p> <p>Mentors less experienced case workers</p> <p>Provides advice relating to individual case plans to peers, internal and external stakeholders</p> <p>Provides well developed recommendations on intervention strategies and client service delivery</p>	<p>Responsible for the performance of the team</p> <p>Develops operational guidelines for the work area</p> <p>Makes decisions on intervention strategies and client service delivery</p> <p>Contributes to program development</p>

SCHEDULE G – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILDREN, YOUTH AND FAMILIES (CYF) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS. TABLE 1: GRADES 1-4				
Grade Descriptors	Grade 1	Grade 2	Grade 3	Grade 4
Innovation and Originality	Judgment is required to solve problems arising in own work program Takes initiative to recommend improved processes in immediate work area	Exercises professional judgment Recommends improvement to case management systems and practices	Explores new ideas in response to non-routine case issues and problems and proposes changes and solutions Solves problems by applying advanced judgment and professional expertise	Solves problems by applying initiative, sound judgment and expertise drawing on a range of professional networks Explores new ideas to improve program delivery
Communication	Communicates effectively with clients, and their families/guardians/caregivers Prepares case notes for consideration of others and routine correspondence as required	Uses persuasion, advocacy, negotiation and motivation skills with clients, their families and guardians Liaises with other service providers Prepares client assessments, case notes and plans, and correspondence Prepares client reports for courts	Uses well developed negotiation skills in pursuit of coordinated client services Provides specialised advice and information to other professionals Prepares case reports and correspondence at a more advanced level	Provides professional advice and opinions to professionals of other disciplines on the services being provided Leads or participates in case conferences with other professionals Prepares correspondence, drafts submissions and briefings Reviews court reports

SCHEDULE G – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILDREN, YOUTH AND FAMILIES (CYF) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS. TABLE 1: GRADES 1-4				
Grade Descriptors	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and Proficiency	Understands and applies relevant procedures, practices, guidelines and legislation relating to the work area	<p>Applies theoretical knowledge and concepts to risk assessment and service provision</p> <p>Applies knowledge and understanding of relevant legislation</p> <p>Applies understanding of standards, techniques, and practices and current trends and approaches to service provision</p>	<p>Exercises the analytical skills and expertise of an established professional</p> <p>Applies knowledge and expertise to complex situations</p> <p>Provides authoritative advice related to their clients to other professionals and organisations</p> <p>Understands contemporary research and developments in the field</p>	<p>Demonstrates an in depth understanding of policies and operational procedures in the area of responsibility</p> <p>Applies knowledge and expertise to complex and difficult cases and situations</p> <p>Identifies and applies appropriate research when formulating appropriate interventions</p> <p>Applies knowledge to identify gaps in case assessments prepared by others</p>

SCHEDULE G – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILDREN, YOUTH AND FAMILIES (CYF) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS. TABLE 2: GRADES 5-6				
Grade Descriptors	Grade 5		Grade 6	
	VR1	VR2	VR1	VR2
General:	Manages a significant work unit		A senior regional program manager with a significant impact on program management and delivery	
Program Specific:	Typically is a manager of a regional Youth Justice Community-Based Unit in a minor region Typically a unit manager or project manager in Child Protection programs, as listed above		Typically is a manager of a regional community-based Youth Justice Unit in a major region Typically a manager of a Child Protection program, as listed above Typically in Secure Welfare Services, a manager of the program	
Decision Making	All employees exercise legal delegations and functions pursuant to the <i>Children, Youth and Families Act 2005</i> (Vic) and other related acts. Specific delegations and functions are determined by the role and work environment in combination (as specified in job descriptions).			
Operational Service Delivery	Manages a work unit comprised of teams and/or special projects/programs Provides specialist program advice Provides advanced assessment and advisory services Provides leadership to team leaders and case workers in relation to the most challenging issues Contributes to major regional projects and the review of programs and services	Manages program or service delivery activities with increased budget, staff responsibilities or sensitive or complex issues Authorises decisions in the most sensitive/complex cases Provides specialist professional services or advice, including leadership and guidance to other specialists in the field Manages and leads complex projects Provides program quality assurance Monitors professional standards of others	Manages a regional statutory service or facility Develops service delivery models for regional statutory services Provides highly specialist services or expert advice on statutory service delivery	Provides leadership and guidance based on advanced expertise Develops complex or specialised service delivery models Responsible for meeting service objectives including financial, quality and time related targets for regional statutory programs

SCHEDULE G – CHILD PROTECTION PRACTITIONER STRUCTURE – CHILDREN, YOUTH AND FAMILIES (CYF) STREAM – CLASSIFICATIONS AND STANDARD DESCRIPTORS. TABLE 2: GRADES 5-6				
Grade Descriptors	Grade 5		Grade 6	
	VR1	VR2	VR1	VR2
Accountability and Frameworks	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	
Innovation and Originality	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	
Communication	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	
Knowledge and Proficiency	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	

Schedule H—Youth Justice Custodial Career Structure Classifications and Standard Descriptors

Jobs in this structure support the Department’s children, youth and families programs.

Child Protection and Youth Justice form part of the same service delivery system in Victoria. This is because they are both governed by the same legislation: The *Children, Youth and Families Act 2005 (Vic)* (The Act). The Act outlines its purposes as:

- to provide for community services to support children and families; and
- to provide for the protection of children and young persons; and
- to make provision in relation to children and young persons who have been charged with, or who have been found guilty of offences; and
- to continue the Children’s Court of Victoria as a specialist court dealing with matters relating to children.

The Act sets out the statutory roles of the Department in youth justice. A key role of these employees is exercising legal delegations and functions pursuant to the Act and other related acts. A brief explanation of the youth justice program is provided below.

H.1 Youth Justice Custodial Services

Youth Justice Custodial Centres accommodate young people aged 10 – 18 remanded and sentenced by the Criminal Division of the Children’s Court and some 18 – 21 year olds sentenced by the adult courts to Youth Justice Custodial Centres in Victoria. The centres operate within a framework that promotes the return of young people to the community at the completion of their custodial sentence with increased support and opportunities and reduced risk of re – offending.

Note: Youth Justice Grade and Value Range Descriptors reflected the underpinning work value anchors for the function. Where the descriptors reference the VPS Grade and Value Range descriptors, the Youth Justice descriptors are to be read in conjunction with them. The primary classification reference at Youth Justice Grade 5 is operational service delivery with the VPS Grade and Value Range descriptors serving as a framework for the other elements of work value. Use of the VPS Grade and Value Range descriptors in this manner for CP Grade 5 is unique to this occupational category

SCHEDULE H –YOUTH JUSTICE CUSTODIAL CAREER STRUCTURE CLASSIFICATIONS AND STANDARD DESCRIPTORS.**TABLE 1: GRADES 1-4**

Grade Descriptors	Grade 1	Grade 2	Grade 3	Grade 4
General:	<p>Provides basic client care and support in both a community and /or institutional setting</p> <p>Works within a well-defined environment under close supervision</p> <p>Typically in Youth Justice Custodial Services, a worker providing either direct care, client supervision or support</p>	<p>Provides standard services under general supervision within a service delivery framework</p>	<p>Provides standard services within a service delivery framework</p>	<p>Manages delivery of services to clients within a service delivery framework</p> <p>Provides professional services at an advanced level in the field of expertise</p>
Program Specific:		<p>Typically in Youth Justice Custodial Services</p> <ul style="list-style-type: none"> • may coordinate shift activities • coordinates activities which support client programs 	<p>Typically in Youth Justice Custodial Services, a unit/program, co-ordinator</p>	<p>Typically in Youth Justice Custodial Services a program or unit manager</p>
Decision Making	All employees exercise legal delegations and functions pursuant to the <i>Children, Youth and Families Act 2005 (Vic)</i> and other related acts. Specific delegations and functions are determined by the role and work environment in combination (as specified in job descriptions).			
Operational Service Delivery	<p>Provides case support or direct care to clients</p> <p>Manages a range of client behaviours</p> <p>Takes appropriate action for the safety and security of clients and the centre</p> <p>Selects and applies established procedures and local work</p>	<p>Provides direction to a shift of direct care workers involved in the care, support and supervision of clients</p> <p>Plans and prioritises work to achieve defined targets</p> <p>Undertakes client assessments, case management and the development, implementation and review of case plans and client</p>	<p>Works as a coordinator of a residential unit or a non-residential program</p> <p>Organises work schedules and allocates cases</p> <p>Undertakes more complex and advanced casework</p> <p>Manages and monitors the level of service provided to clients</p>	<p>Evaluates and modifies behaviour management systems or programs within a unit</p> <p>Contributes to centre-wide behaviour management systems</p> <p>Provides expertise in the more problematic cases</p>

SCHEDULE H –YOUTH JUSTICE CUSTODIAL CAREER STRUCTURE CLASSIFICATIONS AND STANDARD DESCRIPTORS.**TABLE 1: GRADES 1-4**

Grade Descriptors	Grade 1	Grade 2	Grade 3	Grade 4
	<p>practices</p> <p>Prioritises own work program with guidance from the supervisor</p> <p>Implement aspects of client case plans</p> <p>Works with clients in a range of settings</p> <p>Works as part of a team in dealing with crisis intervention</p> <p>Works with others to coordinate client programs</p>	<p>service plans</p> <p>Adapts practices to a variety of case circumstances</p> <p>Refers complex cases and issues to more senior staff and other service providers</p> <p>Works with clients in a range of settings</p>	<p>Provides services in relation to vocational training and employment for clients</p> <p>Researches program options to develop recommendations</p>	
Accountability and Frameworks	<p>Provides direct client care, case management, practical advice, assistance and client support and supervision services</p> <p>Maintains accurate client records</p> <p>Makes decisions and solves problems based on knowledge gained from formal training and the application and interpretation of precedents, policies and standards</p> <p>Selects and applies a variety of work practices and techniques common to the work area</p> <p>Refers more complex problems to the supervisor for resolution</p>	<p>Provides advice, expertise, support and training to direct care staff</p> <p>Ensure case plans are followed by direct care staff including leave programs</p> <p>Participates in planning, implementing and reviewing programs and services</p> <p>Assesses clients and recommends appropriate type and level of service for clients</p> <p>Selects from a variety of techniques, systems, methods or procedures</p> <p>Modifies or adapts practices within the work area that have limited impact</p>	<p>Co-ordinates case management advice relating to individual case plans to peers, and internal and external stakeholders</p> <p>Ensures case management processes are in place and standards are met.</p> <p>Solves problems by applying sound judgment and professional expertise</p> <p>Participates in developing and evaluating client service delivery and treatment strategies</p> <p>Conducts supervision sessions for a team of direct care staff</p>	<p>Overall responsibility for the operation of the unit or program.</p> <p>Decisions are authoritative and not usually subject to intervention.</p> <p>Manages staff and resources for a unit or program</p>

SCHEDULE H –YOUTH JUSTICE CUSTODIAL CAREER STRUCTURE CLASSIFICATIONS AND STANDARD DESCRIPTORS.**TABLE 1: GRADES 1-4**

Grade Descriptors	Grade 1	Grade 2	Grade 3	Grade 4
Innovation and Originality	Judgement is required to solve problems arising in own work program Takes initiative to recommend improved processes in immediate work area	Creatively deals with problems within the work area Initiates improvements to work practices within the work area Explores new ideas in response to more challenging cases issues and problems and proposes changes and solutions	Develops and applies new ideas in more complex case plans and proposes solutions Assesses and responds to developments in the field	Explores and disseminates new ideas in response to non-routine case issues and problems and decides on changes and solutions Demonstrates creative thinking in the design and implementation of unit processes Contributes ideas to strategic planning of the centre
Communication	Communicates effectively with clients, and their families/guardians/ caregivers concerning the implementation of case plans and client support Prepares routine reports and correspondence relating to client assessment and case plans. Applies conflict resolution skills in dealing with challenging clients	Uses persuasion, advocacy, negotiation and motivation skills with clients, their families, guardians and service providers Prepares client reports Prepares briefs and correspondence for consideration by management	Liaises, consults and seeks to influence other service providers, government and non-government sector agencies to provide coordinated client services Provides specialised advice and information to other service providers Finalises case reports and correspondence	Conveys policy, case management and operational advice to a range of professional and program audiences Applies negotiation, consultation and persuasion skills at an advanced level. Prepares comprehensive case reports, correspondence, and briefings
Knowledge and Proficiency	Understands relevant procedures, practices, guidelines and legislation relating to the work area	Applies a developed understanding of service standards, techniques and practices, acquired through operational expertise Applies an understanding of relevant legislation and current trends and approaches to service provision in the field	Provides authoritative advice to other professionals and organisations on program and service delivery	Possesses and applies a wide knowledge and understanding of program, operational and service delivery issues

SCHEDULE H – YOUTH JUSTICE CUSTODIAL CAREER STRUCTURE CLASSIFICATIONS AND STANDARD DESCRIPTORS.**TABLE 2: GRADES 5-6**

Grade Descriptors	Grade 5		Grade 6	
	VR1	VR2	VR1	VR2
General:			A senior regional program manager with a significant impact on program management and delivery	
Program Specific:	Typically in Youth Justice Custodial Services, a project or policy manager		Typically in Secure Welfare, manager of the program.	
Decision Making	All employees exercise legal delegations and functions pursuant to the <i>Children, Youth and Families Act 2005 (Vic)</i> and other related acts. Specific delegations and functions are determined by the role and work environment in combination (as specified in job descriptions).			
Operational Service Delivery	Manages the operations of a centre or service, sub program, minor program, or program component with significant service delivery components Intervenes in and manages the most problematic cases Provides specialist professional services or advice Coordinates major projects	Manages program or service delivery activities with increased budget, staff responsibilities or sensitive or complex issues Professional services and advice is applied more broadly to influence policies and program delivery Manages major projects	The VPSG 6.1 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	The VPSG 6.2 Non Executive Career Structure Classification and Value Range Standard Descriptors apply
Accountability and Frameworks	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	
Innovation and Originality	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	
Communication	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	
Knowledge and Proficiency	The VPSG 5 Non Executive Career Structure Classification and Value Range Standard Descriptors apply		The VPSG 6 Non Executive Career Structure Classification and Value Range Standard Descriptors apply	

Schedule I—Housing Officer/Housing Customer Services Officer

The housing role is to provide needs based housing assistance, sustain tenancies, manage rental accounts and undertake inspections in relation to responsive and vacated maintenance.

The key tasks include:

- Interviewing clients and providing advice on all housing options, including public housing, waiting times and making referrals as necessary;
- Providing assistance through the Bond scheme;
- Assessing applications for early housing needs;
- Providing clients with appropriate housing assistance;
- Matching applicants to appropriate properties;
- Undertakes the full range of tenancy management activities and representing the Department at VCAT on issues concerning breaches of tenancy;
- Conducting home visits of clients as required by policy;
- Assessing tenants applications for rebated rent;
- Acting as the Superintendent's representative under the Schedule of rates and raising works orders;
- Fosters an awareness of community building and sustainability;
- Participate in community forums as the departmental representative under direction; and
- Identifying client specific needs in relation to accommodation requirements and make appropriate referrals.

SCHEDULE I – TABLE 1. HOUSING OFFICER

HSO level 1	HSO level 2	HSO level 3	
<p>A trainee with limited practical expertise or a worker in the housing call centre. After 12 months and having demonstrated Competence to the required level, the trainee will be advanced to HSO level 2.</p> <p>Works within a well-defined environment under close supervision.</p>	<p>Fully competent across the assigned housing functions and applies well-developed skills in all areas. May be required to be a local reference point in processes and procedures for less experienced staff.</p> <p>Works in an environment under general supervision</p>	<p>A highly skilled housing worker who uses their expertise and knowledge to resolve complex and challenging problems associated with client needs and housing tenancies. May be required to coach, mentor and guide others.</p> <p>Works in an environment with limited direction</p>	
<p>In a housing office in a training environment under close supervision:</p> <ul style="list-style-type: none"> • Provides routine housing information to clients; • Registers documents, maintains records and inputs data accurately; • Assesses and registers housing, early housing and bond loan applications and refers to HSO 2 & 3 for approval; • Shadows HSO 2 & 3 in client interviews to assess client's needs, match them to properties and provide advice on their options. • Prepares documents from housing records for VCAT and shadows HSO 2 & 3 at VCAT. • Administers debt management cases. • Refers clients to a range of external service providers. • Undertakes supervised home visits. 	<p>Assesses client's needs and provides advice on housing options from a range of established policy, procedures and standards (2.2f)</p> <p>Prepares routine cases with well established procedures and represents the Department at VCAT (2.2a, 2.2f).</p> <p>Applies early intervention strategies to sustain tenancies.</p> <p>Uses persuasion skills in dealing with clients and stakeholders on all housing matters (2.2b).</p> <p>Determining eligibility for housing assistance and selects appropriate options (2.2f).</p>	<p>Exercises professional judgement, and expertise when providing advice to resolve complex housing issues (3.1f, 3.1a)</p> <p>Advocates and prepares more complex cases and represents the Department at VCAT in cases where established precedents apply.</p> <p>Identifies early intervention strategies to sustain tenancies (3.1f).</p> <p>Researches and prepares briefs recommending local operational service delivery quality improvements (3.1d).</p>	<p>Initiate and facilitate case conferences for clients which may include cross Department and agency collaboration (3.2c, 3.2f)</p> <p>Reviewing and recommending strategies for early intervention involving clients with challenging problems</p> <p>Applies understanding of interrelationships between stakeholders and/or other work units to influence improved housing outcomes and policy.</p> <p>Plan, lead and facilitate consultative processes associated with community building and neighbourhood renewal.</p> <p>Coordinates responses to emergencies and crises in conjunction with the responsible housing officer.</p> <p>Prepares detailed reports and briefs requiring in depth factual analysis.</p> <p>Supports, advocates and recommends strategies to represent Housing at VCAT and with other agencies and departments.</p> <p>Plans and conducts aspects of complex local</p>

SCHEDULE I – TABLE 1. HOUSING OFFICER

HSO level 1	HSO level 2	HSO level 3
		<p>housing service delivery projects within defined parameters (3.2d).</p> <p>Identifies and analyses information from a variety of sources so as to contribute to community building.</p>

SCHEDULE I – TABLE 2. HOUSING CUSTOMER SERVICES OFFICER

Housing Call Centre	HCSO Qualified Level 1 (Cert III) – VPSG 2.1	HCSO Qualified Level 2 (Cert IV) – VPSG 2.2
<p>The housing call centre provides the key point of access and contact for housing tenants and housing contractors.</p> <p>The key tasks in the Housing Call Centre include:</p> <ul style="list-style-type: none"> Answering and correctly referring client and contractor queries; Processing contractor payments; Administrative functions related to the raising of work orders; Contractor memos and internal tracking systems; Taking part in basic transactional project delivery tasks for other business units. 	<p>A Certificate III in Customer Contact qualified fully competent worker in a Housing Call Centre with well developed skills in all areas of the HCC.</p> <p>A HCSO Qualified Level 1 Employee applies established rules, processes and standards under general supervision.</p> <p>Upon completion of the Certificate III the worker will be advanced to VPSG 2.1.2.</p> <p>Progression to HCSO Level 2 will not be automatic upon completing Certificate IV in Customer Contact qualification</p>	<p>A Certificate IV in Customer Contact qualified fully competent worker in a Housing Call Centre with highly developed skills and expertise in all areas. Fully competent across assigned housing functions not limited to basic Housing Call Centre operations. Deals with more complex situations and acts as a local reference point in operational processes and procedures.</p>
	<p>In the housing call centre:</p> <ul style="list-style-type: none"> • Provides high quality service in relation to routine housing information; • Assesses client queries for housing services and makes decisions from a range of established policies and 	<p>In the housing call centre:</p> <ul style="list-style-type: none"> • Assesses complex client queries for housing services and makes decisions from a range of established policy, procedures and legislative requirements. • Maintains a data base and undertakes research and

	<p>procedures, legislation and regulations specific to the role;</p> <ul style="list-style-type: none">• Reviews and accurately processes contractor invoice claims for payment;• Completes a range of administrative functions supporting client queries and contractor claims;• Acts as superintendent representative;• Proficient in the use of technical equipment including detecting problems and making appropriate changes.	<p>analyses of the data on the range of housing queries.</p> <ul style="list-style-type: none">• Contributes to operational service delivery and quality improvements.• Acts as superintendent representative.• Responsible for providing support services and direction to HCSO level 1.• Identifies and develops options to deliver on evolving organisational priorities;• Proficient in use of software and technical equipment and actions;• Understands and applies theoretical principals under supervision to achieve defined outcomes;• Participates in routine investigations under direction and provides evidence as required.
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Schedule J—Forensic Officer Work Level Descriptors

Definitions:

- A Forensic Officer's primary purpose is the application of relevant qualifications, training and experience to aid the investigation of, and assist with criminal, coronial and civil matters in a recognised forensic discipline.
- A recognised forensic discipline is one that has been accepted by the Court as an area in which a qualified practitioner is permitted to give evidence.
- The context of the role will vary but may include:
 - Undertaking forensic case work
 - Provision of evidence in court
 - Development of specialised information technology functions
 - Maintenance of quality management systems
 - Undertaking research and development

Preamble

- The work level descriptors do not provide an exhaustive list of duties, but rather they are a general description of how a position fits into the overall organisation. Specific duties and qualifications are detailed in the individual position descriptions.
- The descriptors represent a philosophical approach which reflects the knowledge and skill set for each level of work. Positions at each work level will comprise an aggregation of tasks which have been assessed as at equal work value.
- Not all elements of each work level are required to satisfy the requirements of the level but should be considered “on balance”, on the basis of best fit to describe the work.
- The development of skills is considered to be progressive and therefore skills that are referred to in the narrative for the previous level are assumed to be part of the skill set for the higher level.
- The descriptors can also serve as a tool for managers to determine appropriate developmental opportunities for staff in line with the principles of succession planning.

SCHEDULE K– FORENSIC OFFICER WORK LEVEL DESCRIPTORS. TABLE 1. FO-1 - FO-4				
	FORENSIC OFFICER FO-1	FORENSIC OFFICER FO-2	FORENSIC OFFICER FO-3	FORENSIC OFFICER FO-4
Grade description	<p>Undertakes specific and defined tasks within established procedures under close supervision</p> <p>Assists in tasks that are straightforward and use established techniques and work practices</p> <p>Operates and maintains technical or scientific equipment appropriate to the function and level of qualification of the position</p> <p>Performs routine laboratory/technical support functions</p> <p>Accountable for accuracy and timeliness of outputs</p> <p>Maintains existing systems and processes</p> <p>Conducts work of a basic nature (may include data entry and house keeping)</p>	<p>Generally, possesses relevant qualifications</p> <p>Conducts analysis of samples under direction within defined parameters</p> <p>Conducts initial examination of exhibits under supervision</p> <p>Assists in prioritising tasks in order to achieve specified targets (e.g. triaging)</p> <p>Investigates, accurately defines analyses needs and priorities and disseminates scientific information using appropriate knowledge transfer techniques through consultation with peers and supervisors</p> <p>May regularly interact with a range of internal and external clients to provide advice or specialist information</p> <p>May process crime scene related samples within defined parameters</p> <p>Performs fingerprint casework</p> <p>Solves routine problems using readily available information, where alternatives are limited</p> <p>Conducts quality control within work area, including keeping records where necessary</p> <p>Undertakes training towards</p>	<p>Possesses at least an appropriate degree and/or relevant qualification.</p> <p>Regularly reports casework in their own name</p> <p>May lead a team through scientific/technical activities including individual and team performance management and development</p> <p>Makes qualified judgements that impact on the subsequent investigation and legal deliberations associated with casework</p> <p>Conveys specialist knowledge/judgement that impacts on legal deliberations and/or investigations</p> <p>Provides expert advice, including in the court context where opinion evidence may be required</p> <p>Has responsibility for delivering status reports in relation to relevant calibration, maintenance and quality assurance schedules</p> <p>Communicates professional/scientific/technical concepts to less experienced colleagues</p> <p>Delivers discipline related presentations using prescribed methods and procedures in</p>	<p>Possesses at least an appropriate degree and/or relevant qualification</p> <p>Is a specialist within a specific forensic discipline</p> <p>Independently performs professional work at an advanced level</p> <p>Demonstrates judgement and innovation at a level consistent with an established professional</p> <p>May undertake non routine casework assignments</p> <p>Prepares and delivers presentations and lectures to stakeholders, students and peer professionals</p> <p>Formulates and supervises/mentors/coaches professional development programs for less experienced colleagues</p> <p>Applies negotiation, persuasion and motivation skills to manage staff and stakeholders</p> <p>Recommends resource allocation to immediate Managers in order to meet service delivery priorities</p> <p>Leads, and may manage a scientific/technical or specialist team and/or projects</p> <p>Defines the appropriate methodology in the analysis of</p>

SCHEDULE K– FORENSIC OFFICER WORK LEVEL DESCRIPTORS. TABLE 1. FO-1 - FO-4				
	FORENSIC OFFICER FO-1	FORENSIC OFFICER FO-2	FORENSIC OFFICER FO-3	FORENSIC OFFICER FO-4
		<p>authorisation in operation of NAFIS and LiveScan systems</p> <p>Examines crime scenes in order to develop and collect fingerprints</p> <p>May assist at a crime scene</p>	<p>casework</p> <p>May attend and examine crime scenes</p> <p>Solves problems that may require specialist knowledge in a number of scientific/technical fields</p> <p>Monitors and administers local contracts and service agreements within a well defined service delivery framework</p> <p>Applies prescribed methods and procedures in casework</p> <p>Supervises other staff as required</p> <p>May assist in research and development, training and development of staff</p> <p>Undertakes technical reviews of casework where appropriate</p> <p>Interprets results of analysis</p> <p>Displays case management skills appropriate to routine casework undertaken</p>	<p>casework</p> <p>Applies sound theoretical and practical expertise in the development of internal/external training</p> <p>Assists with negotiation and management of local contracts and service delivery agreements</p> <p>May attend and/or manage crime scenes</p> <p>May assist in the development and establishment of policy</p> <p>Possesses skills to undertake routine casework without supervision</p> <p>May participate as a representative on a Victoria Police committee</p> <p>Takes a lead role in maintaining quality systems and recommends improvements</p> <p>Displays sound case management skills appropriate to routine and non routine casework undertaken</p> <p>Undertakes technical and administrative reviews of casework</p>

SCHEDULE K– FORENSIC OFFICER WORK LEVEL DESCRIPTORS. TABLE 1. FO-1 - FO-4				
	FORENSIC OFFICER FO-1	FORENSIC OFFICER FO-2	FORENSIC OFFICER FO-3	FORENSIC OFFICER FO-4
Professional Judgement and Impact	Judgement will be confined to existing policies, protocols and procedures within a specific work area with little or no impact outside of these.	Judgement will be made with respect to policies, protocols and procedures with some impact on the work unit.	Development of independent scientific professional judgement within own area of expertise particularly related to casework. Impacts internally and externally to the Department.	Exercise a considerable amount of independent scientific judgement and skill which impacts on the Division, law enforcement and the courts.
Innovation and Originality	Opportunity for innovation/originality will be limited to a specific work area and limited by knowledge and experience base. Adapts to changes in routine.	Opportunities for innovation and originality within work area and unit. Ability to adapt to different work flows and pressures.	Regularly applies knowledge and adapts skills to manage routine situations. May be involved in research/innovation projects.	Will be involved in the identification, development and implementation of new or improved procedures and protocols. Will supervise and/or engage in innovation and research projects.
Communication	Demonstrates good written and oral communication skills relevant to a specific work area.	Demonstrates good written and oral communication skills within a work unit and externally relevant to the work unit.	Regularly communicates policy and sophisticated scientific concepts both internally and externally.	Ability to convey specialist concepts and knowledge to clients, staff and stakeholders.
Knowledge & Proficiency	Demonstrates sound knowledge and practical proficiency relevant to a specific work area.	Demonstrates sound knowledge and practical proficiency and may provide specialist advice relevant to a work unit both internally and externally. Is becoming a recognised fingerprint specialist.	Is a fingerprint expert, or is becoming a recognised specialist within a specific subject area. May control a laboratory function or field operation where a variety of related scientific functions are performed.	Is a recognised specialist within a specific area of work.
Decision Making	Decision making will be limited to protocols and procedures within a defined work area and largely under supervision.	Applies understanding of professional ethics and the scientific method in the development and conduct of work.	Applies knowledge of departmental, organisational and government policy to the decision making process.	Takes responsibility for decision making at Unit level. Takes responsibility for decision making that impact on the day to day operations.

SCHEDULE K-FORENSIC OFFICER WORK LEVEL DESCRIPTORS. TABLE 2: FO-5 – FO-7			
	FORENSIC OFFICER FO-5	FORENSIC OFFICER FO-6	FORENSIC OFFICER FO-7
Grade description	<p>Possesses at least an appropriate degree and/or relevant qualification</p> <p>Provides high level scientific/technical professional services and/or advice, including leadership and guidance in a multi-disciplinary environment</p> <p>Possesses appropriate skills/authorisation(s) to undertake complex casework assignments. Regarded as authoritative within a particular field</p> <p>Is recognised as a specialist in the area of their profession and relied on for advice</p> <p>Manages multi-disciplinary casework teams/assignments and /or projects</p> <p>Integrates scientific/technical concepts across disciplines</p> <p>Undertakes complex casework</p> <p>Provides leadership, training and development for personnel in the adaptation and application of forensic disciplines</p> <p>Interprets and applies business plans and policies in own area of responsibility and provides advice to others on implementation issues</p> <p>Negotiates with internal and external stakeholders, peers, industry bodies and other government agencies with the objective of gaining cooperation, influencing views and meeting timelines for delivery of projects, services or advice</p>	<p>Possesses at least an appropriate degree and/or relevant qualification</p> <p>Provides strategic leadership of multi-disciplinary teams and/or assignments</p> <p>Undertakes the most complex casework and resolves major conceptual scientific, technical or management problems that have a significant impact on a scientific discipline or the branch</p> <p>Undertakes casework likely to require leading edge research and development</p> <p>Judgements are authoritative</p> <p>Provides definitive written and oral advice on complex and challenging scientific matters</p> <p>Identifies and manages or provides advice on emerging scientific/technical, personnel and/or economic issues</p> <p>Plans, initiates and implements research or policy responses in anticipation of significant scientific/technical, policy or environmental changes</p> <p>Leads research and development into complex, sensitive or contentious scientific matters</p> <p>Manages an area with significant budget, staff responsibilities or strategic importance</p> <p>Develops service delivery models within business plans and objectives</p>	<p>Possesses at least an appropriate degree and/or relevant qualification</p> <p>Manages a large and diverse Division</p> <p>Manages a range of strategic corporate functions and long term initiatives, each with significant budget, staff responsibilities, and strategic importance</p> <p>Demonstrates strategic management skills</p> <p>Recognised nationally/internationally as a specialist in a particular scientific field and regularly applies this knowledge to achieve highly creative and/or innovative solutions</p> <p>Identifies and responds to new and emerging issues in the scientific field and their longer term implications</p> <p>Responsible for the implementation of operational policy or service development that has significant impact on the Department and key external stakeholders</p> <p>Provides policy/legislative advice to Government, senior levels of the Organisation and key external stakeholders</p> <p>Responsible for meeting service objectives, including financial, quality and service delivery targets</p> <p>Responsible for the quality and professional outcomes of the Division</p> <p>Contributes advanced expertise and</p>

	<p>Provides leadership in the application of concepts to policy development</p> <p>Participates as a representative on local and, on occasions, national committees</p> <p>Determines Unit casework acceptance criteria</p> <p>Establishes and maintains a contemporary Forensic Intelligence Capability, which includes the collection and assessment of scientific data</p> <p>Manages and leads projects</p> <p>Displays high level case management skills</p> <p>Allocates personnel and resources within unit</p> <p>Establishes educational standards</p> <p>Maintains accredited training programs</p> <p>Manages and co-ordinates courses and undertakes training needs analyses</p> <p>Manages discrete functions with staff responsibilities or sensitive/complex issues</p> <p>Reports statistics and future needs relevant to a work area</p> <p>Makes a substantial and continuing impact within their field of expertise through discovery and communication of new knowledge</p> <p>Ensures project deliverables are aligned with program outcomes and government policy</p> <p>Determines and/or establishes internal technical/scientific/training standards</p> <p>Negotiates and manages local contracts and service delivery agreements</p>	<p>Routinely advises senior levels of the organisation on policy issues and solutions within a functional area</p> <p>Develops scientific/technical or professional standards for the branch/Department</p> <p>Represents the Department with external stakeholders to negotiate agreed parameters and delivery of activities to meet timelines</p> <p>Responsible for operational policy or service development impacting on the branch/Department</p> <p>Contributes to strategic corporate initiatives and is responsible for implementation</p> <p>Manages and leads complex projects</p> <p>Determines branch and unit casework acceptance criteria</p> <p>Manages a diverse range of specialised functions, which may use similar technology and may comprise several units</p> <p>Directs ‘leading edge’ research directly regarding casework related fields</p> <p>Manages a large scale organisational service or regional delivery function</p> <p>Develops scientific solutions/techniques or strategies that have significant implications for the discipline.</p> <p>Authorises internal technical/scientific/training standards</p>	<p>knowledge to strategic planning and decision making processes of the Department</p> <p>Manages strategic corporate initiatives</p> <p>Provides leadership and guidance based on advanced expertise</p> <p>Manages major projects for the Organisation</p> <p>Implements strategic corporate direction as it relates to forensic science and its integration with crime investigation and associated judicial processes</p> <p>Is responsible for the maintenance of standards including Occupational Health and Safety, accreditation, education, research and development</p>
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	Contributes to the development of technical or professional standards specific to the unit Plans work area processes		
Professional Judgement and Impact	Makes informed judgements that have a significant impact on analytical processes and the progress and outcome of subsequent investigations and legal deliberations.	Makes judgements that impact directly on the Department, Victoria Police and national and/or international initiatives.	Regularly makes judgements and develops policy that impacts on the Department, Victoria Police, the Government (legislation) and other forensic science service providers nationally.
Innovation and Originality	Leads the development of new areas of work and makes original contributions to scientific knowledge.	Makes a substantial and continuing impact within their field of expertise through the discovery and communication of new knowledge.	Undertakes policy research and new initiatives that affect work practices Divisionally, Departmentally and within stakeholder groups.
Communication	Negotiates and collaborates with stakeholders on Departmental policy and programs. Regularly communicates on scientific issues locally and nationally.	Communicates on issues of science and policy locally, nationally and internationally.	Regularly communicates in writing and orally with Ministers and senior managers from a range of stakeholder groups and national and international forensic science service providers.
Knowledge & Proficiency	Modifies and applies scientific precedents and concepts to new situations that may impact on other areas and/or result in a significant redirection of science and protocols.	Line manages a substantial scientific and/or technical multi-disciplinary Branch/work group. Is recognised as a national/international authority in casework related fields.	Has a strong knowledge of relevant Government policy and legislative requirements and national and international forensic science 'business' practices.
Decision Making	Regularly makes decisions that impact on Divisional policy and external stakeholders.	Regularly makes decisions that impact on Departmental policy and work/scientific requirements at a Divisional and Departmental level. Participates at a senior level in state, national or international working parties and committees.	Regularly participates in decision making at the senior management level within the Department, Victoria Police and national and international forums.

Schedule K—Nursing Employees

K.1 Classification of Registered Nurses

K.1.1 Registered Nurse means a person registered on the Register of Nurses of the Nursing and Midwifery Board of Australia.

K.1.2 Registered Nurses will be employed in one of the Nurse Grades in accordance with the grade descriptors set out below:

SCHEDULE L – NURSING EMPLOYEES. NURSE GRADE					
Nurse Structure	Nurse Grade				
	Grade 3B	Grade 4A	Grade 4B	Grade 5B	Grade 6
Definition: Nursing is a health-care service provided to society and practiced in a range of settings. The work includes observation, care, treatment, and counselling; the prevention of illness; and community education to restore and maintain optimal health. To achieve these objectives, the nurse applies specialised knowledge, clinical skills and techniques. Nurses must hold a current Victorian registration as a Division 1 nurse, registered with the Victorian Nursing Council.	Functions with minimal supervision in a community setting, such as a school. Delivers nursing services to an allocated roster of schools usually within a defined geographic area. Conducts health assessments on all school entrants with the consent of parents/guardians Acts on referrals by parents, guardians and teachers. Delivers health education and promotion programs in collaboration with school community. Provides health advice and acts as a health resource to the school community.	Functions as a sole health professional in a community setting, such as a school. Participates as a member of the student welfare team to promote a social view of health. Actively promotes primary health care within the education curriculum. Provides information and facilitates links between the school community and relevant primary health care services. Delivers primary health care to young people in allocated schools through health education, assessment, support, referral and health promotion activities.	Functions as an autonomous sole practitioner through a call centre environment on a 24/7 rostered basis. Delivers professional maternal and child health advice on a statewide basis for families of children up to six years of age. Provides immediate telephone support and professional advice to families experiencing crises and difficulties with children up to six years of age. Promotes and actively links families to local maternal and child services and other locally based support services for families.	Performs a senior advisory or project management function associated with the reviewing or developing nursing services in a particular region or on a statewide basis. Provide high-level advice on clinical management or administrative issues in complex nursing environments. Develops systems and manages projects to assist in the management of nursing programs. May coordinate and manage the delivery of specialist nursing services within a region or on a statewide basis.	

SCHEDULE L – NURSING EMPLOYEES. NURSE GRADE					
Nurse Structure	Nurse Grade				
	Grade 3B	Grade 4A	Grade 4B	Grade 5B	Grade 6
Post-basic qualifications may be desirable.	<p>Provides a follow-up service for students where problems or issues have been identified.</p> <p>Conducts work according to relevant departmental nursing policies and in accordance with local rules in the school environment.</p>				
Communication	<p>Communicates with a range of people in the school environment, the family and other relevant service providers for the purpose of developing and formulating a plan of action for students identified with a health concern.</p> <p>Advocates for objectives that restore and maintain optimal health.</p> <p>Develops, implements and evaluates health education and promotion sessions in response to identified health priorities in the schools.</p>	<p>Communicates with a range of people in the school environment, the family and other relevant service providers for the purpose of delivering positive health outcomes for students.</p> <p>Advocates for objectives that restore and maintain optimal health.</p> <p>Communicates with tact and diplomacy with students on sensitive personal issues.</p> <p>Delivers individual health counselling and monitors ongoing health care with students.</p> <p>Delivers a planned evidence-based approach to whole of school health promotion</p>	<p>Communicates with callers, generally parents and other family members to resolve crises being experienced by families that impact on their health and wellbeing.</p> <p>Actively influences and convinces families to pursue specific objectives that restore and maintain optimal health for members of the family.</p> <p>Communicates with tact and diplomacy with families on sensitive personal issues.</p>	<p>Motivates, leads and convinces staff and others to co-operate in achieving difficult and conflicting objectives, such as in reviewing and developing nursing services.</p> <p>Negotiates with stakeholders and peers with the object of gaining co-operation and meeting timelines for delivery of project, service or advice.</p> <p>Initiates and maintains relationships with peers and senior internal and external stakeholders.</p> <p>Prepares technical reports on nursing issues at an advanced professional level.</p> <p>Focuses on understanding</p>	<p>Relies on formal and informal communication channels to achieve goals and engages stakeholders to help them identify areas and opportunities for improvement</p> <p>Initiates and maintains effective relationships with internal and external stakeholders at peer or senior levels</p> <p>Manages consultation processes including engagement with key stakeholders.</p> <p>Negotiates with stakeholders, peers, industry bodies and other government agencies with the objective of</p>

SCHEDULE L – NURSING EMPLOYEES. NURSE GRADE					
Nurse Structure	Nurse Grade				
	Grade 3B	Grade 4A	Grade 4B	Grade 5B	Grade 6
		activities that are evaluated. Facilitates group work with students.		stakeholder issues. Develops briefs on highly complex issues that provide options for discussion and consideration and will contribute to the development of a set of final options for decision.	gaining co-operation, influencing views and meeting timelines for delivery of project, service or advice Is influential in negotiations with external suppliers of major services
Decision making Accountability and frameworks	Governed by established departmental policies and procedures. Resolves complex nursing issues in the school environment by discriminating between ranges of standard courses of action. Uses initiative and judgement to select and apply established procedures and practices to unusual or complex situations. Resolves local administrative, management or organisational problems in the school environment by application of accepted practices and standards. Guidance available from	Governed by: <ul style="list-style-type: none">• theoretical frameworks that apply to health promotion, nursing, adolescent development;• established departmental policies and procedures;• established school policies;• secondary school nursing program and professional standards; and• secondary school nursing program guidelines. Uses initiative and judgement to select and apply established procedures and practices to unusual or	Governed by standard health policies and procedures covering maternal and child health issues. Uses initiative and judgement to select and apply established procedures and practices to unusual or complex situations. Proffers advice on resolving maternal and child health issues where recourse to a physical examination of the mother and child is unavailable. Works actively to reduce negative health outcomes for families with children up to six years of age. Requires considerable interpretation and	Bound by broad practice and policy guidelines. Makes decisions in situations where there is some, but not definitive, precedent on an issue. Advice and analysis influences nursing policy development. Interprets and applies nursing policies and clinical management practices and provides high-level advice to others on emerging issues. Accountable for work organisation, the allocation of resources within and the outputs required of the work area.	Decisions may set precedents for peers Develops business plans to deliver on evolving organisational priorities

SCHEDULE L – NURSING EMPLOYEES. NURSE GRADE

Nurse Structure	Nurse Grade				
		Grade 3B	Grade 4A	Grade 4B	Grade 5B
	<p>peers or nurse manager or is not required by the nature of the nursing issues generally arising.</p> <p>Uses the School Nursing Information System (SNIS) as an effective tool for client record management and activity recording, undertakes assessment and care planning and documents the process in SNIS.</p> <p>Undertakes ‘lan-docking’ processes within the recommended timeframe.</p>	<p>complex situations.</p> <p>Works actively to reduce negative health outcomes and risk taking behaviours such as drug and alcohol misuse, tobacco smoking, eating disorders, obesity, depression, suicide and injuries.</p> <p>Requires considerable interpretation and understanding of health policies and community services to address contemporary health and social issues facing young people and their families.</p> <p>Uses the School Nursing Information System (SNIS) as an effective tool for client record management and activity recording, undertakes assessment and care planning and documents the process in SNIS.</p> <p>Undertakes ‘lan-docking’ processes within the recommended timeframe.</p>	<p>understanding of maternal and child health policies, contemporary issues and community services to which families may be referred.</p>		

SCHEDULE L – NURSING EMPLOYEES. NURSE GRADE					
Nurse Structure	Nurse Grade				
	Grade 3B	Grade 4A	Grade 4B	Grade 5B	Grade 6
Innovation and originality	Regular requirement to assess the effectiveness of policies and procedures as they apply to particular work situations. Makes recommendations to the nurse manager on the effectiveness of such policies.	While guided by established policies, provides an autonomous service within the limits of professional nursing practice. Major role in resolving health and social issues by identifying problems and applying or adapting accepted practice.	While guided by established policies, provides an autonomous service within the limits of professional nursing practice. Major role in resolving maternal and child health issues by identifying problems and applying or adapting accepted practice.	Innovative thinking and analysis influences developments within nursing programs. Conceptualises, identifies and develops new approaches or alternative courses of action on nursing issues.	Solutions and thinking may advance organisational innovation or occupational/professional knowledge Creatively develops options in a changing organisational environment
Knowledge and proficiency	General nursing and clinical knowledge is gained through undergraduate training, work experience and relevant post -basic training. In addition to proficiency in professional nursing practice and procedures, requires an understanding of the resources available within the school and community setting together with sufficient clinical knowledge to handle a caseload as a sole practitioner. Works according to closely specified objectives, but resolves clinical nursing problems identified during the course of their duties	General nursing and clinical knowledge is gained through undergraduate training, work experience and relevant post -basic training. Requires a full understanding of delivering clinical and counselling services in a community setting such as a school In addition to proficiency in professional nursing practice and procedures, requires an understanding of contemporary health and social issues facing young people and the resources available within the school and community for resolving these issues.	General nursing and clinical knowledge is gained through undergraduate training, work experience and relevant post -basic training. Job requires current practicing certificate issued by the Victorian Nursing Council in General Nursing, Midwifery and Maternal and Child Health Nursing. Requires a full understanding of delivering clinical and counselling services to families experiencing difficulties with children up to six years of age. In addition to proficiency in	Job requires clinical and administrative knowledge based on post-basic qualifications, further reading and study over the years, and enhanced by management and extensive clinical experience. In addition to proficiency in professional nursing practice and procedures, requires a thorough understanding of contemporary nursing issues. Uses specialist knowledge within a confined field to challenge policies and professional concepts. Applies complex concepts to policy development or	Modifies and applies concepts to new situations that may impact beyond the immediate work area Provides leadership in the application of concepts to policy development

SCHEDULE L – NURSING EMPLOYEES. NURSE GRADE					
Nurse Structure	Nurse Grade				
	Grade 3B	Grade 4A	Grade 4B	Grade 5B	Grade 6
	based on past experience and by reference to peers and the nurse manager.	Resolves clinical nursing problems identified during the course of their duties based on past experience and by reference to peers, the nurse manager and qualified medical practitioners.	professional nursing practice and procedures, requires an understanding of contemporary maternal and child health and social issues facing families and the resources available within the community for resolving these issues. Interprets non-expert language (without recourse to physical examination) to accurately identify the issues and resolve a course of action for the family.	research. Provides leadership in the adaptation and application of concepts to operational matters within local work area. Models high-level leadership attributes.	
Policy and Projects					Advocates policy options Manages and leads complex projects
Administrative and Corporate Support					Manages a discrete function with increased budget, staff responsibilities, or sensitive or complex issues Provides professional leadership in a specialised corporate support function

SCHEDULE L – NURSING EMPLOYEES. NURSE GRADE					
Nurse Structure	Nurse Grade				
	Grade 3B	Grade 4A	Grade 4B	Grade 5B	Grade 6
Operational Service Delivery					<p>Manages cross-functional delivery of a defined service with increased budget, staff responsibilities, or sensitive or complex issues</p> <p>Provides specialist professional services or advice, including leadership and guidance to other specialists in the field</p>
Technical Specialist					<p>Provides leadership and guidance to other specialists in the field</p> <p>Contributes to the development of standards relating to the sector, program or profession</p>

K.2 Enrolled Nurses

K.2.1 Enrolled Nurse

- (a) Enrolled Nurse means a person registered in Division 2 Enrolled Nurses of the Register of Nurses of the Nursing and Midwifery Board of Australia.
- (b) Enrolled Nurses will be employed at one of the Pay Points in accordance with the Pay Point criteria set out below:
- (c) Year of practical experience
- (d) For the purpose of this clause shall mean full-time service following registration as an Enrolled Nurse provided that an employee who has worked on average of less than 24 hours per week in a year shall be required to work a further twelve months before becoming eligible for advancement to the next pay point.

K.2.2 Pay Point 1

(a) Definition

Pay Point 1 means the pay point to which an employee shall be appointed as an Enrolled Nurse where the employee possesses and may be required to utilise a level of nursing skill and knowledge based on:

(b) Training and experience

- (i) the satisfactory completion of a hospital based course of training in nursing of not more than twelve months duration leading to Registration as an Enrolled Nurse; or
- (ii) the satisfactory completion of a course of training of twelve months duration in specified branch of nursing leading to enrolment on a register or roll maintained by a State/Territory nurses registration board; or
- (iii) the satisfactory completion of a course of training of twelve months duration in a branch of nursing leading to the possession of a qualification required by the employer in the employee's employment; and
- (iv) practical experience as defined of up to but not more than twelve months in the provision of nursing care and/or services, and, the undertaking of inservice training, subject to its provision by the employment agency, from time to time.

(c) Skill indicators

The employee has:

- (i) limited or no practical experience of current situation; and
- (ii) limited discretionary judgement, not yet developed by practical experience.

K.2.3 Pay Point 2

(a) Definition

Pay Point 2 means the pay point to which an employee shall be appointed or shall progress from Pay Point 1, having been assessed as being competent at Pay Point 1, where the employee possesses and may be required to utilise a level of nursing skill and knowledge based on:

(b) Training and experience

- (i) the satisfactory completion of a hospital based course of general training in nursing of more than twelve months duration and/or 500 or more hours of theory content of a course accredited at advanced certificate level leading to Registration as an Enrolled Nurse; or
- (ii) in addition to the experience, skill and knowledge requirements specified for Pay Point 1 (as defined), not more than one year of practical experience as defined in the provision of nursing care and/or services; and
- (iii) the undertaking of in service training, subject to its provision by the employing agency, from time to time.

(c) Skill indicators

An employee is required to demonstrate some of the following in the performance of his/her work:

- (i) a developing ability to recognise changes required in nursing activity and in consultation with the Registered Nurse, implement and record such changes, as necessary; and/or
- (ii) is able to relate theoretical concepts to practice; and/or
- (iii) requires assistance in determining priorities.

K.2.4 Pay Point 3

(a) Definition

Pay Point 3 means the pay point to which an employee shall be appointed or progress from Pay Point 2, having been assessed as being competent at Pay Point 2, where the employee possesses and may be required to utilise a level of nursing skill and knowledge based on:

(b) Training and experience

In addition to the experience, skill and knowledge requirements specified for Pay Point 2 (as defined),

- (i) not more than one further year of practical experience as defined in the provision of nursing care and/or services; and
- (ii) the undertaking of in service training, subject to its provision by the employing agency, from time to time.

(c) Skill indicators

An employee is required to demonstrate some of the following in the performance of his/her work:

- (i)** an ability to organise, practice and complete nursing functions in stable conditions with limited direct supervision; and/or
- (ii)** the use of observation and assessment skills to recognise and report deviations from stable conditions; and/or
- (iii)** demonstrated flexibility in the capacity to undertake work across a broad range of nursing activity and/or competency in a specialised area of practice; and/or
- (iv)** use communication and interpersonal skills to assist in meeting psychosocial needs of individual groups.

K.2.5 Pay Point 4

(a) Definition

Pay Point 4 means the pay point to which an employee shall be appointed or progress from Pay Point 3, having been assessed as being competent at Pay Point 3, where such an employee possesses and may be required to utilise a level of nursing skill and knowledge based on:

(b) Training and experience

In addition to the experience, skill and knowledge requirements specified for Pay Point 3 (as defined), not more than one further year of practical experience as defined in the provision of nursing care and/or services; and

- (i)** the undertaking of in service training, subject to its provision by the employing agency, of not less than 80 hours accumulated since registration; or
- (ii)** the successful completion of two post basic modules relevant to the work undertaken, within the Certificate IV Health (Nursing), subject to their availability; or
- (iii)** the undertaking of in service training, subject to its provision by the employing agency, of not less than 40 hours accumulated since registration and the successful completion of one post basic module relevant to the work undertaken within the Certificate IV Health (Nursing), subject to their availability.

(c) Skill indicators

An employee is required to demonstrate some of the following in the performance of his/her work:

- (i)** demonstrable speed and flexibility in accurate decision making; and/or
- (ii)** organises own workload and set own priorities with minimal direct supervision; and/or

- (iii) uses observation and assessment skills to recognise and report deviations from stable conditions across a broad range of patient and/or service needs; and/or
- (iv) uses communication and interpersonal skills to meet psychosocial needs of individuals/groups.

K.2.6 Pay Point 5

(a) Definition

Pay Point 5 means the pay point to which an employee shall be appointed or progress from Pay Point 4, having been assessed as being competent at Pay Point 4, where the employee possesses and may be required to utilise a level of nursing skill and knowledge based on:

(b) Training and experience

In addition to the experience, skill and knowledge requirements specified for Pay Point 4 (as defined),

- (i) not more than one further year of practical experience as defined in the provision of nursing care and/or services; and
- (ii) the undertaking of in service training, subject to its provision by the employing agency, of not less than 120 hours accumulated since registration; or
- (iii) the successful completion of an additional two post basic modules relevant to the work undertaken, within the Certificate IV Health (Nursing), subject to their availability; or
- (iv) the undertaking of inservice training, subject to its provision by the employing agency of not less than 80 hours accumulated since registration and the successful completion of one additional post basic module relevant to the work undertaken within the Certificate IV Health (Nursing), subject to their availability.

(c) Skills indicators

An employee is required to demonstrate some of the following in the performance of his/her work:

- (i) contributes information in assisting the Registered Nurse/s with development of nursing strategies/improvements within the employee's own practice setting and/or nursing team, as necessary; and
- (ii) responds to situations in less stable and/or changed circumstances resulting in positive outcomes, with minimal direct supervision; and
- (iii) demonstrates efficiency and sound judgement in identifying situations requiring assistance from a Registered Nurse.

Schedule L—Disability Services Classification Definitions

L.1 Classification standards for Disability Services Employees are included in this Schedule L—Disability Services Classification Definitions. The classification standards consist of two components:

- (a) the **group standard**, which provides a narrative description of work undertaken by employees in an occupational category; and
- (b) **work level standards**, which provide a typical evaluation, definition, features and typical duties for each level within an occupational category to enable positions to be classified at a particular level.

L.2 Classification decisions shall be based upon a documented description of the position such as a Duty Statement or a Position Description. Jobs should be evaluated using whole-of-job evaluation:

- (a) by comparison of the Position Description with the narrative descriptions of the group and work-level standards, such that a comfortable comparison can be made between the nature of work and the general standard of work expected at a particular level; and
- (b) by comparison of typical duties (and benchmark positions) to test that the job is recognised to be equal to a majority of positions at one level and better than all positions at a lower level.

L.3 Disability Development and Support Officer

L.3.1 Group standard

- (a) The Disability and Support Officer classification provides direct care and support to intellectually disabled clients. The Intellectually Disabled Persons' Services Act 1986 defines intellectual disability as 'a significant sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period'. Developmental delay may be characterised as a delay in the development of a child that is attributable to a mental or physical impairment, or a combination of mental and physical impairments, and which is manifested before the child attains the age of six years.
- (b) Clients with intellectual disabilities are not a homogeneous group and services will reflect the varying needs of different groups or individuals. These services are based on the philosophical premise that clients with an intellectual disability have the same rights and expectations as the rest of the community - to a life of dignity, based on the concepts of the 'least restrictive alternative', 'normalisation' and 'integration'. Intellectual Disability is not an illness, and therefore provision of service is not organised according to the medical model.
- (c) Services are provided within a developmental framework in assisting clients to attain their maximum potential. In Victoria, legislation requires that each client has a General Service Plan (GSP), which outlines the overall goals of any services provided, and from which a number of Individual Program Plans (IPP) may be prepared to address specific needs.

L.3.2 Competency based structure

- (a) The objective of the classification structure is to provide a competent and trained workforce that delivers appropriate standards of care to clients and undertake tasks that enhance client's lives. It is considered that the required competencies should align with national competency standards in Disability Work. These competencies should therefore align with the competency standards within the Community Services Training Package (CSTP). The Certificate IV level has been identified as the appropriate level of competency for direct care work and the Advanced Diploma level for management, some supervisors and/or higher complex needs positions.
- (b) The mandatory qualification requirement is a Certificate IV in Community Services (Disability Work) or the Advanced Certificate in Residential and Community Services or its equivalent.
- (c) Entry for unqualified applicants will be provided through structured on and off the job learning as part of a traineeship scheme. Trainees will progress to the attainment of Certificate IV in Disability Work under a structured employment based training program, which will be determined and monitored by the Central Training Consultative Committee.
- (d) All new starters will be required to complete a mandatory induction program within three months of commencement of duties.
- (e) Senior management and some supervisory positions and those positions providing specialist direct care services require either:
 - (i) the Advanced Diploma of Community Services (Disability Work);
 - (ii) the Bachelor of Applied Science (Intellectual Disability);
 - (iii) other relevant tertiary qualifications considered to be equivalent; or
 - (iv) are registered or eligible to be registered as a Mental Retardation Nurse.
- (f) The competencies will provide theoretical and practical grounding in the following areas:
 - (i) Intellectual disability;
 - (ii) Theory and practice of residential services;
 - (iii) Communication skills;
 - (iv) Human development, including physiological, cognitive, emotional and social development;
 - (v) Developmental programming;
 - (vi) Behaviour management;
 - (vii) Health maintenance, including personal hygiene, medical conditions, diet and nutrition;
 - (viii) Case management;
 - (ix) Counselling/advice;

- (x) Community education;
 - (xi) Program support;
 - (xii) Administering medication;
 - (xiii) Intellectual disability;
 - (xiv) Sociology;
 - (xv) First Aid;
 - (xvi) Legislation;
 - (xvii) Health and safety;
 - (xviii) Recreation and leisure;
 - (xix) Household management and maintenance.
- (g) The Disability Development and Support Officer classification will be deployed in a range of settings, covering:
- (i) The full range of residential services, including Congregate Care facilities, Community Residential Units and respite services;
 - (ii) Therapy programs, including occupational therapy and physiotherapy;
 - (iii) Outreach services;
 - (iv) Client services (regional) teams.
 - (v) The breadth of duties includes:
 - (i) Provision of essential care, including assistance to clients in feeding, bathing and toileting, according to the developmental model;
 - (ii) Development and implementation of an Individual Program Plan (IPP);
 - (iii) Teaching independent living skills to clients;
 - (iv) Client advocacy;
 - (v) Liaison with community groups;
 - (vi) Provision of therapeutic programs under the direct or (at senior levels) general supervision of professional staff.
- (h) Services provided to clients by direct care staff are based on the eligibility assessments undertaken by Case Management staff. The initial Assessment of Needs Report identifies the needs of the client so that the appropriate planning of services, through a General Service Plan, to develop appropriate programs and strategies.

L.3.3 Work level standards

(a) Disability Development and Support Officer, Level 1

(i) Definition

Under the direction of a more senior officer in a supervisory position or other professional staff, positions at this level provide a variety of direct care or review services to clients according to established procedures, specific guidelines and standard instructions.

(ii) Features

- (i) At this level, tasks will be carried out according to direct instruction or straightforward standing procedures and subject to check or review by the supervisor. Positions will be required to utilise their knowledge of Intellectual Disability Services (IDS) clients, Government policies and local procedures, and adapt work patterns/schedules accordingly. However, these adaptations will be in line with the overall service program managed by more senior staff.
- (ii) Positions will be required to record client data and report on observations based on knowledge of intellectual disability. Such reports will be accepted as authoritative data on which service decisions may be based.
- (iii) Positions whose primary focus is to assist in the provision of a program to clients in a non-residential setting may work as part of a multi-disciplinary team.
- (iv) Positions at this level generally will work within a single residential unit/facility or program.

(iii) Qualifications DDSO 1Q

- (i) The mandatory qualification requirement for the qualified entry level is a Certificate IV in Disability Work or the Advanced Certificate in Residential and Community Services or its equivalent.
- (ii) Entry for unqualified applicants will be provided through on the job learning as part of a traineeship scheme. Trainees will progress to the attainment of Certificate IV in Disability Work under a structured employment based training program.
- (iii) All new starters will be required to complete a mandatory induction program within three months of commencement of duties.
- (iv) Automatic progression to the qualified level will occur on the attainment of Certificate IV.

(iv) Trainee entry program

- (i) The tasks and responsibilities of the Trainee will increase over time as their experience and knowledge increases.
- (ii) At entry, positions at this level will work within established routines, practices and procedures and under routine direction or supervision.

Routine supervision means staff receive instruction on job requirements and procedures and methods to be used in new or unusual tasks and situations. Work is subject to progress checking.

(iii) Over time, as the Trainee's competencies increase to allow the application of knowledge with depth in some areas and a broad range of skills generally, trainees should eventually gain the ability to undertake an increased range of tasks in a variety of contexts with some complexity in the extent and choice of action required and an increased use of judgement and discretion in achieving work outcomes. The training program for these trainers will be determined through the Central Training Consultative and Implementation Committee and be monitored through individual staff training plans.

(v) Typical duties

- (i) Assist clients in daily living activities;
- (ii) Attend to the physical care of clients;
- (iii) Undertake domestic and housekeeping duties;
- (iv) Prepare and supervise meals;
- (v) Provide basic First Aid as required;
- (vi) Report incidents and client health issues as they arise;
- (vii) Providing client support with an understanding of client needs and preferences;
- (viii) Assisting clients with external appointments, recreational activities and accessing community resources;
- (ix) Provide guidance to clients in everyday living;
- (x) Implementation of an IPP under routine guidance and contribute towards the process of evaluation and development of an IPP;
- (xi) Provide clients medication within program guidelines.

(vi) Qualified entry level DDSO1Q

- (i) The competencies of the qualified worker level are defined by demonstrating knowledge of developmental programming, skills assessment and training, including the ability to develop an IPP and assist others in implementing an IPP and other developmental programs, and reviewing programs and strategies. The position at this level also has a focus on establishing links with community resources, facilitating inclusion of clients into the community and advocating on behalf of clients for increased access to and inclusion in community and recreational services.
- (ii) The position requires well developed communication skills to identify client needs, liaise with other service providers, stakeholders and significant others.

- (iii) Under the general direction of senior staff, provide direct assistance to intellectually disabled clients in the following areas: general and specific health maintenance, adequate nutritional state, elimination, posture/movement, rest and sleep, dressing and the provision of adequate clothing, personal hygiene, and skin care.
- (iv) General direction or supervision means staff receive general instruction covering the broader aspects of the work. The work of experienced and competent staff is usually subject to final checking and, only if required, to progress checking in unusual situations.

(vii) Typical duties

- (i) Support in daily living activities and developmental programs for living skills and behaviour management through skills training;
- (ii) Provide support and guidance to clients on everyday living including client medication, CERS, human relations;
- (iii) Liaise with Day Program providers and other occupational and recreational therapy providers to ensure consistency of programs with client's IPP;
- (iv) Maintain communication with clients and their families and provide key social, emotional and advisory support services;
- (v) Provide reports on client issues as required;
- (vi) Develop, implement, evaluate and modify an IPP and other developmental programs;
- (vii) Arrange external appointments for clients and support their attendance;
- (viii) Organise and supervise social and recreational outings;
- (ix) Provide advice and assistance to other new staff and casual staff;
- (x) Assist and/or take a lead role in the provision of therapeutic and developmental programs as part of a multi-disciplinary team and according to guidelines established by senior staff;
- (xi) Domestic and housekeeping duties including meal preparation and dietary supervision.

(b) Disability Development and Support Officer, Level 2

(i) Definition

- (i) Within established procedures and guidelines and under general direction from a more senior or other professional staff, positions regularly are required to undertake the more complex direct-care functions or contribute to the design and independent implementation of developmental and therapeutic programs.
- (ii) These positions, therefore, require higher level competencies in areas of complex behaviour management or high/complex medical needs.

Areas of specialisation may include mental health (dual disability), aged care and youth/adolescent issues and behaviour intervention.

(ii) Qualifications

- (i) The tasks and duties undertaken may be determined by whether the position requires competencies at the Certificate IV in Disability Work or at the Advanced Diploma level, or the former Mental Retardation Nurse classification.
- (ii) The incumbents are advanced practitioners and the work undertaken at Level 2 should be seen in this context.

(iii) Features of Certificate IV Level

- (i) Positions at this level would be expected to have acquired competencies commensurate with at least two years experience in addition to the completion of Certificate IV in Disability Work or its equivalent.
- (ii) At this level, positions have more latitude in the selection of established techniques without specific instruction from the supervisor.
- (iii) Positions may be required to prepare modifications to program components based on observation of the effectiveness in meeting clients' needs. Proposed changes would be reported to the supervisor for approval and may be within the General Service Plan framework established.
- (iv) In residential settings, these positions may be responsible for the training of other staff in managing the more complex needs of clients.
- (v) Positions may be required to work across a range of different settings/programs, or have a breadth of information about the Service's operations that would not be expected of Level 1 workers. Positions may be required to liaise with relevant outside community agencies.
- (vi) Positions working in such areas as occupational therapy and physiotherapy would be expected to carry out duties independently on the basis of general direction. Ability to conduct straightforward programs and handle day-to-day issues arising from them would be gained after several years of relevant experience within such areas.
- (vii) This level is the minimum classification level for positions employed in Outreach Services.

(iv) Typical Duties of Certificate IV qualified position

Positions at this level will usually perform their assigned duties under general direction and within guidelines and practice standards:

- (i) Under general direction, independently select the activities for formal group sessions in such activities as art and crafts, films, recreational

activities, physical activities, simple cooking, basic vocational skills and other independent living skills;

- (ii) Within a multi-disciplinary team, contribute to the planning of group or individual programs according to client needs;
- (iii) Prepare formal reports on the effectiveness or otherwise of the program activity in meeting client needs;
- (iv) Under the general direction of a physiotherapist or other suitably qualified person, run hydrotherapy sessions, including the conduct of exercise and activity sessions;
- (v) Under general direction, manage the activities of a small therapy workshop or a team in a Day Program service, including providing direction to subordinate staff in the delivery of activities, responsibility for maintenance of the environment and specialist stores, and the creation and implementation of suitable programs under the general direction of senior staff;
- (vi) Lead and/or assist in assessing clients' suitability for certain programs according to established methodologies;
- (vii) Establish and maintain effective links between the facility and clients' parents, friends and guardians;
- (viii) Identify resources available in the community, establish effective links with these resources and educate other staff in their availability;
- (ix) Liaise with community agencies to ensure client access to generic services;
- (x) Attend care planning meetings (e.g. IPP meetings) and provide input on suitable options for individual clients;
- (xi) Negotiate with Client Services Regional Teams to achieve desired placement of clients;
- (xii) Deal to finality with problems arising from externally placed clients (e.g. those requiring incumbents to negotiate with such agencies as special accommodation homes, supported employment programs and special schools).

(c) Advanced Diploma or Equivalent DDSO 2A

(i) Definition

- (i) Positions require a knowledge of the principles and practices of intellectual disability as provided by the Advanced Diploma in Disability Work, the Bachelor of Applied Science (Intellectual Disability) or its equivalent, or are registered or eligible to be registered as a Mental Retardation Nurse. Decision making is required consistent with the extent of this knowledge. Positions at this level are professionally accountable for these decisions.
- (ii) This level of worker will be specifically trained to work with people with an intellectual disability across the life-cycle and in all domains

of life, and therefore is in a unique position to coordinate discrete areas into total service to clients. The work undertaken by officers can be categorised into the following areas:

1. Development of physical and sensory abilities
Issues include the development of muscle control to improve motor movement and coordination to assist clients to sit, walk, talk, eat, etc.
2. Emotional development
Therapeutic intervention may be needed in meeting clients' emotional needs, and includes establishing and maintaining rapport with clients, providing encouragement and support, and creating a safe and stable environment in which developmental progress can be made.
3. Cognitive development
The officer must use knowledge of cognitive development to devise and implement programs to overcome a client's learning difficulties. The acquisition of language and meaningful communication processes is a vital aspect of this work.
4. Social development
Daily living activities may need to be taught to clients, as well as more sophisticated tasks, which will enable the successful integration of clients.

(ii) Features

- (i) A deep understanding of intellectual disability and how it is defined, its causes, and the concepts of intellectual functioning and adaptive behaviour is expected. This knowledge is complemented by a thorough understanding of the basis for societal attitudes to intellectual disability. The sociological aspects of intellectual disability, and in particular the sociology of service delivery to individuals with an intellectual disability, is an essential element of this knowledge. The means for changing attitudes and the way in which services are to be developed and delivered is an important part of the specialist knowledge base of this level of worker. This includes cross-cultural, international studies and principles by which services are to be developed in the contemporary environment.
- (ii) An understanding of the law as it relates to professional practice and the intellectual disability field. This includes knowledge of the Intellectually Disabled Persons' Services Act, the Equal Opportunity Act, The Ombudsman's Act, the Public Sector Management and Employment Act, The Guardianship and Administration Board Act, The Occupational Health and Safety Act, The Community Welfare Services Act, the Drugs, Poisons and Controlled Substances Act, The Mental Health Act, the Nurses Act and the Psychological Practices Act.

- (iii) Areas of complexity that may be associated with clients with an intellectual disability and with which an officer at this level must be familiar include epilepsy, cerebral palsy, hyperkinesias, certain neuroses and psychoses, inappropriate or challenging behaviour.
 - (iv) Positions perform tasks according to established procedures, specific guidelines and standard instructions from more senior staff. Positions at this level may be required to select certain methods or procedures to meet client needs.
 - (v) These positions require limited direction in their day to day activities.
 - (vi) Positions at this level will work as part of a direct care team in a residential service or in a multi-disciplinary team within the region.
 - (vii) Positions are required to provide on-the-job training and assist in the skill development of base grade employees and new staff within a residential unit or a specific program area.
 - (viii) In assisting clients to attain their maximum potential in a ‘least restrictive environment’ the officer will utilise a range of techniques and be involved in a range of activities.
- (iii) Typical duties**
- (i) Under direction, develop, implement, monitor and evaluate General Service Plans and an IPP for clients which requires the coordination meetings with the client, family members, primary caregivers, and other stakeholders;
 - (ii) Assess clients’ level of development and functioning, strengths and deficiencies and needs;
 - (iii) Observe, report and intervene where appropriate on client’s physical, emotional and behavioural patterns;
 - (iv) Undertake the more complex client behavioural and health issues and provide a coaching role to other staff in appropriately managing clients with more challenging and complex needs. This includes the knowledge and application of behavioural techniques in order to address particular behaviour;
 - (v) Provide staff training with guidance and support within the workplace in accordance with departmental objectives and policies, as directed;
 - (vi) Assess the degree of progress against IPP goals and amend programs where necessary;
 - (vii) Conduct adaptive behaviour assessments of clients;
 - (viii) Develop and implement appropriate behaviour modification programs;
 - (ix) Administer and monitor the effects of medication;
 - (x) Investigate the range of service options available to clients and ensure that adequate access to these services is available;

- (xi) Advocate the rights of clients in the workplace and the broader community;
- (xii) Conduct and evaluate programs in the areas of self-help skills (e.g. bathing, feeding, dressing, toileting) and assist base grade staff in the delivery of such programs;
- (xiii) Establish and maintain effective links with each client's family/friends in order to explain, develop and implement program or treatment strategies;
- (xiv) Undertake home visits to observe and assess clients and assist family/friends in home routines, techniques of management, treatments, developmental programming, use of specialised equipment, etc.

(d) Disability Development and Support Officer, Level 3

(i) Definition

- (i) At this level, under the broad direction of professional staff, senior direct-care staff have responsibility for independently running programs or welfare services for clients, managing a residential unit or handling a significant caseload of clients in a multi-disciplinary community setting.
- (ii) At this level, positions must use considerable judgement in determining courses of action that will impact on services to clients.

(ii) Qualifications

- (i) The tasks and duties undertaken may be determined by whether the position requires competencies at the Certificate IV in Disability Work or at the Advanced Diploma level, or the former Mental Retardation Nurse classification.
- (ii) The incumbents are advanced practitioners and the work undertaken at Level 2 should be seen in this context.

(iii) Features of Certificate IV level

- (i) Positions at this level may head teams of direct-care workers, with responsibility for their induction, in-service training, formal assessment and professional supervision with respect to work performance and skill development.
- (ii) Positions operate with a high degree of autonomy and will be required to handle all commonly occurring situations or cases within their area of practice. Positions also may utilise knowledge of service delivery systems to provide specialised services in some areas.
- (iii) Positions may be required to deal with a range of community agencies, health care practitioners, Government departments and intellectually disabled advocacy groups on matters requiring tact and discretion and a detailed understanding of Disability Services Branch

policy objectives, in addition to the understanding of philosophies of care expected of direct care staff.

(iv) Typical duties

- (i) Manage a Community Residential Unit (CRU), Respite Service or Outreach Service and provide a secure and supportive environment for clients and staff according to the principles of ‘normalisation’ and ‘least restrictive environment’;
- (ii) Manage the planning and implementation of an IPP pertaining to the CRU setting and supervise other staff in these functions;
- (iii) Participate in the client program planning and review process including the preparation of progress reports, assessment of needs and identification of strengths and deficiencies and functioning in such areas as vocational, social and daily living skills;
- (iv) As head of a CRU, liaise with such agencies as schools and supported employment programs to ensure continuity of care and program goals;
- (v) Participate in the recruitment, selection , orientation and in-service train of new staff;
- (vi) Within the CRU setting, take responsibility for establishing, implementing and reviewing house routines, allocating duties to both staff and clients;
- (vii) Provide leadership, support and in-service training to new staff;
- (viii) Oversee household management and maintenance functions;
- (ix) Within policies and guidelines, administer clients’ medication according to the employer’s instructions and standards;
- (x) Manage the household budget and ensure appropriate procedures are followed with the expenditure of client’s funds;
- (xi) Obtain such professional expertise as may be required by clients within the CRU (e.g. general practitioner, Speech Therapist, Occupational Therapist);
- (xii) As a member of a multi-disciplinary team, assist in the development, implementation and evaluation of individual programs;
- (xiii) In a Regional Team context, actively contribute to the client planning and review process, and prepare written reports on clients’ development, making an assessment of needs, strengths, deficiencies and functioning in such areas as vocational skills, social skills and daily living skills;
- (xiv) Independently run a major recreational or social program (e.g. budgeting, negotiating acceptance of plans, liaising with outside agencies, etc.);
- (xv) Under direction, coordinate the provision of a major therapy or developmental program across a range of settings (e.g. a major

facility, or between a facility and out-posted community agencies). This could involve the coordination of numeracy and literacy programs within the facility, the client at home and specialist education staff. Positions will assist in the selection of suitable clients and coordinate all facets of program delivery;

- (xvi) Establish and maintain a program of home visits to clients. These duties will be conducted independently and issues will be resolved by the position incumbent, unless the incumbent instigates the introduction of another member of staff;
- (xvii) Provide written reports on programs, outlining difficulties, strategies for resolution and probable outcomes, and present these to multi-disciplinary teams for discussion and, if necessary, advice and assistance.
- (xviii) Supervise a group of direct care staff providing day programs.

(e) Advanced Diploma level (Former MRN 2)

(i) Definition

At this level, positions apply the competencies gained at the CSTP Advanced Diploma level or utilise the knowledge gained from the basic MRN course, Bachelor of Applied Science (Intellectual Disability) or its equivalent, which has been consolidated by a range of work experience, usually consisting of at least two years within the field of intellectual disability.

(ii) Features

- (i) Clinical and developmental duties at this level will include more complex tasks than at lower levels. Positions operate with a high degree of autonomy and will be required to handle all commonly occurring situations or cases within their area of practice. Positions also may utilise knowledge of service delivery systems to provide specialised services in some areas.
- (ii) Positions at this level may lead a direct-care team on a shift or work as advanced practitioners who provide advice and support to clients and colleagues within a residential facility or the community.
- (iii) In all cases, positions receive general direction from and report directly to a supervisor at Level 4 Disability Development and Support Officer Classification or above who has overall accountability for the area or program.
- (iv) Positions at this level will be accountable for decisions made according to the bounds of professional practice and Disability Services Branch policies. Positions at this level determine matters on a day-to-day basis and will report regularly to a more senior officer. Positions may be required to participate in peer reviews.

(iii) Typical Duties - Congregate Care

(This level also includes the Area Manager positions at the Statewide Forensic Service.)

- (i) Assist the Unit Manager to develop and implement the philosophy and objectives of a unit and/or client-care program;
- (ii) Coordinate the General Service Planning for a number of clients as determined by the Unit Manager;
- (iii) Supervise and assist in training Unit staff, and allocate tasks on the basis of the knowledge and developmental needs of available staff and to meet the standards of service delivery, which will be set in conjunction with the Unit Manager;
- (iv) On a shift for which the position is responsible for the unit, coordinate the provision of services to clients and ensure that the unit's program and philosophical standards are maintained;
- (v) Contribute to the development of practices and procedures, and provide guidance and training on the shift to staff working in the unit;
- (vi) Establish and implement the work priorities for the unit across the shift.

(iv) Typical duties - Community Residential Services

The duties for this position are identical to those performed by a Certificate IV position, however, there is an expectation that the higher level competencies will provide more appropriate care to clients with more complex health and/or behaviour management needs. It is expected that these positions will be utilised in services where the level and complexity of care required by clients is high and includes significant challenging behaviour(s), high medical needs, dual disability and/or delivery of specialist programs.

- (i) Manage a Community Residential Unit (CRU), Respite Service or Outreach Service and provide a secure and supportive environment for clients and staff according to the principles of 'normalisation' and 'least restrictive environment';
- (ii) Oversee the General Service Planning and Individual Program Plans and their implementation for CRU clients;
- (iii) Be responsible for the administration of medication to clients, monitoring of side-effects and communication with medical, allied health and other practitioners on client needs;
- (iv) Independently oversee the development, implementation and review of developmental and behaviour management programs;
- (v) Provide leadership, support and in-service training to CRU staff.

(f) Disability Development and Support Officer, Level 4

(i) Definition

(i) Positions at this level apply competencies acquired through the Advanced Diploma in Disability Work, the Bachelor of Applied Science courses in Intellectual Disability Studies, the MRN training or equivalent qualifications, and relevant experience.

(ii) Positions may utilise relevant post-basic studies to ensure the achievement of direct care standards across a work area, program or speciality area of practice for which they are responsible.

(ii) Features

(i) Positions at this level are either program management positions or undertake the most complex 'hands on' direct care work in this structure. While positions are generally engaged in residential services, positions also include case management services Day Programs and Outreach services.

(ii) The acquired expertise and advice in the direct delivery of services to clients will be regarded as authoritative.

(iii) Positions undertake the full range of cases within their area of practice and will not require guidance in these areas from a more senior person or a professional. Unit Managers will be expected to independently manage all direct-care services in their unit and provide leadership to subordinate staff in the full range of direct care service delivery functions. Similarly, Cluster Managers and managers of other service delivery areas are responsible for the full range of services within their program or geographic area.

(iv) Positions are professionally accountable for their decisions. Positions at this level in charge of units or program areas will be accountable to the senior management for the delivery of a high-quality service. Positions will be required to participate in peer review.

(iii) Community Residential Services

(i) This position is responsible for managing community based accommodation support services within a delegated part of a region and within a defined budget. The position participates in the planning and implementation of residential support services for clients.

(ii) The position is responsible for monitoring service delivery for clients and developing and implementing change strategies to continuously improve the quality and effectiveness of services to clients. The position is responsible for liaising with other service providers, community groups, families and relevant others about service delivery and other client related matters.

(iv) Congregate Care

(i) This position manages the provision of all services to clients in a designated residential setting. i.e. within an institutional environment. This involves the effective use of resources to meet program goals and the management of staff including recruitment, staff development and training, roster management, performance, counselling and discipline.

- (ii) The position oversees that an IPP and other management strategies are implemented for all clients and that service standards are monitored and achieved to meet client needs.
- (iii) The position demonstrates competence in developing service objectives, performance monitoring and assessment against stated objectives.

(v) Typical duties

For both positions include:

- (i) Manage the provision of services to enable the effective utilisation of available resources to enhance the lives of clients in accordance with Departmental policy;
- (ii) Ensure the relevant provisions of the Intellectually Disabled Persons' Services Act 1986 are followed in such areas as admissions and standards of practice;
- (iii) Participate in the development of local policy and implement policies and procedures within the unit or program area;
- (iv) Manage the process by which the services of other professional staff are utilised by clients;
- (v) Maintain standards of direct-care service delivery and ensure the appropriate training and professional development of all direct-care staff;
- (vi) Provide authoritative advice to staff, senior management and others as required;
- (vii) Manage the preparation of reports for Intellectual Disability Review Panels;
- (viii) Act as a point of contact for families, advocates and the community;
- (ix) Ensure that adequate records are kept relating to client treatments and programs, possessions and client expenditure.

(x) Congregate Care specific duties

1. Monitor unit activities (including those undertaken by the Deputy Unit Manager) and report as required to senior management on progress towards objectives, resourcing difficulties, staff development requirements, emerging service delivery issues that may have an impact beyond the particular unit or program area;
2. Meet allocated Unit based budgets including FYEs, operating and overtime budgets.

(xi) Community based specific duties

1. Manage the provision of community based accommodation support, respite and outreach services within a delegated part of a region;
2. Monitor budgets including the overall operating budget, household expenditure, staffing/rostering and capital development costs;
3. Liaise with government and non-government service providers, community groups and other interested parties in relation to client related and service delivery issues.

(g) Disability Development and Support Officer, Level 5

(i) Sector Manager Positions (former MRN-4)

(i) Definition

Positions will utilise direct care, program and administrative knowledge based on further reading and study over the years (and/or a postgraduate qualification), and enhanced by many years of appropriate MRN work experience.

(ii) Features

1. Positions at this level involve significant problem-solving activities that may require considerable understanding and interpretation of facility and Departmental policy.
2. The Sector Manager manages a large geographical component of a regional community based residential support service or a designated number of Units in a Congregate Care facility. The position has overall responsibility for the budget allocation for that sector. The difference between a Cluster Manager and a Sector Manager in community based services is the size of the service for which the position is responsible, the greater budgetary responsibility and the level of involvement in regional policy development.
3. The position is responsible for the monitoring and evaluation of program performance and effectiveness and the development and implementation of changes to service delivery models to improve service quality and responsiveness to client needs.
4. The position is responsible for effective links with other departments, service providers, community groups and funded agencies.

(iii) Typical duties

1. Monitor and evaluate program performance and develop and implement change strategies to improve service quality and effectiveness in meeting the needs of clients;

2. Participate at a senior level in the development of direct care policies, practices, standards and procedure guidelines;
3. Develop and review standards and objectives for the provision of direct care services to ensure the effective utilisation of resources;
4. Design, implement and modify new services to meet the changing needs of current users and the needs of emerging groups of clients;
5. Provide advice on complex service delivery issues to staff, senior management and external agencies;
6. Provide leadership to direct care managers and supervisors and facilitate training and development initiatives to enable the continuous development of staff.

(h) Disability Development and Support Officer, Level 6

(i) Sector Manager - Large Congregate Care facility (former MRN-5)

(i) Definition

Positions are senior management positions that have a thorough knowledge of the profession and the delivery of services to intellectually disabled clients.

(ii) Features

Positions are bound by broad practice and policies and are subject to executive management direction only. Within areas of practice as outlined below, positions will be able to commit the facility, within the constraints of the executive management model, to a particular course of action or policy. Positions at this level therefore are expected to lead the investigation of major issues in the direct-care area and develop strategies to overcome problems affecting the facility.

(iii) Typical duties

1. Develop and implement philosophies, policies, standards and objectives for the provision of direct care services to ensure the effective utilisation of resources to enhance the lives of clients;
2. Monitor the standards of practice, program effectiveness and efficiency, and report as required to the senior management and the Regional Executive to ensure services are in accordance with the provisions of relevant Acts and departmental standards;
3. Build relationships with key stakeholders including associated organisations, community agencies, and resident families to enable effective responses and consultation regarding the services provided to residents;
4. Lead and develop Unit Managers to enable improvements in the direct care services provided to residents;

5. Undertake a range of management functions in relation to the administration of the units, including the preparation and monitoring of budgets, preparation of reports and maintenance of client records and overseeing of staff recruitment.

(i) Disability Development and Support Officer, Level 7

(i) Residential Operations Manager (former MRN 6)

(i) Definition

Positions are senior Managers who have a thorough knowledge of the service and have considerable management experience.

(ii) Features

1. At this level, positions may have to resolve issues which are unique and guide-lines may be inadequate or not developed and policies ill-defined.
2. Positions are bound by Disability Services Branch policies and practices and are subject to executive management direction only. Within areas of practice as outlined below, positions will be able to commit the facility or service to a particular course of action within the constraints of the executive management model. Positions at this level therefore are expected to lead the investigation of major issues in the direct-care and develop strategies to overcome problems affecting the delivery of services.
3. Work at this level is distinguished from that of Level 6 by the size of the service managed.

(iii) Typical duties

1. Develop and implement policies, standards and objectives for the provision of direct care services to ensure the effective utilisation of resources to enhance the lives of clients during the redevelopment period;
2. Monitor the standards of practice, program effectiveness and efficiency, and report as required to the senior management to ensure services are in accordance with the provisions of relevant Acts, departmental standards and support redevelopment outcomes;
3. Lead the direct care service to ensure the quality of services is maximised during redevelopment and support collaborative working arrangements across the organisation;
4. As a member of the facility Executive, participate in planning and implementing this major change;
5. In the context of developing new services, liaise with regions and stakeholders as required by the facility Manager;
6. Ensure that staff are supported to access developmental training opportunities;

7. Build relationships with key stakeholders including associated organisations, community agencies, and resident families to enable effective responses and consultation regarding the services provided to residents;
8. Undertake a range of management functions in relation to the administration of the units, including the monitoring of budgets, preparation of reports and maintenance of client records and oversee internal staff deployment.

(j) Disability Development and Support Officer, Level 8 (former MRN-7)

(i) Definition

Positions will usually be in charge of large congregate care facilities or Services.

(ii) Typical duties

- (i) Be responsible for the development and preparation of policy and guide lines pertaining to all aspects of direct-care service delivery within a large Disability Services Branch facility (as defined), and for the provision of high-level advice to other members of the facility's executive;
- (ii) Be responsible for the development and preparation of policy and guidelines pertaining to all aspects of direct-care service delivery and for the provision of high-level advice to other members of the facility's executive;
- (iii) Represent the total direct care function on the facility's executive and negotiate at senior levels for the adequate resourcing of the direct-care functions and associated activities;
- (iv) Ensure the direct-care services are of the highest possible quality and in line with Departmental policies across the facility through establishing effective reporting relationships between unit, program and community-based Managers;
- (v) Participate as necessary in the negotiation of local industrial relations issues and report to senior Disability Services Branch management in the event of major disputes;
- (vi) Provide professional leadership to all direct-care staff in the facility, and encourage staff development and retention;
- (vii) Establish and review practice standards and establish guide-lines for the provision of direct care services.

(k) Disability Development and Support Officer, Level 9 (former MRN-8)

(i) Definition

The position is accountable for the planning and development of the profession of direct care for people with an intellectual disability. The position advises the Assistant Director, Disability Services Branch and

generates policies that impact on direct care services provided in the field.

(ii) Typical duties

- (i) Undertake workforce planning and evaluation of education and training requirements to ensure that Disability Services Branch policy objectives can be met;
- (ii) On a Statewide basis, set and evaluate direct care standards within Disability Services Branch, and negotiate with Managers of direct care services to ensure that these standards are implemented throughout facilities and community settings;
- (iii) Provide a focus for policy development and analysis, service planning and program development in relation to direct care service in Victoria.

L.4 After hours coordination/night supervision function

L.4.1 Congregate Care facilities

(a) Typical duties

- (i) Take responsibility for all clients and staff in the event of any emergency and instigate remedial action, including the implementation of emergency procedures within established protocols, arranging additional support requirements and notification to senior management.
- (ii) Provide night staff with direction, advice and guidance as required on various issues which may arise during a shift, including client illness or injury, managing challenging behaviour.
- (iii) Attend units and provide assistance if required in dealing with issues as they arise, including client illness or injury, managing challenging.
- (iv) Ensure that the environment is safe and secure, including check of security of windows and doors, safe storage of chemicals and check fire safety equipment is functioning and appropriately accessible.
- (v) Ensure that no unauthorised persons are on the grounds.
- (vi) Provide a central point of contact, advice and counselling where appropriate for members of the public or others who may contact the facility during out of business hours, including Police, hospitals, Fire Brigade, external contractors and family members.
- (vii) Night Supervisors have responsibility for the single facility in which they work.

(b) Position classifications

The classification levels of positions engaged in the provision of after hours coordination includes positions at Level 5, Level 4 and Level 3. The classification levels of after hours coordination teams or individual night supervisor positions will depend on the size of the facility in terms of client and staff numbers and be commensurate with the degree of autonomy and responsibility required of the position.

L.4.2 Non-residential services

(a) Definition

Positions work as part of a multi-disciplinary team which may also comprise a range of professionals including Social Workers, Psychologists and Therapists.

(b) Typical duties

- (i)** Participate in determining client eligibility to receive support services.
- (ii)** Assess client needs in collaboration with the client, their family, guardian or carer.
- (iii)** Develop a General Service Plan and other case plans to enable client access to appropriate and cost effective services.
- (iv)** Provide behaviour intervention programs and strategies for clients who manifest challenging behaviour.
- (v)** Evaluate and review behaviour intervention and skill development programs.

(c) Classifications

- (i)** The classification levels of positions engaged in the provision of non-residential services includes positions at Level 4, Level 3, Level 2 and Level 1. The classification of positions will depend on the qualifications, duties and responsibilities, the size of the team and the relevant experience of the occupant.
- (ii)** At the completion of the current review of case management services, the competencies and classification matrix will be amended, if required, to reflect any changes to the classification structure as determined by the Central Training Consultative Committee.

L.5 Facility Services Officer

L.5.1 Group standard

The work of positions in this structure provides a variety of support services relating to the operation and maintenance of facilities for people with intellectual disabilities or psychiatric disorders. As such this involves the application of a variety of physical coordinating and staff management skills. At lower levels minimal judgement is required as work supervision and direction is clear. At more senior levels more focused skills are required, and senior supervisory levels require the management of a sizeable workforce in order to achieve a set level of performance in domestic-related functions, such as cleaning or provision of a catering or laundry service.

L.5.2 Qualifications

There are no mandatory qualifications for entry to the structure. Previous experience is not required and on-the-job training is provided. However, at higher levels specific qualifications may be required for some positions. These may include an endorsed licence to drive certain classes of vehicles, or a catering qualification. Supervisory ability is required at higher levels. A licence to drive a standard motor vehicle is required for some positions. Given the nature of the majority of the work, physical fitness and an ability to understand and apply the safe operation of basic cleaning, laundry, kitchen or similar appliances are required.

L.5.3 Definitions

(a) Routine direction means that a person:

- (i)** receives instructions on what is required, on unusual or difficult features and, when new techniques or practices are involved, on the method of approach;
- (ii)** is normally subject to progress checks usually confined to the unusual or difficult aspects and has assignments reviewed on completion; and
- (iii)** has the knowledge and experience to perform basic duties usually without detailed instructions.

(b) General direction means that a person:

- (i)** receives general instructions, usually covering only the broader aspects of the work;
- (ii)** may be subject to progress checks usually confined to ensuring that, in broad terms, satisfactory progress is being made; and
- (iii)** although competent and well experienced in the line of work may, on occasion, receive more detailed instructions, usually when special features are involved.

(c) Limited direction means that a person:

- (i)** receives limited instructions normally comprising a clear statement of objectives;
- (ii)** has work usually measured in terms of the achievement of stated objectives; and
- (iii)** is fully competent and very experienced in an operational sense and requires little guidance during the performance of the work even when special, unusual or complex features are involved.

L.5.4 Facility Services Officer, Level 1

(a) Definition

- (i)** Positions work under routine direction and undertake a range of laundry, cleaning, driving, basic food preparation, labouring or messengerial duties. Positions at this level perform a limited range of recurring tasks across a single function. The work requires the application of physical

skills and common sense. Recurring and well defined tasks are undertaken, such as the operation of cleaning and laundry equipment and kitchen appliances. Tasks are generally confined to one or two physical locations. Tasks regularly performed are generally confined to one or two procedures (e.g. daily performance of a range of domestic services tasks including minor food and beverage preparations and regular ward cleaning duties; or motor driving duties of a collect and deliver or messengerial nature). Established routines, methods and procedures apply and guidance is readily available with standard instructions applying. Within the framework of mainly pre-determined work schedules, some decision-making may occur in the precise order tasks are performed.

- (ii) This level is a base operational and recruitment level. Staff at this level have no supervisory responsibility. Staff undertaking work at this level would become competent in individual tasks after a limited period of on-the-job training.
- (iii) Initially, the work is performed under close direction and there is little scope to deviate from established routines, methods and procedures. Tasks may be mixed within a single functional area of work to provide a variety of work experience; they are of a routine operational nature.

(b) Skills and attributes

- (i) There are no mandatory qualifications for entry to this level. Previous experience is not required, as on-the-job training is provided. Physical fitness and an ability to understand and apply the safe operation of basic cleaning, laundry, kitchen or similar appliances are required. Personal hygiene and an appreciation of its importance is required.
- (ii) A licence to drive a motor car is a job requirement for a restricted number of positions at this level.

(c) Typical duties

- (i) Provide a daily domestic and cleaning service within a ward/unit, including regular ward cleaning duties and basic food and beverage preparation (e.g. preparing toast, plating food, preparing fruit); or
- (ii) Assist in the preparation and serving of food in a kitchen, including storing bulk food, slicing, peeling, cutting, etc., preparing food items, delivering food, washing cutlery, crockery and utensils and, cleaning and washing kitchen areas; or
- (iii) Drive a vehicle in order to deliver goods, documents, messages, mail and other items, and perform incidental tasks associated with this function; or
- (iv) Perform a range of heavy cleaning tasks such as stripping and polishing large areas of floor surface, moving furniture, cleaning external surfaces such as paths and high windows, removing and replacing curtains and similar fittings, replace small areas of carpet, vinyl or other floor surface, clean a swimming pool facility including adding appropriate chemicals, and similar general labouring tasks; or

- (v) Perform a range of laundryhand tasks, including loading and tending washing machines and dryers, sorting articles by type, colour, fabric and cleaning treatment required, weighing and otherwise recording the receipt and movement of linen and clothing.
 - (vi) Perform a range of linen room and/or sewing duties including operating industrial machinery, mending clothing and manufactured items such as bibs, bags and aprons. Assist in condemning, folding, sorting, allocating and preparing ward orders. Stack linen.
- (d) Indicative previous classifications
- (i) FADSA/DSO 1;
 - (ii) Laundryhand/DSO 1;
 - (iii) Cleaner/DSO 1;
 - (iv) Messenger;
 - (v) General Hand;
 - (vi) Motor Driver, Grade 1;
 - (vii) Seamstress Grade 1;
 - (viii) Watchman;
 - (ix) Pharmacy Attendant.

L.5.5 Facility Services Officer, Level 2

- (a) Definition
- (i) Positions at this level work under routine direction and the work is subject to regular checks. Detailed instruction is not always necessary however and there is scope for staff to exercise initiative in applying established work practices and procedures.
 - (ii) This level encompasses a range or combination of operational activities, which require the application of specific skills or experience, and a general knowledge of the work to be performed. The work may focus on a particular stream of work, such as dry cleaning, general hostel duties, providing information, stores, receipt and dispatch, or the making and repair of clothing.
 - (iii) This level includes more specialised and skilled work performed in one functional area or operational work performed across a number of operational/functional areas.
 - (iv) Knowledge may be required of a range of skills, guide-lines and procedures. Supervision is to hand in respect of task allocation and work quality. Some decision-making is required on appropriate method and arrangement of tasks.
 - (v) Tasks are performed regularly across a range of activities and possibly a range of physical locations, e.g. domestic service assistance tasks within

a ward and a kitchen; or domestic service tasks within wards and sewing room and heavy duty cleaning tasks; or regular performance of both motor driving and stores tasks under supervision.

- (vi) Greater independence is afforded at Level 2 than Level 1 and initiative is required in applying established practices and procedures. It would be expected that staff at this level would be experienced, trained and skilled in their particular areas of facility operations. Some positions may have a minor supervisory role and most would be expected to provide regular advice and assistance to Level 1 staff. This level can broadly be described as senior operative.
- (vii) In addition, this level accommodates a modest number of specialist positions where specific skills and/or work experience are required.

(b) Skills and attributes

- (i) Generally, there are no mandatory qualifications for entry to this level. However, specific qualifications such as an endorsed licence may be required for some positions. Several years' practical experience in a specific work area or stream or preferably streams of work would provide appropriate training for this level. Skills may be enhanced by on-the-job training. Physical fitness may be required and knowledge of the safe operation of some specific equipment may need to be acquired.
- (ii) A licence to drive a standard motor car may be required for some positions.

(c) Typical duties

- (i) Regular performance of at least two of the duty types described at Level 1; or
- (ii) Drive a variety of motor vehicles (including those requiring an endorsed licence) in order to transport clients, food or other goods. Allocate and schedule vehicles to be used by other staff; or
- (iii) Provide a comprehensive Inquiry Officer service, both in person and by manning a switchboard, and perform incidental tasks to this function such as monitoring fire and physical security; or
- (iv) Under direction receive, handle and dispatch incoming and outgoing goods and supplies from a store, and/or drive a variety of vehicles; or
- (v) Under limited direction perform cleaning, tidying, booking and related tasks at a hostel.

(d) Indicative previous classifications

- (i) General Reliever;
- (ii) FADSA Cleaners, Laundry hands regularly working across a number of distinct functional areas, e.g. kitchen/unit/linen store;
- (iii) Hostel Supervisor, Dry Cleaner, Tailor, Tailoress, Storemen, Grades 1 and 2, Motor Driver, Grades 2 and 3.

L.5.6 Facility Services Officer, Level 3

(a) Definition

- (i)** Work at his level is performed under general direction. Positions at this level usually require relevant experience acquired over a number of years and either a sound knowledge of a range of activities or a depth of specialised knowledge of a specific activity. A formal non-mandatory qualification, e.g. Certificate of Supervision may assist staff to perform at this level. Supervisory positions may undertake the more complex operational work as well as oversee the work performed by subordinates.
- (ii)** Positions perform a range of tasks within a specialist/specific activity. Resolution of problems can be achieved by referral to precedents, guidelines and instructions, or trade practice. There is guidance available on task allocation and work quality. There is scope for initiative in the application of established work practices and procedures. Positions with supervisory responsibilities may be involved in working with staff to develop work performance.

(b) Qualifications, skills and attributes

There may be specific mandatory qualifications for appointment to some positions at this level. Several or more years' practical experience in a specific work area or stream would provide appropriate training for this level. This may be supplemented by formal qualifications in limited instances. Occupants need to have a sound knowledge of work practices, procedures, guide-lines and instructions relevant to the work area. Supervisory skills are required at this level.

(c) Typical duties

- (i)** Manage a store or a stores/transport service at a smaller facility; or
- (ii)** Under direction, manage a discreet stores or transport function at a larger stores facility; or
- (iii)** Manage a team of Domestic Service Officers, Grade 1 and 2, responsible for providing a comprehensive cleaning service; or
- (iv)** Supervise a section of a laundry facility or manage a linen store.

(d) Indicative previous classifications

- (i)** Laundryhand, Grade 2;
- (ii)** General Hand, Senior and Leading;
- (iii)** Storekeeper, Grade 1;
- (iv)** Central Linen Service Supervisor.

L.5.7 Facility Services Officer, Level 4

(a) Definition

- (i) Positions work under general direction and manage the provision of a service or function across a smaller facility or supervise staff undertaking a range of activities or specialised activities.
 - (ii) Work at this level requires a sound knowledge of a function or range of service activities. Positions at this level determine work priorities and planning within their designated activity. Positions at this level have supervisory responsibilities over staff operating a range of equipment and/or undertaking a range of tasks. Positions at this level recruit and counsel staff and maintain standards within the service or function they manage.
 - (iii) Whilst this level is primarily a supervisory one, involvement in wider resource management (e.g. budget) is expected, although direction is usually available in this regard.
- (b) Qualifications, skills and attributes
- (i) There may be specific mandatory qualifications for appointment to some positions at this level. Considerable relevant experience in a work area such as farm or stores management may be supplemented by formal qualifications. Experience in supervising staff is necessary as the level is primarily a supervisory one.
 - (ii) Knowledge of Occupational Health and Safety Regulations, Standards and Procedures is required.
- (c) Typical duties
- (i) Assist in the management of a full laundry service; or
 - (ii) Manage a full domestic service in a small facility or assist in the management of a full domestic service in a large facility; or
 - (iii) Manage a farm at a large facility; or
 - (iv) Manage a significant store or stores and transport service at a larger facility.
- Note: Positions also assist in the management of rostering, allocation of duties, leave management, budgeting and counselling staff.
- (d) Indicative previous classifications
- (i) Laundry Supervisor;
 - (ii) Senior Storekeeper/Storekeeper, Grade 2;
 - (iii) Farm Manager;
 - (iv) DSS, Grade 1.

L.5.8 Facility Services Officer, Level 5

(a) Definition

Positions at this level work under limited direction in relation to established priorities and work practices to manage a function or service across a large

facility or across a number of facilities. Examples include management of a large laundry or a full catering service. Positions manage a significant labour force. Managerial ability, including the ability to supervise staff, set priorities, monitor work flow and to develop local strategies or work practices may be required. Positions have responsibility to oversee staff training programs, and identify training needs. Positions recruit staff within the parameters of determined staffing levels and are expected to be involved in the application of equal employment opportunity principles and to manage occupational health and safety guide-lines and requirements. Staff selection for lower level supervisory positions and staff counselling and assessment are features of this level. Positions set criteria for service quality control and maintain standards within the function or service they manage. Positions determine work programs and priorities and need to closely monitor assigned budgets. Occupants are required to work in accordance with local policies on budgeting, staffing levels, major purchasing, disciplinary and personnel matters.

(b) Qualifications, skills and attributes

There may be specific mandatory qualifications for appointment to certain positions at this level, such as in catering. Staff must have extensive relevant experience and this may be supplemented by formal qualifications. Extensive practical experience in supervising a catering, laundry or cleaning function may have been obtained in the Victorian Public Service or private employment. Strong staff management skills are required.

(c) Typical duties

- (i)** Manage a full catering service; or
- (ii)** Manage a full domestic service at a larger facility; or
- (iii)** Manage a full laundry service.

(d) Indicative previous classifications

- (i)** Catering Services Manager, Grades 1 and 2;
- (ii)** Domestic Services Supervisor, Grades 2 and 3;
- (iii)** Laundry Manager;
- (iv)** Laundry Manager, Senior.

L.6 Tradesperson structure

L.6.1 Group standard

- (a)** The work of positions in this structure requires application or oversight of recognised trade skills. The work also includes tasks incidental to the performance of trade work. Additionally, this structure encompasses trade assistant work where clear direction and instruction is provided to unqualified staff.
- (b)** Supervisory levels in this structure include a supervisory role over a number of trade qualified staff and trade assistants, and a coordination role over a significant workforce.

L.6.2 Qualifications**(a) Level 4**

A First Class Ministry of Transport Certificate, membership of the Institute of Hospital Engineers, an appropriate equivalent or a trade certificate issued by the Industrial Training Commission of Victoria or equivalent qualification. This mandatory qualification may be supported by other desirable criteria such as formal qualifications and/or proven supervisory and general management skills.

(b) Level 2 and 3

A trade certificate issued by the Industrial Training Commission of Victoria, or equivalent trade qualification is required. Standard registration or licence requirements apply for trades such as electrical mechanic and plumber. At Level 3 supervisory ability is required, as is the ability to schedule and cost trade work, monitor maintenance expenditure and assess the work of contractors.

(c) Level 1

- (i)** Previous practical experience working as a handyman or working in the building/construction industry, catering, gardening or other trade-related field would be an advantage. On-the-job training in the safe operation of equipment will be provided.
- (ii)** Progression beyond Level 1 requires acquisition of a trade qualification. Staff at this level will be encouraged to undertake adult apprenticeships.
- (iii)** Physical fitness and a licence to drive a motor car may be required at all levels.

L.6.3 Definitions**(a) Routine direction means that a person:**

- (i)** receives instructions on what is required, on unusual or difficult features and, when new techniques or practices are involved, on the method of approach;
- (ii)** is normally subject to progress checks usually confined to the unusual or difficult aspects and has assignments reviewed on completion; and
- (iii)** has the knowledge and experience to perform basic duties usually without detailed instructions.

(b) General direction means that a person:

- (i)** receives general instructions, usually covering only the broader aspects of the work;
- (ii)** may be subject to progress checks usually confined to ensuring that, in broad terms, satisfactory progress is being made; and
- (iii)** although competent and well experienced in the line of work may, on occasion, receive more detailed instructions, usually when special features are involved.

- (c) Limited direction means that a person:
- (i) receives limited instructions normally comprising a clear statement of objectives;
 - (ii) has work usually measured in terms of the achievement of stated objectives; and
 - (iii) is fully competent and very experienced in an operational sense and requires little guidance during the performance of the work even when special, unusual or complex features are involved.

L.6.4 Tradesperson, Level 1 (Trade Assistant)

- (a) Definition
- (i) Positions at this level are under routine direction from trade qualified staff and perform a range of trade assistant work.
 - (ii) Within practical parameters, trade assistant work may be organised within specific fields as listed below. These are indicative and not exclusive.
 - (iii) Trade Assistant cooking duties include preparing and cooking food.
 - (iv) Trade Assistant engineering duties may include welding and general maintenance.
 - (v) Trade Assistant gardening duties include mowing, weeding, watering, slashing, digging, fertilising, spraying, cutting edges, removing fallen branches and minor maintenance on equipment.
 - (vi) General maintenance work includes replacing washers and globes, replacing tiles and door knobs, carrying out the less complex repairs on motor vehicles, farm, garden and other equipment.
- (b) Typical duties
- (i) Assist trade qualified staff;
 - (ii) Undertake general handyman tasks, including mechanical repairs;
 - (iii) Undertake manual tasks such as lifting and moving furniture, monitoring clients' movements around tools and equipment when work is undertaken in Units or areas where clients have access;
 - (iv) Repair tiling;
 - (v) Undertake minor concreting work;
 - (vi) Clean roofs and gutters of leaves;
 - (vii) Replace washers, light globes, door knobs;
 - (viii) Repair items such as washing machines, lawn mowers, wheel chairs, metal fascias;

- (ix) Undertake general gardening tasks such as weeding, mowing, watering, slashing, digging, fertilising, spraying weeks/roads, cutting lawn/edges, removing fallen branches;
- (x) Undertake routine maintenance on workshop and gardening equipment;
- (xi) Clean boiler rooms;
- (xii) Assist painter in preparing surfaces for painting and undertake routine painting work;
- (xiii) Repair broken chairs and similar items;
- (xiv) Assisting in the Carpenter's Workshop, including repainting garden stakes, stacking and dressing timber, assisting in erecting and moving furniture, repairing wooden cupboards, etc.;
- (xv) Monitor clients when maintenance and installation work is being undertaken in areas where clients have access;
- (xvi) Prepare and cook food;
- (xvii) Undertake incidental driving duties related to the completion of trade and trades related tasks.

Note: The above is a reasonably comprehensive list of the range of duties, which might be encompassed. Personal ability, interest and training would impact on the range of duties, which might be asked of an individual.

(c) Qualifications, skills and attributes

- (i) A trade is not required. Previous experience as a Handyman or working in the building industry or other trade-related areas would be an advantage. Physical fitness is required and knowledge of the safe operation of some specific equipment may need to be acquired. On-the-job training may enhance skills already possessed by staff. Direction is provided by trade supervisory staff.
- (ii) A licence to drive a motor car may be required.

(d) Indicative previous classifications

- (i) General Assistant;
- (ii) Cook, Grade 1 (Unqualified);
- (iii) Gardener, Grade 1 (Unqualified);
- (iv) Fireman;
- (v) Agricultural Assistant.

L.6.5 Tradesperson, Level 2

(a) Definition

Positions at this level work under general direction. This is the recruitment level for trade qualified staff, including trade qualified Cooks and Gardeners.

(1) This level includes work incidental to trade work. Work performed at this level includes the full range of trade work for which qualified; perform non-trade tasks incidental to his/her work; perform work which, while primarily involving the skills of the employee's trade, is incidental or peripheral to the primary task and facilitates the completion of the whole task, such incidental or peripheral work would not require additional formal technical training; ensure availability of basic tools and equipment for their trade; supervise unqualified staff and apprentices assisting in the trade work performed. Supervision of trade assistants and apprentices may be required at this level.

(b) Typical duties

Precise duties vary from trade to trade. Local job titles may continue to apply.

(c) Qualifications, skills and attributes

(i) A trade qualification is mandatory. Capacity to safely operate the necessary trade equipment is required. Staff are expected to be thoroughly competent in their trade. Supervision and training of unqualified and apprentice staff may be required.

(ii) A licence to drive a motor car may be required.

(d) Indicative previous classifications

(i) Carpenter;

(ii) Carpenter, Leading Hand;

(iii) Painter;

(iv) Painter, Leading Hand;

(v) Plasterer, Leading Hand;

(vi) Plumber;

(vii) Plumber, Leading Hand;

(viii) Electrical Mechanic;

(ix) Electrical Mechanic, Senior;

(x) Cook, Grade 2A (trade qualified);

(xi) Cook, Grade 2 (unqualified and subject to salary barrier);

(xii) Gardener, Grades 2A and 3A (trade qualified);

(xiii) Gardener, Grades 2 and 3 (unqualified and subject to salary barrier);

(xiv) Motor Mechanic;

(xv) Bricklayer;

(xvi) Hairdresser;

(xvii) Engineer Mechanic, Grades 1 and 2.

L.6.6 Tradesperson, Level 3 (Trade Coordinator)

(a) Definition

This level works under general direction and is a clear supervisory level of trade qualified staff, including Cooks and Gardeners (2) and includes multi-disciplinary supervisory levels for other trades work. Positions supervise a range of trade qualified staff and trade assistants and other staff. At small facilities this level may be the most senior trade qualified staff member, while at large facilities there may be a number of positions at this level, each responsible for a discreet area of maintenance or for a number of trades staff across a range of trades. Typically, at least four staff would be supervised across a number of trades.

(b) Typical duties

Undertake trade work for which qualified; supervise a range of trade and other staff (both Levels 1 and 2) to ensure the maintenance of buildings, equipment and fittings, gardens and grounds, catering services; monitor maintenance expenditure; schedule and cost work; ensure the quality of work performed by assigned trade and related staff and by maintenance contractors; assist in the recruitment and training of staff; assess the merit of work performed by contracts.

(c) Qualifications, skills and attributes

- (i)** A trade and sound supervisory skills are both necessary. A trade qualification is mandatory. This could be any building, maintenance, cooking or gardening related trade. Ability to schedule and cost work, assess quotations and oversee the quality of work undertaken is required. Ability to monitor expenditure is required. Sound communication skills are required.
- (ii)** A licence to drive a motor car may be required.

(d) Indicative previous classifications

- (i)** This is a new role and approximates the current Building Maintenance Officer role. On implementation of the new structure, it is envisaged that a number of these primarily supervisory positions will be created, providing a career structure for some former Leading Hands and trades qualified staff.
- (ii)** Current classifications included in this level are Engineer Mechanic Grade 3, Cook Grades 3 and 4, Gardener Grade 4, Garden Manager, Garden Foremen, Carpenter Foremen and Buildings Maintenance Officer.

L.6.7 Tradesperson, Level 4 (Trade Coordinator)

(a) Definition

Working under limited direction, a position at this level is a manager of a maintenance function including a range of trade activities performed by trade, trade assistant staff, and, often, Level 3 supervisory positions.

(b) Typical duties

- (i)** Coordinate a significant workforce of trade qualified and other staff to ensure the maintenance of buildings, fittings, plant and equipment including steam equipment; oversee the recruitment and training of staff; develop rolling maintenance programs; manage a maintenance budget; determine the extent and priority of work to be performed subject to financial, local and practical constraints; monitor contractors' work; provide advice to management on maintenance and installation issues.
- (ii)** At larger institutions, positions at this level coordinate the work of trade classifications at Levels 1, 2 and 3.

(c) Qualifications, skills and attributes

- (i)** A first class Ministry of Transport Certificate, membership of the Institute of Hospital Engineers, an appropriate equivalent, or a trade certificate issued by the Industrial Training Commission of Victoria or equivalent is required. Sound proven coordinating and supervisory skills are required. Ability to prepare reports and make recommendations. Demonstrated ability to schedule and cost maintenance work; well developed communication skills. At some locations a practical knowledge of steam generation is required.
- (ii)** A licence to drive a motor car may be required.
- (iii)** Some on-call responsibility may be required for emergency situations.
- (iv)** Some maintenance responsibilities external to the facility may apply.

(d) Indicative previous classifications

- (i)** Maintenance Engineer, Grade 2.
- (ii)** Existing Non-Trade qualified Cooks, Grade 2 and Gardeners, Grades 2 and 3, will be included in this level at the inception of the new structure subject to a salary barrier until such time as their trade qualifications or equivalent has been recognised.
- (iii)** Existing Non-trade qualified Cooks, Grades 3 and 4, and Gardeners, Grade 4, Garden Managers and Foremen, will be included in this level at the inception of the new structure subject to a salary barrier until such time as their trade qualifications or equivalent has been recognised.

Schedule M—Forestry Field Workers**SCHEDULE N – FORESTRY FIELD WORKERS**

	BAND ONE	BAND TWO	BAND THREE	BAND FOUR
Band description	<p>BAND ONE: Entry Level</p> <p>An employee is likely to be a new appointee, such as first season Project Firefighter, performing basic manual tasks or operating equipment requiring little or no previous training or experience.</p> <p>The employee works under direct supervision, individually or in a team.</p> <p>The employee will develop skills, knowledge and have experience in a range of DSE/DPI field activities and will perform a variety of manual tasks using tools, and equipment requiring some training and experience.</p> <p>To progress to Band 2 the employee will be expected to acquire the full range of skills. For Project Firefighters this may take several years of seasonal work.</p>	<p>BAND TWO: Experienced employee with a range of work related skills and Crew Leader</p> <p>Supervises and provides leadership to other workers and teams.</p> <p>Performs a variety of manual functions requiring knowledge of standardised practices, procedures, and skills obtained through training and experience.</p> <p>Operates vehicles, plant and equipment using skills requiring appropriate accreditation and at an operational competent level.</p> <p>Under general guidance, provides on-the-job training based on his or her skills and experience.</p> <p>At the highest progression point will have achieved accreditation in at least 2 Core Operational Fireline Firefighter Skills.</p>	<p>BAND THREE: Highly skilled operator and/or Works Programmer/Co-coordinator at a class B work centre</p> <p>Takes responsibility for organising, planning, programming, and coordinating jobs and staff.</p> <p>Undertakes and implements quality control measures.</p> <p>Operates vehicles, plant, and equipment requiring an advanced level of operational skill.</p> <p>Performs highly skilled and complex operational tasks.</p> <p>Demonstrates high level experience/advanced skill level in application of works.</p> <p>Trains, mentors and assesses performance of employees.</p> <p>Performs a variety of tasks at the trade or equivalent level of skills and knowledge.</p> <p>Holds and maintains accreditation</p>	<p>BAND FOUR: Class A Work Centre Coordinator, including planning, coordinating and implementing works according to budget and performance objectives</p> <p>Ensuring appropriate skills, materials and equipment are available for the completion of scheduled and unscheduled works by Field Staff for whom they are responsible</p> <p>Leading and developing a large and diverse workforce of one or more work centres</p> <p>Identification of emerging issues, problem solving, leading in human resource management and the enforcement of appropriate disciplinary levels and behavioural standards amongst Field Staff.</p>

SCHEDULE N – FORESTRY FIELD WORKERS

	BAND ONE	BAND TWO	BAND THREE	BAND FOUR
			in at least 2 Core Operational Fireline Firefighter Skills.	
Indicative tasks	<ul style="list-style-type: none"> • Project Firefighter • Chainsaw Operator – cross cut, basic faller • Fire Lookout Officer (FLO) • Mechanical Plant Offsider • Powder Monkey's Assistant • Hot Refueller • Retardant Mixer • 	<ul style="list-style-type: none"> • Crew Leader • Rappel Crew member • Hover Exit Crew member • Driver - (licensed) tanker, truck or bus, articulated truck • Plant Operator - (accredited) heavy plant, dozer, grader, excavator, front end loader • Faller - intermediate • FLO Control Tower Operator • Seed Processor • Camp Cook • Bulk Fuel Driver • Aerial Drip Torch Mixer 	<p>Tasks are subject to the employee having the appropriate trade or post-trade training (or equivalent qualification/accreditation ie. AQF level 3).</p> <ul style="list-style-type: none"> • Class B Work centre Coordinator • Sector Commander • Dozer operator – experienced • Trainer and assessor in:- Tanker driver, dozer, grader and excavator, chainsaw, 4WD • Faller - Advanced • Mechanic – qualified • Fitter – qualified • Rappel Crew Leader • Rappel Dispatcher • Hover Exit Crew Leader • Technical assistant • Camp Manager • Wild Dog Controller • Air Observer • Incendiary Bombardier 	<ul style="list-style-type: none"> • Class A Work centre Coordinator • Divisional Commander • Prescribed Burn OIC • Air Base Manager • Plant Operations Manager • Senior Wild Dog Controller • Air Attack Supervisor
Typical activities	<ul style="list-style-type: none"> • General firefighting, included extended rakehoe • Prescribed burning • Road and track maintenance • Rubbish collection and 	<ul style="list-style-type: none"> • Firefighting and prescribed burning using specialised skills • Road and track construction and maintenance • Collecting & recording field 	<ul style="list-style-type: none"> • Firefighting and prescribed burning using specialised skills • Assist planning Prescribed Burn Operations • Lead field survey & 	<ul style="list-style-type: none"> • Developing and managing works Programs for Field Staff • Overseeing compliance with OH&S legislation, policies and practices

SCHEDULE N – FORESTRY FIELD WORKERS				
	BAND ONE	BAND TWO	BAND THREE	BAND FOUR
	<ul style="list-style-type: none"> removal • Weed control • Brush cutting • Seed collection • Tree planting • Walking track maintenance • Facilities maintenance • Mowing • Yard/depot maintenance 	<ul style="list-style-type: none"> data • Construction and maintenance carpentry • Chemical weed control (holder of ACUP) • Stores Controller 	<ul style="list-style-type: none"> assessments • Powder Monkey • Purchasing • Contractor supervision • Co-ordinate training and development of staff • Assess and accredit employees • Monitoring, arranging and, where appropriate, delivering competency based training of Field Staff and Project Fire Fighters • Assisting with natural resource management projects including compliance activities • Developing & assessing field staff performance plans 	<ul style="list-style-type: none"> • Overseeing compliance with EEO legislation policies and practices • Developing & assessing field staff performance plans • Leadership roles in firefighting and prescribed burning eg. Divisional Commander, Incident Controller, Prescribed Burn OIC • Planning Prescribed Burn Operations • Approving and submitting timesheets • Monitoring, arranging and, where appropriate, delivering competency based training of Field Staff and Project Fire Fighters
Skills required and skill development activities	<p>Skills are acquired by:</p> <ul style="list-style-type: none"> • Assisting experienced employees in a broad range of activities in order to learn and understand processes, roles and priorities; and/or • Formal courses and programs; and/or • Practice and hands-on experience. <p>Skills Required</p> <ul style="list-style-type: none"> • Working for DSE/DPI 	<p>In addition to skills, knowledge and experience gained at Band 1, employees at Band 2 are expected to acquire the following skills:</p> <p>Safe and effective use of tools & equipment</p> <ul style="list-style-type: none"> • Wheeled and tracked machinery operation • Construction & maintenance • GPS usage <p>People Skills</p> <ul style="list-style-type: none"> • Dealing with customers and 	<p>In addition to skills, knowledge and experience gained at Band 2, employees at Band 3 are expected to acquire the following skills:</p> <p>People Skills</p> <ul style="list-style-type: none"> • Certificate III in Conservation & Land Management/ Forest Growing & Management/Natural Resource Management • Cert IV - Frontline Management 	<p>In addition to skills, knowledge and experience gained at Band 3, employees at Band 4 are expected to acquire the following skills:</p> <p>Management Skills</p> <ul style="list-style-type: none"> • People management • Finance & budget • Leadership • Workplace safety including legislation • Administration <p>Academic/Theoretical</p>

SCHEDULE N – FORESTRY FIELD WORKERS				
	BAND ONE	BAND TWO	BAND THREE	BAND FOUR
	<ul style="list-style-type: none"> • Induction program • Dealing with the public • Corporate compliance <p>Safe and effective use of tools & equipment</p> <ul style="list-style-type: none"> • Non-powered & small hand tools • Powered tools - Chainsaw Crosscut/ Basic & Brushcutter/ Pole Saw Operation • Basic carpentry • Lawn mowing • Use of small pumps – slip-on/ tanker/ filler pump • Use of Departmental radios and other communications equipment <p>Safe and effective use of chemicals under direct control of ACUP qualified Supervisor</p> <p>Safe and effective driving</p> <ul style="list-style-type: none"> • 4WD accreditation including water crossing & recovery • Defensive driving • Minor vehicle maintenance 	<ul style="list-style-type: none"> clients • Leading Work Teams • On-the-job training and coaching <p>Academic/Theoretical</p> <ul style="list-style-type: none"> • Environmental care • Resource survey & assessment • Forest and Fire Codes of Practice 	<ul style="list-style-type: none"> • Leadership in the workplace • Supervision of work teams • Certificate IV Workplace Training & Assessment • Workplace Assessor in Plant Operation, 4WD & Tanker Operation, Chainsaw Operation • CIDT and Legal 1 	<ul style="list-style-type: none"> • Completion or progress towards Diploma of Conservation & Land Management or equivalent. <p>Community Engagement</p> <ul style="list-style-type: none"> • Extension skills and practice • Community Engagement – Get Engaged • Conflict Resolution
Skills required and skill development activities	Workplace Safety	Workplace Safety	Workplace Safety	
	<ul style="list-style-type: none"> • Introduction to OHS • Awareness of Regulations and Codes of Practice 	<ul style="list-style-type: none"> • Remote Area First Aid – Rappellers/Hover Exit only • Application of Chemicals – 	<ul style="list-style-type: none"> • Quality assurance of Risk Assessments and JSA's • Supervisors OHS course 	

SCHEDULE N – FORESTRY FIELD WORKERS				
	BAND ONE	BAND TWO	BAND THREE	BAND FOUR
	<p>(Manual Handling, Noise, Dangerous Goods, Prevention of Falls, Plant)</p> <ul style="list-style-type: none"> • Use of Standard Operating Procedures • Use of Job Safety Analysis (JSAs) / Risk Assessments/Site Safety Surveys • Level 2 First Aid 	<p>ACUP</p> <ul style="list-style-type: none"> • Development of Risk Assessments/JSA's/Site Safety Surveys • Lead toolbox meetings 	<ul style="list-style-type: none"> • Accident investigations 	
Skills required and skill development activities	Firefighting <ul style="list-style-type: none"> • General Firefighter Accreditation • Map Reading 	Firefighting <ul style="list-style-type: none"> • 2 Core Operational Fireline Firefighter Skills (Operations Officer Level 1, Faller – Intermediate, Faller – Advanced, Plant Operator – Small Dozer, Plant Operator – Large Dozer, Tanker Driver) 	Firefighting <ul style="list-style-type: none"> • 2 Core Operational Fireline Firefighter Skills with at least one of either Operations Officer Level 1, Faller – Advanced, and/or Plant Operator – Large Dozer. To progress from Band 2 to 3, this is a mandatory requirement. 	Firefighting <ul style="list-style-type: none"> • Operations Officer Level 2 • Incident Controller Level 1 • Prescribed Burn OIC
Skills required and skill development activities	Administrative <ul style="list-style-type: none"> • Record keeping • Data collection • Basic computer usage 	Administrative <ul style="list-style-type: none"> • Data collection and analysis • Lotus notes • Timesheet recording 	Administration <ul style="list-style-type: none"> • Contract supervision • Competent in computer software eg. Excel MS word, iP5 etc • Award conditions • Corporate compliance including OHS, EEO, Bullying & Harassment • Report writing • Employee performance management 	

Schedule N—Supported Wage System

N.1 This schedule defines the conditions which will apply to Employees who because of the effects of a disability are eligible for a supported wage under the terms of this award.

N.2 In this schedule:

approved assessor means a person accredited by the management unit established by the Commonwealth under the supported wage system to perform assessments of an individual's productive capacity within the supported wage system

assessment instrument means the tool provided for under the supported wage system that records the assessment of the productive capacity of the person to be employed under the supported wage system

disability support pension means the Commonwealth pension scheme to provide income security for persons with a disability as provided under the *Social Security Act 1991*, as amended from time to time, or any successor to that scheme

relevant minimum wage means the minimum wage prescribed in this award for the class of work for which an Employee is engaged

supported wage system means the Commonwealth Government system to promote employment for people who cannot work at full award wages because of a disability, as documented in the Supported Wage System Handbook. The Handbook is available from the following website: www.jobaccess.gov.au

SWS wage assessment agreement means the document in the form required by the Department of Employment that records the Employee's productive capacity and agreed wage rate

N.3 Eligibility criteria

N.3.1 Employees covered by this schedule will be those who are unable to perform the range of duties to the competence level required within the class of work for which the Employee is engaged under this award, because of the effects of a disability on their productive capacity and who meet the impairment criteria for receipt of a disability support pension.

N.3.2 This schedule does not apply to any existing Employee who has a claim against the Employer which is subject to the provisions of workers compensation legislation or any provision of this award relating to the rehabilitation of Employees who are injured in the course of their employment.

N.4 Supported wage rates

N.4.1 Employees to whom this schedule applies will be paid the applicable percentage of the relevant minimum wage according to the following schedule:

Assessed capacity (clause N.5)	Relevant minimum wage
%	%
10	10
20	20
30	30
40	40
50	50
60	60
70	70
80	80
90	90

- N.4.2** Provided that the minimum amount payable must be not less than \$82 per week.
- N.4.3** Where an Employee's assessed capacity is 10%, they must receive a high degree of assistance and support.

N.5 Assessment of capacity

- N.5.1** For the purpose of establishing the percentage of the relevant minimum wage, the productive capacity of the Employee will be assessed in accordance with the Supported Wage System by an approved assessor, having consulted the Employer and Employee and, if the Employee so desires, a union which the Employee is eligible to join.
- N.5.2** All assessments made under this schedule must be documented in an SWS wage assessment agreement, and retained by the Employer as a time and wages record in accordance with the Act.

N.6 Lodgement of SWS wage assessment agreement

- N.6.1** All SWS wage assessment agreements under the conditions of this schedule, including the appropriate percentage of the relevant minimum wage to be paid to the Employee, must be lodged by the Employer with the Fair Work Commission.
- N.6.2** All SWS wage assessment agreements must be agreed and signed by the Employee and Employer parties to the assessment. Where a union which has an interest in the award is not a party to the assessment, the assessment will be referred by the Fair Work Commission to the union by certified mail and the agreement will take effect unless an objection is notified to the Fair Work Commission within 10 working days.

N.7 Review of assessment

The assessment of the applicable percentage should be subject to annual or more frequent review on the basis of a reasonable request for such a review. The process of review must be in accordance with the procedures for assessing capacity under the supported wage system.

N.8 Other terms and conditions of employment

Where an assessment has been made, the applicable percentage will apply to the relevant minimum wage only. Employees covered by the provisions of this schedule will be entitled to the same terms and conditions of employment as other workers covered by this award on a pro rata basis.

N.9 Workplace adjustment

An Employer wishing to employ a person under the provisions of this schedule must take reasonable steps to make changes in the workplace to enhance the Employee's capacity to do the job. Changes may involve re-design of job duties, working time arrangements and work organisation in consultation with other workers in the area.

N.10 Trial period

- N.10.1** In order for an adequate assessment of the Employee's capacity to be made, an Employer may employ a person under the provisions of this schedule for a trial period not exceeding 12 weeks, except that in some cases additional work adjustment time (not exceeding four weeks) may be needed.
- N.10.2** During that trial period the assessment of capacity will be undertaken and the percentage of the relevant minimum wage for a continuing employment relationship will be determined.
- N.10.3** The minimum amount payable to the Employee during the trial period must be no less than \$82 per week.
- N.10.4** Work trials should include induction or training as appropriate to the job being trialled.
- N.10.5** Where the Employer and Employee wish to establish a continuing employment relationship following the completion of the trial period, a further contract of employment will be entered into based on the outcome of assessment under clause N.5.

Schedule O—School-based Apprentices

- O.1** This schedule applies to school-based apprentices. A school-based apprentice is a person who is undertaking an apprenticeship in accordance with this schedule while also undertaking a course of secondary education.
- O.2** A school-based apprenticeship may be undertaken in the trades covered by this award under a training agreement or contract of training for an apprentice declared or recognised by the relevant State or Territory authority.
- O.3** The relevant minimum wages for full-time junior and adult apprentices provided for in this award, calculated hourly, will apply to school-based apprentices for total hours worked including time deemed to be spent in off-the-job training.
- O.4** For the purposes of clause O.3, where an apprentice is a full-time school student, the time spent in off-the-job training for which the apprentice must be paid is 25% of the actual hours worked each week on-the-job. The wages paid for training time may be averaged over the semester or year.
- O.5** A school-based apprentice must be allowed, over the duration of the apprenticeship, the same amount of time to attend off-the-job training as an equivalent full-time apprentice.
- O.6** For the purposes of this schedule, off-the-job training is structured training delivered by a Registered Training Organisation separate from normal work duties or general supervised practice undertaken on the job.
- O.7** The duration of the apprenticeship must be as specified in the training agreement or contract for each apprentice but must not exceed six years.
- O.8** School-based apprentices progress through the relevant wage scale at the rate of 12 months progression for each two years of employment as an apprentice, or at the rate of 12 months progression for each two years of employment as an apprentice, or at the rate of competency based progression if provided for in this award.
- O.9** The apprentice wage scales are based on a standard full-time apprenticeship of four years (unless the apprenticeship is of three years duration), or stages of competency based progression if provided for in this award. The rate of progression reflects the average rate of skill acquisition expected from the typical combination of work and training for a school-based apprentice undertaking the applicable apprenticeship.
- O.10** If an apprentice converts from school-based to full-time, the successful completion of competencies (if provided for in this award) and all time spent as a full-time apprentice will count for the purposes of progression through the relevant wage scale in addition to the progression achieved as a school-based apprentice.
- O.11** School-based apprentices are entitled pro rata to all of the other conditions in this award.

Schedule P—National Training Wage

P.1 Title

This is the *National Training Wage Schedule*.

P.2 Definitions

In this schedule:

adult trainee is a trainee who would qualify for the highest minimum wage in Wage Level A, B or C if covered by that wage level

approved training means the training specified in the training contract

Australian Qualifications Framework (AQF) is a national framework for qualifications in post-compulsory education and training

out of school refers only to periods out of school beyond Year 10 as at the first of January in each year and is deemed to:

- (a) include any period of schooling beyond Year 10 which was not part of or did not contribute to a completed year of schooling;
- (b) include any period during which a trainee repeats in whole or part a year of schooling beyond Year 10; and
- (c) not include any period during a calendar year in which a year of schooling is completed

relevant State or Territory training authority means the bodies in the relevant State or Territory which exercise approval powers in relation to traineeships and register training contracts under the relevant State or Territory vocational education and training legislation

relevant State or Territory vocational education and training legislation means the following or any successor legislation:

Australian Capital Territory: *Training and Tertiary Education Act 2003*;

New South Wales: *Apprenticeship and Traineeship Act 2001*;

Northern Territory: *Northern Territory Employment and Training Act 1991*;

Queensland: *Vocational Education, Training and Employment Act 2000*;

South Australia: *Training and Skills Development Act 2008*;

Tasmania: *Vocational Education and Training Act 1994*;

Victoria: *Education and Training Reform Act 2006*; or

Western Australia: *Vocational Education and Training Act 1996*

trainee is an employee undertaking a traineeship under a training contract

traineeship means a system of training which has been approved by the relevant State or Territory training authority, which meets the requirements of a training

package developed by the relevant Industry Skills Council and endorsed by the National Quality Council, and which leads to an AQF certificate level qualification

training contract means an agreement for a traineeship made between an employer and an employee which is registered with the relevant State or Territory training authority

training package means the competency standards and associated assessment guidelines for an AQF certificate level qualification which have been endorsed for an industry or enterprise by the National Quality Council and placed on the National Training Information Service with the approval of the Commonwealth, State and Territory Ministers responsible for vocational education and training, and includes any relevant replacement training package

year 10 includes any year before Year 10

P.3 Coverage

- P.3.1** Subject to clauses P.3.2 to P.3.6 of this schedule, this schedule applies in respect of an employee covered by this award who is undertaking a traineeship whose training package and AQF certificate level is allocated to a wage level by Appendix P1 to this schedule or by clause P.5.4 of this schedule.
- P.3.2** This schedule only applies to AQF Certificate Level IV traineeships for which a relevant AQF Certificate Level III traineeship is listed in Appendix P1 to this schedule.
- P.3.3** This schedule does not apply to the apprenticeship system or to any training program which applies to the same occupation and achieves essentially the same training outcome as an existing apprenticeship in an award as at 25 June 1997.
- P.3.4** This schedule does not apply to qualifications not identified in training packages or to qualifications in training packages which are not identified as appropriate for a traineeship.
- P.3.5** Where the terms and conditions of this schedule conflict with other terms and conditions of this award dealing with traineeships, the other terms and conditions of this award prevail.
- P.3.6** At the conclusion of the traineeship, this schedule ceases to apply to the employee.

P.4 Types of Traineeship

The following types of traineeship are available under this schedule:

- P.4.1** a full-time traineeship based on 38 ordinary hours per week, with 20% of ordinary hours being approved training; and
- P.4.2** a part-time traineeship based on less than 38 ordinary hours per week, with 20% of ordinary hours being approved training solely on-the-job or partly on-the-job and partly off-the-job, or where training is fully off-the-job.

P.5 Minimum Wages

P.5.1 Minimum wages for full-time traineeships

(a) Wage Level A

Subject to clause P.5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Level A by Appendix P1 are:

	Highest year of schooling completed		
	Year 10 per week	Year 11 per week	Year 12 per week
	\$	\$	\$
School leaver	302.20	332.80	396.50
Plus 1 year out of school	332.80	396.50	461.40
Plus 2 years out of school	396.50	461.40	537.00
Plus 3 years out of school	461.40	537.00	614.80
Plus 4 years out of school	537.00	614.80	
Plus 5 or more years out of school	614.80		

(b) Wage Level B

Subject to clause P.5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Level B by Appendix P1 are:

	Highest year of schooling completed		
	Year 10 per week	Year 11 Per week	Year 12 per week
	\$	\$	\$
School leaver	302.20	332.80	385.80
Plus 1 year out of school	332.80	385.80	443.80
Plus 2 years out of school	385.80	443.80	520.40
Plus 3 years out of school	443.80	520.40	593.60
Plus 4 years out of school	520.40	593.60	
Plus 5 or more years out of school	593.60		

(c) Wage Level C

Subject to clause P.5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Level C by Appendix P1 are:

	Highest year of schooling completed	Year 10 per week	Year 11 per week	Year 12 per week
	\$	\$	\$	
School leaver	302.20	332.80	385.80	
Plus 1 year out of school	332.80	385.80	434.30	
Plus 2 years out of school	385.80	434.30	485.20	
Plus 3 years out of school	434.30	485.20	540.60	
Plus 4 years out of school	485.20	540.60		
Plus 5 or more years out of school	540.60			

(d) AQF Certificate Level IV traineeships

- (i) Subject to clause P.5.3 of this schedule, the minimum wages for a trainee undertaking a full-time AQF Certificate Level IV traineeship are the minimum wages for the relevant full-time AQF Certificate Level III traineeship with the addition of 3.8% to those minimum wages.
- (ii) Subject to clause P.5.3 of this schedule, the minimum wages for an adult trainee undertaking a full-time AQF Certificate Level IV traineeship are as follows, provided that the relevant wage level is that for the relevant AQF Certificate Level III traineeship:

Wage level	First year of traineeship per week	Second and subsequent years of traineeship per week
	\$	\$
Wage Level A	638.50	663.20
Wage Level B	616.00	639.70
Wage Level C	560.60	581.80

P.5.2 Minimum wages for part-time traineeships

(a) Wage Level A

Subject to clauses P.5.2(f) and P.5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level I-III traineeship whose training package and AQF certificate levels are allocated to Wage Level A by Appendix P1 are:

	Highest year of schooling completed	Year 10 per hour	Year 11 per hour	Year 12 per hour
	\$	\$	\$	
School leaver	9.94	10.96	13.05	
Plus 1 year out of school	10.96	13.05	15.19	

	Highest year of schooling completed		
	Year 10 per hour	Year 11 per hour	Year 12 per hour
	\$	\$	\$
Plus 2 years out of school	13.05	15.19	17.66
Plus 3 years out of school	15.19	17.66	20.21
Plus 4 years out of school	17.66	20.21	
Plus 5 or more years out of school	20.21		

(b) Wage Level B

Subject to clauses P.5.2(f) and P.5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level I-III traineeship whose training package and AQF certificate levels are allocated to Wage Level B by Appendix P1 are:

	Highest year of schooling completed		
	Year 10 per hour	Year 11 per hour	Year 12 per hour
	\$	\$	\$
School leaver	9.94	10.96	12.70
Plus 1 year out of school	10.96	12.70	14.60
Plus 2 years out of school	12.70	14.60	17.13
Plus 3 years out of school	14.60	17.13	19.54
Plus 4 years out of school	17.13	19.54	
Plus 5 or more years out of school	19.54		

(c) Wage Level C

Subject to clauses P.5.2(f) and P.5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level I-III traineeship whose training package and AQF certificate levels are allocated to Wage Level C by Appendix P1 are:

	Highest year of schooling completed		
	Year 10 per hour	Year 11 per hour	Year 12 per hour
	\$	\$	\$
School leaver	9.94	10.96	12.70
Plus 1 year out of school	10.96	12.70	14.28
Plus 2 years out of school	12.70	14.28	15.95
Plus 3 years out of school	14.28	15.95	17.78
Plus 4 years out of school	15.95	17.78	
Plus 5 or more years out of school	17.78		

(d) School-based traineeships

Subject to clauses P.5.2(f) and P.5.3 of this schedule, the minimum wages for a trainee undertaking a school-based AQF Certificate Level I–III traineeship whose training package and AQF certificate levels are allocated to Wage Levels A, B or C by Appendix P1 are as follows when the trainee works ordinary hours:

Year of schooling	
Year 11 or lower	Year 12
per hour	per hour
\$	\$
9.94	10.96

(e) AQF Certificate Level IV traineeships

- (i) Subject to clauses P.5.2(f) and P.5.3 of this schedule, the minimum wages for a trainee undertaking a part-time AQF Certificate Level IV traineeship are the minimum wages for the relevant part-time AQF Certificate Level III traineeship with the addition of 3.8% to those minimum wages.
- (ii) Subject to clauses P.5.2(f) and P.5.3 of this schedule, the minimum wages for an adult trainee undertaking a part-time AQF Certificate Level IV traineeship are as follows, provided that the relevant wage level is that for the relevant AQF Certificate Level III traineeship:

Wage level	First year of traineeship	Second and subsequent years of traineeship
	per hour	per hour
	\$	\$
Wage Level A	21.00	21.82
Wage Level B	20.24	21.03
Wage Level C	18.44	19.15

(f) Calculating the actual minimum wage

- (i) Where the full-time ordinary hours of work are not 38 or an average of 38 per week, the appropriate hourly minimum wage is obtained by multiplying the relevant minimum wage in clauses P.5.2(a)–(e) of this schedule by 38 and then dividing the figure obtained by the full-time ordinary hours of work per week.
- (ii) Where the approved training for a part-time traineeship is provided fully off-the-job by a registered training organisation, for example at school or at TAFE, the relevant minimum wage in clauses P.5.2(a)–(e) of this schedule applies to each ordinary hour worked by the trainee.
- (iii) Where the approved training for a part-time traineeship is undertaken solely on-the-job or partly on-the-job and partly off-the-job, the relevant minimum wage in clauses P.5.2(a)–(e) of this schedule minus 20% applies to each ordinary hour worked by the trainee.

P.5.3 Other minimum wage provisions

- (a) An employee who was employed by an employer immediately prior to becoming a trainee with that employer must not suffer a reduction in their minimum wage per week or per hour by virtue of becoming a trainee. Casual loadings will be disregarded when determining whether the employee has suffered a reduction in their minimum wage.
- (b) If a qualification is converted from an AQF Certificate Level II to an AQF Certificate Level III traineeship, or from an AQF Certificate Level III to an AQF Certificate Level IV traineeship, then the trainee must be paid the next highest minimum wage provided in this schedule, where a higher minimum wage is provided for the new AQF certificate level.

P.5.4 Default wage rate

The minimum wage for a trainee undertaking an AQF Certificate Level I–III traineeship whose training package and AQF certificate level are not allocated to a wage level by Appendix P1 is the relevant minimum wage under this schedule for a trainee undertaking an AQF Certificate to Level I–III traineeship whose training package and AQF certificate level are allocated to Wage Level B.

P.6 Employment conditions

- P.6.1** A trainee undertaking a school-based traineeship may, with the agreement of the trainee, be paid an additional loading of 25% on all ordinary hours worked instead of paid annual leave, paid personal/carer's leave and paid absence on public holidays, provided that where the trainee works on a public holiday then the public holiday provisions of this award apply.
- P.6.2** A trainee is entitled to be released from work without loss of continuity of employment and to payment of the appropriate wages to attend any training and assessment specified in, or associated with, the training contract.
- P.6.3** Time spent by a trainee, other than a trainee undertaking a school-based traineeship, in attending any training and assessment specified in, or associated with, the training contract is to be regarded as time worked for the employer for the purposes of calculating the trainee's wages and determining the trainee's employment conditions.

[Note inserted by [PR545787](#) ppc 01Jan14]

Note: The time to be included for the purpose of calculating the wages for part-time trainees whose approved training is fully off-the-job is determined by clause P.5.2(f)(ii) and not by this clause.

- P.6.4** Subject to clause P.3.5 of this schedule, all other terms and conditions of this award apply to a trainee unless specifically varied by this schedule.

Appendix P1: Allocation of Traineeships to Wage Levels

The wage levels applying to training packages and their AQF certificate levels are:

P1.1 Wage Level A

Training package	AQF certificate level
Aeroskills	II
Aviation	I II III
Beauty	III
Business Services	I II III
Chemical, Hydrocarbons and Refining	I II III
Civil Construction	III
Coal Training Package	II III
Community Services	II III
Construction, Plumbing and Services Integrated Framework	I II III
Correctional Services	II III
Drilling	II III
Electricity Supply Industry—Generation Sector	II III (in Western Australia only)
Electricity Supply Industry—Transmission, Distribution and Rail Sector	II
Electrotechnology	I II III (in Western Australia only)
Financial Services	I II III
Floristry	III
Food Processing Industry	III

Training package	AQF certificate level
Gas Industry	III
Information and Communications	I
Technology	II
	III
Laboratory Operations	II
	III
Local Government (other than Operational Works Cert I and II)	I
	II
	III
Manufactured Mineral Products	III
Manufacturing	I
	II
	III
Maritime	I
	II
	III
Metal and Engineering (Technical)	II
	III
Metalliferous Mining	II
	III
Museum, Library and Library/Information Services	II
	III
Plastics, Rubber and Cablemaking	III
Public Safety	III
Public Sector	II
	III
Pulp and Paper Manufacturing Industries	III
Retail Services (including wholesale and Community pharmacy)	III
Telecommunications	II
	III
Textiles, Clothing and Footwear	III
Tourism, Hospitality and Events	I
	II
	III
Training and Assessment	III
Transport and Distribution	III
Water Industry (Utilities)	III

P1.2 Wage Level B

Training package	AQF certificate level
Animal Care and Management	I II III
Asset Maintenance	I II III
Australian Meat Industry	I II III
Automotive Industry Manufacturing	II III
Automotive Industry Retail, Service and Repair	I II III
Beauty	II
Caravan Industry	II III
Civil Construction	I
Community Recreation Industry	III
Entertainment	I II III
Extractive Industries	II III
Fitness Industry	III
Floristry	II
Food Processing Industry	I II
Forest and Forest Products Industry	I II III
Furnishing	I II III
Gas Industry	I II
Health	II III
Local Government (Operational Works)	I II

Training package	AQF certificate level
Manufactured Mineral Products	I II
Metal and Engineering (Production)	II III
Outdoor Recreation Industry	I II III
Plastics, Rubber and Cablemaking	II
Printing and Graphic Arts	II III
Property Services	I II III
Public Safety	I II
Pulp and Paper Manufacturing Industries	I II
Retail Services	I II
Screen and Media	I II III
Sport Industry	II III
Sugar Milling	I II III
Textiles, Clothing and Footwear	I II
Transport and Logistics	I II
Visual Arts, Craft and Design	I II III
Water Industry	I II

P1.3 Wage Level C

Training package	AQF certificate level
Agri-Food	I
Amenity Horticulture	I II III
Conservation and Land Management	I II III
Funeral Services	I II III
Music	I II III
Racing Industry	I II III
Rural Production	I II III
Seafood Industry	I II III