

Guidance on Factor Levels

Working Environment – predominantly

Health and safety standards are assumed to be met by East Dunbartonshire Council and should not be considered by the job evaluation appeal panel.

It covers 3 main areas which require information to substantiate the most appropriate “choice” in each area:-

Indoors/Outdoors

Types of Hazardous Conditions

Frequency/Duration of Exposure

Emphasis under this factor is on the **degree of unpleasantness or discomfort** encountered in the course of **normal** working and how long/often this is for.

If someone refers for example to “undertaking site visits, and being out of the office for 50% of the time” - this **does not** necessarily mean that they are exposed to site conditions for 50% of time. Some of the time will be *travelling* from office to site and in between sites, some time could be in a *site office* where there is no exposure to the types of hazards contested, when on site, may for periods of time be exposed to a lesser hazard than contested.

It is essential that you **breakdown every part** of a normal day with regards to the environment they are exposed and keep asking how often and how long to i.e. separate it down into minutes and hours for each part and then you could use the ready reckoner. It would also be good to get the actual hours the appellant works and the normal shift pattern.

Describe a typical day?	How many hours is the appellant contracted to work?	What is your normal working week?	What type of unpleasant or hazardous conditions/substances are you exposed to in a normal day?	How often are you dealing with these conditions/substances in a normal day?
How long does it take to deal with the task?	Do you need to wear any protective clothing? What?	Can you describe where you work?	Are you given any safety information when you dealing with them?	Are you required to do this as part of your job?

Physical Co-ordination – mainly

Considers the **predominant** demand in relation to dexterity, co-ordination and use of the senses to operate or work with equipment.

It does **not** consider the extent of knowledge or experience required to use this equipment. It also does **not** consider the consequences of any error in the use of equipment.

This essentially falls under 3 main areas;

Area 1 – Keyboarding/Other Computer Use

Generally consideration is given to the complexity/dexterity of the **use of** the keyboard/mouse/other attachments and the intricacy of movements or sensitivity or precision required in relation to the software programmes being used, and any inherent **requirement** for this use to be at speed to *pre-determined* standards.

Point of note in relation for keyboard skills only; level 3 places the emphasis on **input** into or actually operating the system not just the output or review of the information from the system.

See G2/2 and G2/3 of the job evaluation scheme.

Area 2 – Tools & Equipment

This scheme categorises into 5 different “groupings”, the kind of dexterity or precision that may be required for using tools and equipment from a fairly “limited or minimal” requirement such as push button control on a piece of equipment, to a “very high” requirement for the use of more complex or detailed equipment requiring more intricate precision or exact positioning, for example the use of laser equipment.

See G2/3 and G2/4 (Other activities and for reference to the types of equipment being used e.g. vacuum cleaner etc.)

Point of note with regards to calibration – this is not just pushing a button to ensure a piece of equipment is reset to zero. Calibration will usually involve a form of exact measurement and precision adjusting.

Area 3 – Driving

In the main, consideration is given to whether this is the **predominant** requirement, and whether the jobholder would be **unable** to continue to undertake the full range of duties of the job, if for any reason, they were no longer able to drive.

Point of note with regards to level 4 or above – a specific licence is usually required.

See G2/1 and G2/2 of the job evaluation scheme.

Describe a typical day?	How often?	How long?	What is involved?	What are you driving/operating? Is it a requirement?
What keyboard skills are required?	What skills are involved in using tools?	Can you explain the speed that is required?		

Physical Effort – primarily

Essentially this factor looks at any requirement for physical effort which may be required from **2 clear standpoints**.

Firstly, consideration is given to the **most** physically demanding, which could normally be thought of as the “greatest” demand, for usually a relatively **short** duration of time.

Secondly, the **main** physical demand, i.e. less “heavy” than that identified above, which will be undertaken more frequently or for **longer** period if time.

The level outcome is arrived at by a combination of these 2 main elements.

It is important to find out **how often** they are carrying out the effort, **how long** this takes them and **what is involved** in this and keep asking until every part of the effort has been broken down.

As per the scheme guidance on G3/5 - standing/walking is considered as requiring a limited degree of physical effort. However, consideration should be given to the ***length of time*** over which the effort is ***sustained***.

One example of this at one end is Refuse Collectors - they are **continuously** on their feet for long periods of time throughout the day.

The example at the other end is one of a Clerical Assistant - who are mainly sitting at a desk and are only standing/walking for **short bursts** throughout the day i.e. going to the photocopier or to collect a file from the system then coming back to sit down.

Each job should be **broken right down** into every aspect and need to get an **overall** average duration for each. Therefore a calculation requires to be undertaken to establish the greatest and main demand and the time undertaken for each. The calculation is based on the overall average.

What is your most demanding type of effort in a normal day?	Are there any other demands in your job?	How often?	How long?	What is involved?
Do have an aid to carry this out and assist?	Is it an actual requirement of your job to do this?	At what times of the day would you normally be sitting?	Is there more than one person required to lift it?	

Mental Skills – predominantly

This factor evaluates the *mental skills* required by the job, **irrespective** of the level of initiative and independence; or its level of responsibility, which are measured under other factors.

This factor is seeking to assess the **predominant** requirement for mental skills on a day to day basis and the complexity of these tasks to undertake. Thereafter it considers the requirement, if relevant, of the scheduling and planning undertaken personally by the jobholder. It is important to note that where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a *lower* level.

Note: Some problems or situations may require other skills for example, decision making which should be considered under the factor ‘Initiative & Independence’.

An example of level one: Classroom Assistant, where the lesson plan has already been set out by the teacher and explained to the pupils. When the Class is with them, they are only re-emphasising what the teacher has already told the pupils.

An example of level two: Attendance Officer – where they need to find out the reasons why the pupil is not at school, where they might be and what can be done to get them back to school. Until they ask the questions and get the answers – they can’t decide what the best course to take.

An example of ‘complex’ would be an Estimator – where the information is assessed within the *specific area* of the estimator.

An example of ‘diverse and complex’ would be a Solicitor – where they need investigate a number of different sources *across a range of aspects*.

See G4/1 to G4/4 of the job evaluation scheme for full guidance.

Is there any requirement for you to schedule? Can you explain what is involved and how far ahead?	Are you involved in planning? Can you explain what is involved and how far ahead?	What type of problems are you dealing with and how exactly are you solving them?	What is your responsibility with regards to plans?
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Concentration – highest concentration/day to day

This factor considers the **nature, degree and duration** of the concentration, mental alertness and attention required to do the job **on a day to day basis**.

General Hints

The scheme definition of “Focused” is quite specific and care needs to be taken that there is no misunderstanding where an appellant states that they need to “focus” on the job they are doing and that this therefore indicates that “Focused” in terms of the scheme definition is a more appropriate reflection.

If the timespan reflected is “short”, this is not suggesting that the jobholder only concentrates for 1 hour per day. A jobholder may have several periods during the course of the day where they are required to concentrate but where they are subject to interruptions then the period of concentration being undertaken at that time has been broken and this is what the scheme asks us to consider in terms of timespan.

It is important to note that if a job requires to be focused, in accordance with the scheme definition, for anything exceeding short periods of time then it is unlikely that the main source of work related pressure would be from constant interruptions as these two elements are contradictory.

With regards to time span – it’s the period for which the jobholder’s attention is typically sustained ***without*** interruption.

Volume of work should not be taken into consideration.

On a day to day basis – what is typically the highest concentration you need to carry out your duties?	How long does this take you to do without interruptions?	What kinds of demands are placed on you during this?	Are there any other work related pressure placed on you?
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Communication Skills – most demanding/routinely

This factor seeks to assess the **most predominant** communication undertaken in the course of normal working.

See G6/1 to G6/4 of the scheme for further guidance.

Hints

Communication with immediate work colleagues **are excluded, namely subordinates, peers and superiors within the defined work unit or section.**

It is the required communication of the job, not the ability of the jobholder or what the jobholder thinks they need to communicate. For example if someone logs a fault about their PC the person may not need to know all of the complexities of how the issues are resolved, they just require the PC to be fixed.

For a jobholder to be considered routinely communicating with contacts who are:-

Unfamiliar – The recipient has little or no understanding or knowledge of what is being discussed. The recipient has very limited knowledge or understanding of the service that they are seeking or trying to access.

e.g. A member of the public contact social work for the first time looking for assistance for an elderly relative and doesn't know what is available.

e.g. A member of the public contacts the council for the first time looking for guidance on the process for planning permission

Familiar – The recipient have at least a basic understanding or knowledge of what is being discussed.

e.g. A client phones social work regarding a change in the Welfare Reform looking for guidance.

e.g. An agent phones planning department regarding planning permission

For a jobholder to be given recognition for training it should be a key and specified element of the job e.g. *Training Officer*. An employee training/demonstrating to colleagues or staff they supervise is not categorised as training, this would be recognised under the Employees factor of the scheme if appropriate.

In relation to “developed” communication skills, consideration should be given to the extent to which there is a requirement for the jobholder to have acquired the particular types of skills needed to enable them to undertake the forms of communication required for the job.

For example, for consideration of a Level 4, the scheme would expect communication skills to be “developed” to an extent that would enable the jobholder to comfortably undertake communication in relation to *counselling, persuading, or negotiating* in order to encourage others to adopt a particular course of action whilst advising/guiding contacts.

“Highly” developed communication skills would be those needed where informal advocacy may be required (solicitor), or where there is a need to convince others to adopt courses of action they might not otherwise

wish to take. These skills could be considered slightly more advanced than those required under the previous level, and therefore would be reflected by a Level 5 score.

Similarly “Very Highly” developed communication skills would be appropriate where formal advocacy is required, or in order to influence contacts to adopt policies and courses of action they might not otherwise wish to take. Again a requirement for more advanced skills than required to be demonstrated at the previous level, and appropriately reflected under a Level 6.

It is worth pointing out that even although the word “developed” does not appear in the factor level scoring until Level 4, this does not mean to say that the jobholder may not need some form of “developed” communication skills at lower levels. For example at Level 3, communication skills need only be “developed” to the extent where the jobholder is required to elicit or explain information to unfamiliar contacts, or to inform others while advising, guiding or persuading, or delivering informal training or using another language. These skills are still “developed” to a particular extent, but not to the advanced degree that would be reflected under level 4 and above.

Note 1: providing instruction, professional development guidance on on-the-job training to employees should be taken into account under ‘Resp. for Employees’

Note 2: Care should be taken to ensure demands under this factor are not double counted in relation to demands under ‘Resp. for Services to Others’

Additional definitions:-

‘**Inform**’ – where the jobholder is supplying the information through the communication

‘**Encourage**’ – where the jobholder is supporting and assisting with the communication

‘**Convince**’ – where the jobholder is persuading through the communication

‘**Influence**’ – where the jobholder is getting them to move to action or getting them to actually carry it out through the communication.

How are you communicating?	What is the purpose of this?	Who are you communicating with?	What is the information you are communicating?
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Dealing with Relationships – integral

This factor seeks to determine **the demands** placed upon the jobholder as a result of contact with client groups and seeks to establish **the frequency and duration** of this contact.

The client groups are defined in five areas; see G7/2 of the scheme.

The nature of the demand can be either **incidental** or **integral**.

‘Incidental’ is where contact is occasional and does not require the jobholder to give a specific response or for action to be taken by the jobholder.

‘Integral’ is where it requires a *direct* response from, or action by, the jobholder in order to deal with the people in the course of doing their job. The jobholder will be required to progress issues or formulate a response to matters arising as part of the normal routine of the job.

An example of ‘Conflict’ – an Environmental Health Officer can be assessed as dealing with people that are in conflict with them because the conflict requires a resolution and that it’s a predominant feature of the job. **Conflict does NOT just refer to an argument/divergence of views – it refers to the skills and responsibility required to resolve the conflict. The post holders responsibility is for conflict resolution and the protracted situation that is encountered.**

Hints

Demands for immediate colleagues are excluded from this factor. This factor would normally apply to those jobs in the caring sector or where the post is deemed front line and has daily contact with members of the public/clients groups who are demanding and the extent to which these people are demanding.

Information has been provided by the JE national adviser:-

“The ‘in conflict with’ one is easy since we use it in the Job Analyst and JE Appeal Panel training - the Building Control Officer can be assessed as dealing with people who are in conflict with because the conflict requires a resolution and that it is a significant feature of the role of that job. Conflict does NOT just refer to an argument/divergence of views it refers to the skills required to resolve a conflict

Examples of where there is a ‘potential risk of violence’ are perhaps not as prevalent now as when the SC JE Scheme was devised but apply mainly in a care setting, such as a Homeless Shelter where the residents regularly erupt into fist-cuffs at the weekend and need to be separated! Another example is staff in local housing offices who deal with repairs - who are at quite a high risk of a belt in the mouth from irate tenants whose repairs hadn’t been done as promised. However, since we designed the SC JE Scheme there has been a major campaign to put glass safety screens in offices where staff deal with the public, so the demands under this factor heading will have perhaps reduced for this type of job.”

Further additional guidance from the Job Evaluation National Adviser also confirms that there are two main categories of job where the jobholder, in the course of their normal routine, can be described as ‘in conflict with those they deal with as an integral part of their role, these are:

- Regulatory jobs such as the Building Control Officer used in the national training programmes for Job Analysts and JE Appeal Panel members, for example, Trading Standards Officers, Environmental Health Officers and others in an enforcement role. These jobholders are likely to find themselves ‘in conflict’ with service users/recipients who object to action being taken or required by the authority and in situations where such contacts become abusive/angry/aggressive the jobholder is able to walk away or leave the meeting and then follow up with a letter setting out the Council’s position and the next steps in the process.
- Front line service management in areas such as Social Work, Roads, Housing etc where complaints from service users/recipients are regularly referred upwards to the jobholder because the Team Leader or

professional/technical officer has been unable to resolve the matter to the satisfaction of the complainant, and the matter has therefore been escalated to the level of service management to be dealt with as part of the formal complaints procedure.

In addition, the other obvious role where conflict resolution is part of the day to day routine is that of the HR practitioner.

In relation to the interpretation of the terms ‘specific verbal abuse’ and ‘...a potential risk of violence’ as used in the definitions of ‘significantly’ and ‘severely’ respectively as per Page G7/2, the Scottish Job Analyst Team confirm that there is not a step in between these terms within the definition of ‘substantially’. Example of where these terms might apply would be:

- Jobholders delivering front line services where service users/recipients are complaining and voice their dissatisfaction in an abusive manner which is directed at the jobholder who is responsible for delivering the service, for example, where service has not been delivered, or is not on time or to the expected standard. In such instances if the jobholder cannot defuse the situation they would be expected to withdraw, or refer the matter to a Team Leader, or suggest that the complainant accesses the services formal complaints procedure. This type of job would be found in predominantly front line delivery services such as Social Work, Housing, and Leisure etc but also in areas like Finance where there is a lot of face to face contact with service users/recipients.
- Jobs requiring the jobholder, as part of the normal routine, to deal with service users/recipients in situations where there are no protective screens or security measures and where the behaviour/reaction of the contact is unpredictable yet the jobholder has no choice but to go into that situation. For example, Social Workers making home visits where they are there to observe a child and the other people in the home are difficult, aggressive, under the influence of alcohol or drugs; the Social Workers would be expected to try to deal with the situation in order to complete the task which necessitated the home visit. Obviously, there should be ‘lone working’ and other measures in place to ensure the safety of staff but none the less staff will be required to deal with volatile situations in the normal course of working. Another example would be Noise Abatement Officers attending a situation where a complaint has been made. However, in many authorities it is a matter of policy that at particular times – such as during the night or at weekends – these officers will be accompanied by the Police, and in such circumstances clearly the potential risk of violence is removed by the presence of the Police who would deal with any incident arising.

Accordingly, there is no step change between dealing with a contact who is directing verbal abuse specifically at the service deliverer and that escalating to the potential risk of violence. However, in the view of the Scottish Job Analyst Team there is a big difference in the demand on the jobholder in terms of the interpersonal skills required to continue to try to do their job in unpredictable situations. That increased degree of demand in the extent to which people are difficult to deal with has been reflected in the guidance by equating ‘specific verbal abuse’ to dealing with ‘significantly’ difficult contacts and equating ‘those from whom there is a potential risk of violence’ to dealing with people who are ‘severely’ difficult.

In providing a range of illustrative examples in the definitions of the key step changes in demand (the words in bold in the level definitions) the Scottish Job Analyst Team’s intention is to demonstrate how the same degree of demand occurs across the range of job types in the job population, and to show that very different type of work are of equivalent demand. The examples used in the definition of ‘extremely’ demanding are therefore of equivalent demand although different in terms of the type of work they illustrate. The other examples used in the definition of ‘extremely’ demanding therefore reflect equivalent demand, in particular, those who are terminally ill and those from whom there is a constant risk of violence, both examples relate

to contact with people who require constant care for different reasons as do people who are ‘profoundly physically and/or mentally disabled’.

In the normal course of working – can you describe the nature of the demands people place on you?	What clients/groups/ people place the greatest demand on you?	How long/often are you dealing with these demands?	Is it your responsibility to deal with the demands presented – or would you pass them on to someone else?
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Responsibility for Employees – degree of responsibility

This factor seeks to assess the nature of responsibility for employees under the jobholder’s immediate supervision.

See G8/1 and G8/2 for further guidance.

Hints

An organisation chart and/or job description should clarify the extent of the supervisory responsibility for employees that the jobholder has.

Area for concern is level 2 – would normally apply to some supervisory roles that does not have full HR responsibility. Example used would be an individual who had responsibility for return to work interviews but not HR policy.

“Others in an equivalent position” could include temporary staff, contractors, consultants etc PROVIDED THAT the jobholder personally organises their work, ensures that they are capable of doing it and checks the quality of work done.

To be involved in Human Resource practice you must establish the level of involvement here. The jobholder will also be involved in the implementation of the Council’s personnel practice and procedure. E.g. undertake first line absence/performance monitoring and disciplinary/grievance investigations including formal interviews, participate in selection process by attending recruitment interviews etc.

G8/2 Hint –

Level 3 is – “Involved in”

Level 4 is – “Responsible for”

Level 5 is – “Ensure”

Level 6 is – “Manage”

Level 7 is – “Accountable”

Who do you have responsibility for?	What responsibilities do you have for employees?	What level of responsibility do you have i.e. what decisions can you make?	How often are you doing this?	Is it a requirement for you to do this?
What is your level of involvement with regards to absence management?	Are you involved in the selection of new staff?	What is your involvement in disciplinary/grievance?		

Responsibility for Services to Others – predominantly

This factor seeks to assess the nature of responsibility and the extent of the jobholder's impact on individuals/groups and seeks to assess the predominant requirement for the service provision to others.

Nature of responsibility is covered by G9/2 of the scheme.

Hints

Support staff are those who provide services to internal contacts.

Front line staff are those who provide a service to external contacts.

Assessment of needs or services requirements is generally undertaken via a *formal* process.

Jobholders may well at times have some involvement in more than one element outlined under the nature of the demand i.e. Support/front line/applying regs/assessing service requirements. However, the scheme clearly asks for consideration to be given to the **predominant day to day demand**.

Ensuring the application of regulations/policies etc is in relation to the recipients of direct service services provided by the council and not ensuring that internal colleagues who may be supervised by the jobholder ensure the application of regulations etc. This would be recognised under the Employee's factor.

Page G9a of the guidance for Factor 9 'Responsibility for Services to Others' states that the scope of this factor considers the nature and degree of responsibility which the jobholder has for individuals, or groups of people; and it goes on to define 'people' as the recipients of services provided by the local authority, or the direct beneficiaries of its activities. Among a list of examples of recipients of statutory services are 'school pupils'.

The first line of the factor definition on page D22 makes it clear that consideration should be given to the jobholder's responsibility in terms of the quality and delivery of service provision; and the final paragraph of the definition makes it clear that account should be taken of the nature of the responsibility and the extent of the jobholder's impact on the individuals or groups.

In relation to where or not a jobholder who has a face to face contact with service users/members of the public should be assessed as delivering a front line service, the nature of the contact is not particularly

relevant to this factor. Face to face contact is not necessary for a jobholder to deliver either support or front-line service or service recipients as services can be provided by phone e.g. to determine needs or arrange service delivery, during times when recipients are not present, e.g. refuse collection or road works or without the awareness of recipients e.g. inspection or grave digging. If the predominant demand of the job is providing a support service to a mix of internal/external customers as per level 1, then the element of face to face contact with service users/members of the public would not automatically make it front-line service delivery job as per Level 2.

Where the duties and responsibilities clearly involve one-to-one interaction between the jobholder and the individual pupil, and the Support for Learning Assistant is directly responsible for the quality and delivery of the support provided with feeding, toileting and mobility which is tailored to the individual pupil's needs. The nature and type of support being provided are, similar to those of a Home Carer (Personal). Accordingly, it would seem to be a consistent application of this factor to assess the demands of the SLA job at Level 2 under Factor 9 of the SC JE Scheme.

Can you describe the nature of the service you provide to the public and /or others?	What is involved and how are you doing this?	To what extent does your responsibility go?
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Financial Resources – predominantly

This considers either the *direct* or *indirect* responsibility for financial resources. See G10/1 for definition.

Hints

It is important to ensure no double counting takes place here between an employee and their line manager where both parties are seeking **the same route and for the same value of the same budget**.

Cash handling and processing of financial documentation does not seek to identify the value of the cash, recognition is given for the task not the value.

It may assist if budgetary extracts/supporting financial documentation can be made available to assist the panel in reaching a decision.

Employees who have responsibility for lottery/Christmas/tea funds etc should **not** be given any recognition for this as this is not job related.

Having direct responsibility for financial resources takes into account a degree of security of 'monies' – which is different from the 'security' definition on G10/2, as this takes into account for actual safe storage and transport of cash and equivalent.

Can you give examples of your main responsibilities for finance?	How much are you responsible for? How much cash are you handling daily/weekly on	How far does your responsibility go for finance?
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Physical and Information Resources - primary/secondary

This factor seeks the primary and secondary responsibility for physical resources that the jobholder is personally responsible for. See G11/1 for scheme guidance.

Hints

This looks at four main resources – information, buildings, stocks/supplies, equipment/plant/vehicles.

A jobholder cannot have both a primary and secondary responsibility for the same physical resource heading.

It is important to assess what **the primary responsibility** for the resource identified is, for example information – if the jobholder is suggesting a responsibility for organising and maintaining information systems this would need to be their primary responsibility in terms of information as a resource e.g. ICT Engineer etc. If the jobholder's main involvement with information on a day to day basis is in terms of creating and updating word documents/spreadsheets/e-mail etc then this would be reflected as the primary responsibility for information, generally this would be an admin/clerical role.

In terms of responsibility for a resource it does not necessarily require the jobholder to be the only person who has responsibility for the resource identified, more than one post may have responsibility in some way for the same resource, however the type and level of that responsibility may be different.

It is important to establish the nature of the demand which will include the post holders overall responsibility. It will also be necessary to establish the difference in degree of responsibility between organising and maintaining and adapting, designing, developing or managing. To be recognised as having responsibility for adapting, designing, developing or managing it would require the post holder to have responsibility for the system.

It is at this stage necessary to recognise the extent of the post holder's responsibility. Available options are;

Service – eg Waste

Department – Roads & Neighbourhood Services

Directorate – eg Development & Infrastructure

Council Wide would require the employee to have responsibility for systems over all council Directorates

What is your main responsibility for resources in your job?	Can you explain what is involved in your responsibilities?	Do you have any other responsibilities in your job?
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Initiative and Independence – predominantly

This factor seeks to assess the jobholder's personal scope to exercise initiative in the course of the normal working without recourse to their line manager, namely the freedom to make decisions without referral. The emphasis is on the availability of support.

It also takes into account of the problems which the jobholder must deal with in the course of normal working and the decisions which the jobholder **is able to take**.

The nature and degree of the demand is defined in G12/2 and G12/3 of the scheme.

Level 4 – Lockerbie test - circumstances are unanticipated

Act is anticipated

Role works within established procedures and policies within a single team.

And **MAY (within the range of possibilities ie the act is anticipated)** and has **serious (rather than unusual or difficult) wider implication for policy or a functional context**

And **MAY** input to policy and strategy to 'deal' with the issue.

Example would be unique posts, implementation roles, policy roles, etc

What type of problems are you dealing with on a day to day basis?	Is it your responsibility to deal with these problems?	Can you explain how you are dealing with them?
When, how and who would you seek guidance from?	How easy is the advice and guidance accessible?	Do you have any involvement in policy/strategy? Can you explain what's involved and how often this happens?

Knowledge – predominantly

This seeks to assess the knowledge required *to do the job* not the knowledge of the individual.

A person specification for the post would normally assist in ensuring the essential criteria has been reflected in the job overview document.

The scheme asks for consideration to be given to the **minimum** essential criteria required for the post.

The following identifies the initial question asked in relation to the **predominant** knowledge required to do the job;

1. Practical
2. Technical
3. Specialist
4. Procedural
5. Organisational
6. Clerical
7. Administrative

The next set of follow up questions is exactly the same, irrespective of the choice made above;

1. Demonstration and familiarisation on the job
2. Through previous or job related experience
3. On the job training and experience
4. Vocational training/further education and experience
5. Professional qualifications and experience

In relation to points 1-3 above, the maximum score attainable through the follow up routes is a level 3, and can incorporate through the “on the job training and experience” route, some requirement for up to SVQ2 or equivalent level of qualification.

- **It should be noted therefore that any score in excess of a level 3 asks for consideration of some form or other or qualification equivalent to SVQ3 and above.**

The scheme asks for consideration to be given to the **minimum** requirement.

What is the minimum qualification required for the job? Is there an equivalent qualification?	What is the minimum experience required for the job?	What is the minimum amount of time required for you to become fully competent in your job?
Is there a requirement for you to know the work of other posts? To what extent is this required?	How is this experience obtained?	Seek clarification from the line manager with regards to qualifications and experience at the time of the evaluation?