

## 1. COMMUNICATION & RELATIONSHIP SKILLS (Final – 21.06.04)

This factor measures the skills required to communicate, establish and maintain relationships and gain the co-operation of others. It takes account of the skills required to motivate, negotiate, persuade, make presentations, train others, empathise, communicate unpleasant news sensitively and provide counselling and re-assurance. It also takes account of difficulties involved in exercising these skills.

Skills required for:

Level 1: **Providing and receiving routine information orally** to assist in undertaking **own job**. Communication is mainly with work colleagues.

Level 2: **Providing and receiving routine information** orally, in writing or electronically **to inform work colleagues, patients, clients, carers, the public or other external contacts**.

Level 3: (a) **Providing and receiving routine information which requires tact or persuasive skills** or where there are **barriers to understanding**.  
Or  
(b) **Providing and receiving complex or sensitive information**.  
Or  
(c) **Providing advice, instruction or training to groups**, where the subject matter is straightforward.

Level 4: (a) **Providing and receiving complex, sensitive or contentious information**, where **persuasive, motivational, negotiating, training, empathic or re-assurance skills are required**. This may be because agreement or co-operation is required or because there are **barriers to understanding**.  
Or  
(b) **Providing and receiving highly complex information**

Level 5: (a) **Providing and receiving highly complex, sensitive or contentious information**, where developed persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because **agreement or co-operation is required** or because there are **barriers to understanding**.  
Or  
(b) **Presenting complex, sensitive or contentious information to a large group** of staff or members of the public.  
Or  
(c) **Providing and receiving complex, sensitive or contentious information**, where there are significant barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a **hostile, antagonistic or highly emotive atmosphere**.

Level 6: **Providing and receiving highly complex, sensitive or contentious information** where there are **significant barriers to acceptance** which need to be overcome using the highest level of interpersonal and

communication skills, such as would be required when communicating in a **hostile, antagonistic or highly emotive atmosphere**.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE Level	JE Score
1	<b>Provide and receive routine information orally, own job</b>	1	5
2	<b>Provide and receive routine information, to inform work colleagues, patients, clients</b>	2	12
3	<b>Provide and receive routine information requiring tact or persuasive skills</b>	3(a)	21
3	<b>Provide and receive routine information; barriers to understanding</b>	3(a)	21
3	<b>Provide and receive complex or sensitive information</b>	3(b)	21
3	<b>Provide advice, instruction or training to groups</b>	3(c)	21
4	<b>Provide and receive complex, sensitive information; barriers to understanding</b>	4(a)	32
4	<b>Provide and receive complex information; persuasive, motivational, negotiating, training skills are required</b>	4(a)	32
4	<b>Provide and receive highly complex information</b>	4(b)	32
5	<b>Provide and receive highly complex, sensitive or contentious information; barriers to understanding</b>	5(a)	45
5	<b>Provide and receive highly complex, sensitive or contentious information; agreement or co-operation required</b>	5(a)	45
5	<b>Present complex, sensitive or contentious information to large groups</b>	5(b)	45
5	<b>Provide and receive complex, sensitive or contentious information; hostile, antagonistic or highly emotive atmosphere</b>	5(c)	45
6	<b>Provide and receive highly complex, sensitive or contentious information; significant barriers to acceptance; hostile, antagonistic or highly emotive atmosphere</b>	6	60

## 2. KNOWLEDGE, TRAINING & EXPERIENCE

This factor measures all the forms of knowledge required to fulfil the job responsibilities satisfactorily. This includes theoretical and practical knowledge; professional, specialist or technical knowledge; and knowledge of the policies, practices and procedures associated with the job. It takes account of the educational level normally expected as well as the equivalent level of knowledge gained without undertaking a formal course of study; and the practical experience required to fulfil the job responsibilities satisfactorily.

The job requires:

- Level 1: Understanding of a **small number of routine work procedures** which could be gained through a short induction period or **on the job instruction**.
- Level 2: Understanding of a **range of routine work procedures** possibly outside immediate work area, which would **require job training** and a period of induction.
- Level 3: Understanding of a **range of work procedures and practices**, some of which are non-routine, which require a **base level of theoretical knowledge**. This is normally acquired through formal training or equivalent experience.
- Level 4: Understanding of a **range of work procedures and practices**, the **majority** of which are **non-routine**, which require **intermediate level theoretical knowledge**. This knowledge is normally acquired through formal training or equivalent experience.
- Level 5: Understanding of a range of work procedures and practices, which requires **expertise within a specialism** or discipline, **underpinned by theoretical** knowledge or relevant **practical experience**.
- Level 6: **Specialist knowledge across the range of work procedures and practices underpinned by theoretical knowledge** or relevant practical experience
- Level 7: **Highly developed specialist knowledge** across the range of work procedures and practices **underpinned by theoretical** knowledge and relevant **practical experience**
- Level 8: (a) **Advanced theoretical and practical knowledge** of a range of work procedures and practices,  
or  
(b) **Specialist knowledge over more than one discipline/function** acquired over a significant period.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Small number of routine work procedures, on the job instruction.</b>	1	16
2	<b>Range of routine work procedures requiring job training</b>	2	36
3	<b>Range of work procedures and practices; base level of theoretical knowledge</b>	3	60
4	<b>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge</b>	4	88
5	<b>Expertise within specialism, underpinned by theory</b>	5	120
5	<b>Expertise within specialism, underpinned by practical experience</b>	5	120
6	<b>Specialist knowledge across range of procedures underpinned by theory</b>	6	156
7	<b>Highly developed specialist knowledge, underpinned by theory and experience</b>	7	196
8	<b>Advanced theoretical and practical knowledge</b>	8(a)	240
8	<b>Specialist knowledge over more than one discipline/function</b>	8(b)	240

### 3. ANALYTICAL AND JUDGEMENTAL SKILLS

This factor measures the analytical and judgmental skills required to fulfil the job responsibilities satisfactorily. It takes account of requirements for analytical skills to diagnose a problem or illness and understand complex situations or information; and judgmental skills to formulate solutions and recommend/decide on the best course of action/treatment.

Skills required for:

Level 1: **Judgements involving straightforward facts or situations.**

Level 2: **Judgements involving facts or situations, some of which require analysis.**

Level 3: Judgements involving a **range of facts or situations**, which **require analysis or comparison of a range of options.**

Level 4: Judgements involving **complex facts or situations**, which **require the analysis, interpretation and comparison of a range of options.**

Level 5: Judgements involving **highly complex facts or situations**, which **require the analysis, interpretation and comparison of a range of options.**

Bold summary texts appear in profiles as follows:

Factor	Job Evaluation Rationale	JE Level	JE Score
1	<b>Judgements involving straightforward facts or situations</b>	1	6
2	<b>Judgements involving facts or situations, some requiring analysis</b>	2	15
3	<b>Range of facts or situations requiring analysis</b>	3	27
3	<b>Range of facts or situations requiring comparison of a range of options</b>	3	27
4	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b>	4	42
5	<b>Highly complex facts or situations requiring analysis, interpretation, comparison of a range of options</b>	5	60

#### 4. PLANNING AND ORGANISATIONAL SKILLS

This factor measures the planning and organisational skills required to fulfil the job responsibilities satisfactorily. It takes account of the skills required for activities such as planning or organising clinical or non-clinical services, departments, rotas, meetings, conferences and for strategic planning. It also takes account of the complexity and degree of uncertainty involved in these activities.

Skills required for:

- Level 1: **Organises own day to day work tasks or activities.**
- Level 2: **Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing.**
- Level 3: **Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.**
- Level 4: **Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies.**
- Level 5: **Formulating long-term, strategic plans, which involve uncertainty and which may impact across the whole organisation.**

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE Level	JE Score
1	<b>Organise own day to day work tasks or activities</b>	1	6
2	<b>Plan and organise straightforward activities, some ongoing</b>	2	15
3	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b>	3	27
4	<b>Plan and organise broad range of complex activities; formulates, adjusts plans or strategies</b>	4	42
5	<b>Formulate long-term, strategic plans, involving uncertainty, may impact across the whole organisation.</b>	5	60

## 5. PHYSICAL SKILLS

This factor measures the physical skills required to fulfil the job duties. It takes into account hand-eye co-ordination, sensory skills (sight, hearing, touch, taste, smell), dexterity, manipulation, requirements for speed and accuracy, keyboard and driving skills.

- Level 1: The post has **minimal demand for work related physical skills**.
- Level 2: The post requires **physical skills** which are normally **obtained through practice** over a period of time or during practical training, for example, standard driving or keyboard skills; use of some tools and types of equipment.
- Level 3: (a) The post requires **developed physical skills** to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for **advanced or high speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error**.  
Or  
(b) The post requires **highly developed physical skills**, where **accuracy is important**, but there is no specific requirement for speed. This level of skill may be required for **manipulation of fine tools or materials**.
- Level 4: The post requires **highly developed physical skills** where a **high degree of precision** or speed and high levels of hand, eye and sensory co-ordination are essential.
- Level 5: The post requires the **highest level of physical skills** where a high degree of precision or speed and the highest levels of hand, eye and sensory co-ordination are essential.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Minimal demand for work related physical skills</b>	1	6
2	<b>Physical skills obtained through practice</b>	2	15
3	<b>Developed physical skills; advanced or high speed driving</b>	3(a)	27
3	<b>Developed physical skills: advanced keyboard use</b>	3(a)	27
3	<b>Developed physical skills; advanced sensory skills</b>	3(a)	27
3	<b>Developed physical skills; manipulation of objects, people; narrow margins for error.</b>	3(a)	27
3	<b>Highly developed physical skills, accuracy important; manipulation of fine tools, materials</b>	3(b)	27
4	<b>Highly developed physical skills, high degree of precision</b>	4	42
5	<b>Highest level of physical skills</b>	5	60

## 6. RESPONSIBILITIES FOR PATIENT/ CLIENT CARE

This factor measures responsibilities for patient/client care, treatment and therapy. It takes account of the nature of the responsibility and the level of the jobholder's involvement in the provision of care or treatment to patients/clients, including the degree to which the responsibility is shared with others. It also takes account of the responsibility to record care/ treatment/ advice/ tests.

- Level 1: **Assists patients /clients /relatives during incidental contacts.**
- Level 2: **Provides general non-clinical advice, information, guidance or ancillary services** directly to **patients, clients, relatives** or carers.
- Level 3: (a) **Provides personal care to patients/clients.**  
Or  
(b) **Provides basic clinical technical services** for patients/clients.  
Or  
(c) **Provides basic clinical advice**
- Level 4: (a) **Implements clinical care / care packages.**  
Or  
(b) **Provides clinical technical services** to patients/clients.  
Or  
(c) **Provides advice in relation to the care** of an individual, or groups of patients/clients.
- Level 5: (a) **Develops programmes of care/care packages.**  
Or  
(b) **Provides specialist clinical technical services.**  
Or  
(c) **Provides specialised advice in relation to the care** of patients/clients.
- Level 6: (a) **Develops specialised programmes of care/ care packages.**  
  
Or  
(b) **Provides highly specialist clinical technical services.**  
Or  
(c) **Provides highly specialised advice concerning the care** or treatment of identified groups or categories of patients/clients.  
Or  
(d) **Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service.**
- Level 7: **Accountable for the direct delivery** of a **clinical, clinical technical, or social care service(s).**
- Level 8: **Corporate responsibility for the provision of a clinical, clinical technical or social care service(s).**

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Assist patients /clients during incidental contacts</b>	1	4
2	<b>Provide non-clinical advice, information to patients/clients/relatives</b>	2	9
2	<b>Provide ancillary services to patients/clients</b>	2	9
3	<b>Provide personal care to patients/clients</b>	3(a)	15
3	<b>Provide basic clinical technical services</b>	3(b)	15
3	<b>Provide basic clinical advice</b>	3(c)	15
4	<b>Implement clinical care/ care packages</b>	4(a)	22
4	<b>Provide clinical technical services</b>	4(b)	22
4	<b>Provide advice in relation to care</b>	4(c)	22
5	<b>Develop programmes of care/care packages</b>	5(a)	30
5	<b>Provide specialist clinical technical services</b>	5(b)	30
5	<b>Provide specialised advice in relation to care</b>	5(c)	30
6	<b>Develop specialised programmes of care/ care packages</b>	6(a)	39
6	<b>Provide highly specialist clinical technical services</b>	6(b)	39
6	<b>Provide highly specialised advice concerning care</b>	6(c)	39
6	<b>Accountable for direct delivery of sub-division of a clinical, clinical technical or social care service.</b>	6(d)	39
7	<b>Accountable for direct delivery of clinical, clinical technical, or social care service(s).</b>	7	49
8	<b>Corporate responsibility for clinical, clinical technical or social care service(s).</b>	8	60

## 7. RESPONSIBILITIES FOR POLICY AND SERVICE DEVELOPMENT IMPLEMENTATION

This factor measures the responsibilities of the job for development and implementation of policy and/or services. It takes account of the nature of the responsibility and the extent and level of the jobholder's contribution to the relevant decision making process, for instance, making recommendations to decision makers. It also takes account of whether the relevant policies or services relate to a function, department, division, directorate, the whole trust or employing organisation, or wider than this; and the degree to which the responsibility is shared with others.

- Level 1: **Follows policies in own role** which are determined by others, no responsibility for service development, but **may be required to comment** on policies, procedures or possible developments.
- Level 2: **Implements policies** for own work area **and proposes changes to working practices or procedures for own work area.**
- Level 3: Implements policies for own work area and **proposes policy or service changes** which **impact beyond own area** of activity.
- Level 4: **Responsible for policy implementation and** for discrete policy or service **development for a service or more than one area of activity.**
- Level 5: **Responsible for** a range of **policy implementation and** policy or service **development for a directorate or equivalent.**
- Level 6: **Corporate responsibility for major policy implementation and** policy or service development, which **impacts across or beyond the organisation.**

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Follow policies in own role, may be required to comment</b>	1	5
2	<b>Implement policies and propose changes to practices, procedures for own area</b>	2	12
3	<b>Propose policy or service changes, impact beyond own area</b>	3	21
4	<b>Responsible for policy implementation and development for a service</b>	4	32
4	<b>Responsible for policy implementation and development for more than one area of activity</b>	4	32
5	<b>Responsible for policy implementation and development for directorate or equivalent</b>	5	45
6	<b>Corporate responsibility for major policy implementation, impacts across or beyond the organisation</b>	6	60

## 8. RESPONSIBILITIES FOR FINANCIAL AND PHYSICAL RESOURCES

This factor measures the responsibilities of the job for financial resources (including cash, vouchers, cheques, debits and credits, invoice payment, budgets, revenues, income generation); and physical assets (including clinical, office and other equipment; tools and instruments; vehicles, plant and machinery; premises, fittings and fixtures; personal possessions of patients/clients or others; goods, produce, stocks and supplies).

It takes account of the nature of the responsibility (for example, careful use, security, maintenance, budgetary and ordering responsibilities); the frequency with which it is exercised; the value of the resources; and the degree to which the responsibility is shared with others.

Level 1: Observes **personal duty of care in relation to equipment and resources** used in course of work

Level 2: (a) Regularly **handles** or processes **cash**, cheques, patients' **valuables**.  
Or  
(b) Responsible for the **safe use of equipment other than equipment** which they **personally use**.  
Or  
(c) Responsible for **maintaining stock control** and/or **security of stock**.  
Or  
(d) **Authorised signatory** for **small cash/financial payments**.  
Or  
(e) Responsible for the **safe use of expensive or highly complex equipment**

Level 3: (a) **Authorised signatory** for cash/financial payments.  
Or  
(b) Responsible for the **purchase of some physical assets or supplies**.  
Or  
(c) **Monitors or contributes to the formulation** of department/service **budgets or financial initiatives**,  
or  
(d) **Holds a delegated budget** from a budget for a department/service.  
Or  
(e) Responsible for **installation** and/or **repair and maintenance of physical assets**.

Level 4: (a) **Budget holder for a department/service**.  
Or  
(b) Responsible for **budget setting for a department/service**.  
Or  
(c) Responsible for the **procurement or maintenance of all physical assets or supplies for a department/service**.

Level 5: (a) **Responsible for the budget for several services**.  
Or  
(b) **Responsible for budget setting for several services**.  
Or  
(c) **Responsible for physical assets for several services**.

Level 6: **Corporate responsibility for the financial resources and physical assets** of an organisation.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Personal duty of care in relation to equipment , resources</b>	1	5
2	<b>Handle cash, valuables.</b>	2(a)	12
2	<b>Safe use of equipment other than equipment used personally</b>	2(b)	12
2	<b>Maintain stock control</b>	2(c)	12
2	<b>Maintain security of stock</b>	2(c)	12
2	<b>Authorised signatory, small payments</b>	2(d)	12
2	<b>Safe use of expensive equipment</b>	2(e)	12
2	<b>Safe use of highly complex equipment</b>	2(e)	12
3	<b>Authorised signatory</b>	3(a)	21
3	<b>Purchase of some assets</b>	3(b)	21
3	<b>Purchase of some supplies</b>	3(b)	21
3	<b>Monitor budgets or financial initiatives</b>	3(c)	21
3	<b>Contribute to formulation of budgets</b>	3(c)	21
3	<b>Contribute to formulation of financial initiatives</b>	3(c)	21
3	<b>Hold delegated budget</b>	3(d)	21
3	<b>Installation and/or repair and maintenance of physical assets</b>	3(e)	21
4	<b>Budget holder for department/service</b>	4(a)	32
4	<b>Budget setting for department/service</b>	4(b)	32
4	<b>Procurement of physical assets or supplies for department/service</b>	4(c)	32
4	<b>Maintenance of physical assets for department/service</b>	4(c)	32
5	<b>Responsible for budget for several services</b>	5(a)	45
5	<b>Responsible for budget setting for several services</b>	5(b)	45
5	<b>Responsible for physical assets for several services</b>	5(c)	45

6	<b>Corporate responsibility for financial resources and physical assets</b>	6	60
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## 9. RESPONSIBILITIES FOR HUMAN RESOURCES

This factor measures the responsibilities of the job for management, supervision, co-ordination, teaching, training and development of employees, students/ trainees and others in an equivalent position.

It includes work planning and allocation; checking and evaluating work; undertaking clinical supervision; identifying training needs; developing and/or implementing training programmes; teaching staff, students or trainees; and continuing professional development (CPD). It also includes responsibility for such personnel functions as recruitment, discipline, appraisal and career development; and the long term development of human resources.

The emphasis is on the nature of the responsibility, rather than the precise numbers of those supervised, co-ordinated, trained or developed.

Level 1: Provides advice; **demonstrates own activities** or workplace routines **to new or less experienced employees** in own work area.

Level 2: (a) Responsible for **day to day supervision** or **co-ordination of staff** within a section/function of a department/service.  
Or  
(b) Regularly responsible for **professional /clinical supervision** of a small number of qualified staff or students  
or  
(c) Regularly responsible for **providing training in own discipline / practical training** or **undertaking basic workplace assessments**.  
*or*  
(d) Regularly responsible for the **provision of basic HR advice**.

Level 3: (a) Responsible for **day to day management** of a group of staff.  
or  
(b) Responsible for the **allocation** or **placement and** subsequent **supervision of qualified staff or students**  
or  
(c) Responsible for the **teaching/delivery of core training** on a **range of subjects** or **specialist training**.  
or  
(d) Responsible for the **delivery of core HR advice on a range of subjects**.

Level 4: (a) Responsible as **line manager for a single function or department**.  
or  
(b) Responsible for the **teaching** or **devising of training and development programmes** as a **major job responsibility**.  
or  
(c) Responsible for the **delivery** of a **comprehensive range of HR services**.

Level 5: (a) Responsible as **line manager for several/multiple departments**.  
or

(b) Responsible for the **management** of a **teaching/training function** across the organisation.

or

(c) Responsible for the **management** of a **significant part of the HR function** across the organisation.

Level 6: **Corporate responsibility for the human resources or HR function.**

**Bold summary texts appear in profiles as follows:**

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Demonstrate own activities to new or less experienced employees</b>	1	5
2	<b>Day to day supervision</b>	2(a)	12
2	<b>Day to day co-ordination of staff</b>	2(a)	12
2	<b>Professional /clinical supervision</b>	2(b)	12
2	<b>Provide training in own discipline</b>	2(c)	12
2	<b>Provide practical training</b>	2(c)	12
2	<b>Undertake basic workplace assessments</b>	2(c)	12
2	<b>Provide basic HR advice</b>	2(d)	12
3	<b>Day to day management</b>	3(a)	21
3	<b>Allocate, place and supervise staff or students</b>	3(b)	21
3	<b>Teach/deliver core training, range of subjects</b>	3(c)	21
3	<b>Teach/deliver specialist training</b>	3(c)	21
3	<b>Deliver core HR advice, range of subjects</b>	3(d)	21
4	<b>Line manager for single function or department</b>	4(a)	32
4	<b>Teach, devise training and development programmes, major job responsibility</b>	4(b)	32
4	<b>Deliver comprehensive range of HR services</b>	4(c)	32
5	<b>Line manager for several/multiple departments</b>	5(a)	45
5	<b>Manage teaching/training function</b>	5(b)	45
5	<b>Manage significant part of HR function across organisation</b>	5(c)	45
6	<b>Corporate responsibility for HR function</b>	6	60

## 10. RESPONSIBILITIES FOR INFORMATION RESOURCES

This factor measures specific responsibilities of the job for information *resources* (for example, computerised; paper based; microfiche) and information systems (both hardware and software, for example, medical records).

It takes account of the nature of the responsibility (security; processing and generating information; creation, updating and maintenance of information databases or systems); and the degree to which it is shared with others. It assumes that all information encountered in the NHS is confidential.

- Level 1:       **Records personally generated information**
- Level 2:       (a) Responsible for **data entry, text processing or storage of data**,  
utilising paper or computer based data entry systems.  
Or  
(b) **Occasional requirement** to use computer software **to develop or  
create reports, documents, drawings.**
- Level 3:       (a) Responsible for **taking and transcribing formal minutes**  
or  
(b) **Regular requirement** to use computer software **to develop or create  
reports, documents, drawings.**  
Or  
(c) **Responsible for maintaining one or more information systems**  
where this is a **significant job responsibility.**
- Level 4:       (a) Responsible for **adapting/designing information systems to meet  
the specifications of others.**  
Or  
(b) **Responsible for the operation of one or more information systems**  
at **department /service level** where this is the **major job responsibility**
- Level 5:       (a) Responsible for the **design and development of major information  
systems to meet the specifications of others.**  
Or  
(b) **Responsible for the operation of one or more information systems  
for several services** where this is the **major job responsibility.**
- Level 6:       Responsible for the **management and development of information  
systems across the organisation** as the **major job responsibility.**
- Level 7:       **Corporate responsibility for the provision of information systems** for  
the organisation.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE	JE
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		level	score
1	<b>Record personally generated information</b>	1	4
2	<b>Data entry, text processing, storage of data</b>	2(a)	9
2	<b>Occasional requirement to develop or create reports, documents, drawings</b>	2(b)	9
3	<b>Take, transcribe formal minutes</b>	3(a)	16
3	<b>Regular requirement to develop or create reports, documents, drawings</b>	3(b)	16
3	<b>Responsible for maintaining one or more information systems, significant job responsibility</b>	3(c)	16
4	<b>Adapt, design information systems to meet specifications of others</b>	4(a)	24
4	<b>Responsible for the operation of one or more information systems for department /service, major job responsibility</b>	4(b)	24
5	<b>Design &amp; develop major information systems to meet specifications of others</b>	5(a)	34
5	<b>Responsible for the operation of one or more information systems for several services, major job responsibility</b>	5(b)	34
6	<b>Manage, develop information, systems across the organisation, major job responsibility</b>	6	46
7	<b>Corporate responsibility for provision of information systems</b>	7	60

## 11. RESPONSIBILITIES FOR RESEARCH AND DEVELOPMENT

This factor measures the responsibilities of the job for informal and formal clinical or non-clinical research and development activities underpinned by appropriate methodology and documentation, including formal testing or evaluation of drugs, or clinical or non-clinical equipment.

It takes into account the nature of the responsibility (initiation, implementation, oversight of research and development activities), whether it is an integral part of the work or research for personal development purposes; and the degree to which it is shared with others.

- Level 1: **Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing.**
- Level 2: (a) **Regularly undertakes R & D activity** as a requirement of the job  
or  
(b) **Regularly undertakes clinical trials**  
or  
(c) **Regularly undertakes equipment testing or adaptation.**
- Level 3: Carries out **research** or **development** work as part of one or more formal research programmes or **activities as a major job requirement.**
- Level 4: Responsible for **co-ordinating** and **implementing R & D** programmes or **activity as a requirement of the job.**
- Level 5: Responsible, as an integral part of the job, for **initiating** (which may involve securing funding) and **developing R & D** programmes or **activities**, which support the objectives of the broader organisation.
- Level 6: Responsible, as an integral part of the job, for **initiating** and **developing R & D programmes**, which have an **impact outside the organisation**, e.g. NHS wide or outside the Health Service.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Undertake surveys or audits, as necessary to own work</b>	1	5
1	<b>Occasionally participate in R &amp; D</b>	1	5
1	<b>Occasionally participate in clinical trials</b>	1	5
1	<b>Occasionally participate in equipment testing</b>	1	5
2	<b>Regularly undertake R &amp; D activity</b>	2(a)	12
2	<b>Regularly undertake clinical trials</b>	2(b)	12
2	<b>Regularly undertake equipment testing, adaptation.</b>	2(c)	12
3	<b>R&amp;D activities as major job requirement.</b>	3	21
4	<b>Co-ordinate, implement R &amp; D activity as job requirement</b>	4	32
5	<b>Initiate, develop R &amp; D activities</b>	5	45
6	<b>Initiate, develop R &amp; D programmes, impact outside organisation</b>	6	60

## 12. FREEDOM TO ACT

This factor measures the extent to which the jobholder is required to be accountable for own actions and those of others, to use own initiative and act independently; and the discretion allowed to the jobholder to take action.

It takes account of any restrictions on the jobholder's freedom to act imposed by, for example, supervisory control; instructions, procedures, practices and policies; professional, technical or occupational codes of practice or other ethical guidelines; the nature or system in which the job operates; the position of the job within the organisation; and the existence of any statutory responsibility for service provision.

Level 1: Generally works with **supervision close by** and within **well-established procedures** and/or practices and has standards and results to be achieved.

Level 2: Is guided by **standard operating procedures (SOPs)**, good practice, established precedents and understands what results or standards are to be achieved. **Someone** is generally **available for reference** and work may be checked on a sample/random basis.

Level 3: Is guided by precedent and **clearly defined occupational policies**, protocols, procedures or codes of conduct. **Work is managed, rather than supervised**, and results/outcomes are assessed at agreed intervals.

Level 4: Expected results are defined but the post holder decides how they are best achieved. Is guided by principles and **broad occupational policies** or regulations. Guidance may be provided by peers or external reference points.

Level 5: Is guided by **general** health, organisational or broad occupational **policies**, but in most situations the post holder will **need to establish** the way in which these should be **interpreted**.

Level 6: Is **required to interpret overall health service policy and strategy**, in order to establish goals and standards.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Well-established procedures, supervision close by</b>	1	5
2	<b>Standard operating procedures, someone available for reference</b>	2	12
3	<b>Clearly defined occupational policies, work is managed, rather than supervised</b>	3	21
4	<b>Broad occupational policies</b>	4	32
5	<b>General policies, need to establish interpretation</b>	5	45
6	<b>Required to interpret overall health service policy and strategy</b>	6	60

### 13. PHYSICAL EFFORT

This factor measures the nature, level, frequency and duration of the physical effort (sustained effort at a similar level or sudden explosive effort) required for the job. It takes account of any circumstances that may affect the degree of effort required, such as working in an awkward position or confined space.

The job requires:

Level 1: A **combination of sitting, standing and walking** with little requirement for physical effort. There may be a requirement to exert **light physical effort for short periods**.

Level 2: (a) There is a **frequent** requirement for **sitting or standing in a restricted position** for a substantial proportion of the working time.

or

(b) There is a **frequent** requirement for **light physical effort for several short periods** during a shift.

or

(c) There is an **occasional** requirement to exert **light physical effort for several long periods** during a shift.

or

(d) There is an **occasional** requirement to exert **moderate physical effort for several short periods** during a shift.

Level 3: (a) There is a **frequent** requirement to exert **light physical effort for several long periods** during a shift.

or

(b) There is an **occasional** requirement to exert **moderate physical effort for several long periods** during a shift.

or

(c) There is a **frequent** requirement to exert **moderate physical effort for several short periods** during a shift.

Level 4: (a) There is an **ongoing requirement** to exert **light physical effort**.

or

(b) There is a **frequent** requirement to exert **moderate physical effort for several long periods** during a shift.

or

(c) There is an **occasional** requirement to exert **intense physical effort for several short periods** during a shift.

Level 5: (a) There is an **ongoing requirement** to exert **moderate physical effort**.

or

(b) There is a **frequent** requirement to exert **intense physical effort for several short periods** during a shift.

or

(c) There is an **occasional** requirement to exert **intense physical effort for several long periods** during a shift.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Combination of sitting, standing, walking</b>	1	3
1	<b>Light physical effort for short periods</b>	1	3
2	<b>Frequent sitting or standing in a restricted position</b>	2(a)	7
2	<b>Frequent light effort for several short periods</b>	2(b)	7
2	<b>Occasional light effort for several long periods</b>	2(c)	7
2	<b>Occasional moderate effort for several short periods</b>	2(d)	7
3	<b>Frequent light effort for several long periods</b>	3(a)	12
3	<b>Occasional moderate effort for several long periods</b>	3(b)	12
3	<b>Frequent moderate effort for several short periods</b>	3(c)	12
4	<b>Ongoing requirement for light effort</b>	4(a)	18
4	<b>Frequent moderate effort for several long periods</b>	4(b)	18
4	<b>Occasional intense effort for several short periods</b>	4(c)	18
5	<b>Ongoing requirement for moderate effort.</b>	5(a)	25
5	<b>Frequent intense effort for several short periods</b>	5(b)	25
5	<b>Occasional intense effort for several long periods</b>	5(c)	25

## 14 MENTAL EFFORT

This factor measures the nature, level, frequency and duration of the mental effort required for the job (for example concentration; responding to unpredictable work patterns, interruptions and the need to meet deadlines).

Level 1: **General awareness and sensory attention**; normal care and attention; an occasional requirement for concentration where the **work pattern is predictable** with few competing demands for attention.

Level 2: (a) There is a **frequent** requirement for **concentration** where the **work pattern is predictable** with few competing demands for attention.  
or  
(b) There is an **occasional** requirement for **concentration** where the **work pattern is unpredictable**.

Level 3: (a) There is a **frequent** requirement for **concentration** where the **work pattern is unpredictable**.  
or  
(b) There is an **occasional** requirement for **prolonged concentration**.

Level 4: (a) There is a **frequent** requirement for **prolonged concentration**.  
or  
(b) There is an **occasional** requirement for **intense concentration**.

Level 5: There is a **frequent** requirement for **intense concentration**.

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>General awareness, sensory attention; work pattern predictable</b>	1	3
2	<b>Frequent concentration; work pattern predictable</b>	2(a)	7
2	<b>Occasional concentration; work pattern unpredictable</b>	2(b)	7
3	<b>Frequent concentration; work pattern unpredictable</b>	3(a)	12
3	<b>Occasional prolonged concentration.</b>	3(b)	12
4	<b>Frequent prolonged concentration</b>	4(a)	18
4	<b>Occasional intense concentration</b>	4(b)	18
5	<b>Frequent intense concentration</b>	5	25

## 15 EMOTIONAL EFFORT

This factor measures the nature, level, frequency and duration demands of the emotional effort required to undertake clinical or non-clinical duties that are generally considered to be distressing and/or emotionally demanding.

- Level 1: (a) **Exposure to distressing or emotional circumstances is rare.**  
or  
(b) **Occasional indirect exposure to distressing or emotional circumstances.**
- Level 2: (a) **Occasional exposure to distressing or emotional circumstances.**  
or  
(b) **Frequent indirect exposure to distressing or emotional circumstances.**  
or  
(c) **Occasional indirect exposure to highly distressing or highly emotional circumstances.**
- Level 3: (a) **Frequent exposure to distressing or emotional circumstances.**  
or  
(b) **Occasional exposure to highly distressing or highly emotional circumstances.**  
or  
(c) **Frequent indirect exposure to highly distressing or highly emotional circumstances**
- Level 4: (a) **Occasional exposure to traumatic circumstances.**  
or  
(b) **Frequent exposure to highly distressing or highly emotional circumstances.**

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Exposure to distressing or emotional circumstances is rare</b>	1(a)	5
1	<b>Occasional indirect distressing or emotional circumstances</b>	1(b)	5
2	<b>Occasional distressing or emotional circumstances</b>	2(a)	11
2	<b>Frequent indirect distressing or emotional circumstances</b>	2(b)	11
2	<b>Occasional indirect highly distressing or emotional circumstances</b>	2(c)	11
3	<b>Frequent distressing or emotional circumstances</b>	3(a)	18
3	<b>Occasional highly distressing or emotional circumstances</b>	3(b)	18
4	<b>Frequent indirect highly distressing or emotional circumstances</b>	3(c)	18
4	<b>Occasional traumatic circumstances</b>	4(a)	25
4	<b>Frequent highly distressing or emotional circumstances</b>	4(b)	25

## 16 WORKING CONDITIONS

This factor measures the nature, level, frequency and duration of demands arising from inevitably adverse environmental conditions (such as extreme heat/cold, smells, noise, and fumes) and hazards, which are unavoidable (**even with the strictest health and safety controls**), such as road traffic accidents, spills of harmful chemicals, aggressive behaviour of patients, clients, relatives, carers.

- Level 1:       **Exposure to unpleasant working conditions or hazards is rare.**
- Level 2:       (a) **Occasional** exposure to **unpleasant working conditions.**  
                  or  
                  (b) **Occasional** requirement to **use road transportation in emergency situations.**  
                  or  
                  (c) **Frequent** requirement to **use road transportation.**  
                  or  
                  (d) **Frequent** requirement to **work out doors.**  
                  or  
                  (e) Requirement to **use VDU equipment more or less continuously** on most days.
- Level 3:       (a) **Frequent** exposure to **unpleasant working conditions.**  
                  or  
                  (b) **Occasional** exposure to **highly unpleasant working conditions.**
- Level 4:       (a) **Some exposure to hazards.**  
                  **or**  
                  (b) **Frequent** exposure to **highly unpleasant working conditions.**
- Level 5:       **Considerable exposure to hazards.**

Bold summary texts appear in profiles as follows:

Level	Job Evaluation Rationale	JE level	JE score
1	<b>Exposure to unpleasant conditions is rare</b>	1	3
2	<b>Occasional unpleasant conditions</b>	2(a)	7
2	<b>Occasional use of road transportation in emergency situations</b>	2(b)	7
2	<b>Frequent use of road transportation</b>	2(c)	7
2	<b>Frequent requirement to work out doors</b>	2(d)	7
2	<b>Use VDU equipment more or less continuously</b>	2(e)	7
3	<b>Frequent unpleasant conditions</b>	3(a)	12
3	<b>Occasional highly unpleasant conditions</b>	3(b)	12
4	<b>Some exposure to hazards</b>	4(a)	18
5	<b>Frequent highly unpleasant conditions</b>	4(b)	18
5	<b>Considerable exposure to hazards</b>	5	25