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## AGENDA FOR CHANGE - REVIEW ADVICE SHEET ONE

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### INTRODUCTION

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Almost all Unite the UNION – Amicus Section members should now have received their Agenda for Change (AfC) assimilation letter assigning them to one of the new pay bands. The likelihood is that the majority will be satisfied with the new grade and the salary that comes with it. However, a significant number will feel that the result is unsatisfactory.

The NHS Job Evaluation Scheme, upon which NHS jobs are assimilated to AfC, has been designed to be as objective as possible and to meet equality criteria by being fair and non-discriminatory. Nonetheless, job evaluation is not an exact science and can be open to human error; the process therefore includes the right to a review. Remember that this is not an appeal - **it is a review**.

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### MATCHING PROCESS

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The fair application of the scheme is wholly dependent on the quality of information presented to the matching panels. The scheme, as detailed in the Handbook, required that matching panels be given agreed and up to date job descriptions, person specifications, organisation charts, other reference documents and any short-form questionnaires used to collect supplementary information, for example in relation to the Effort and Environment factors, for the posts to be matched.

In Glasgow, the former AfC Project Steering Group agreed a common template for job descriptions to elicit the necessary information in relation to the factors measured within the scheme. It would be fair to report, despite the template, that the quality of the content of job descriptions received for matching could be said to be variable with a significant difference between those produced early in the process when compared to those at the end. This must have had an impact on the outcomes and will be required to be remedied as part of the review process by means of additional information.

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### REVIEW

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It is important to check the CAJE (Computer Assisted Job Evaluation scheme) Report, provided with your Assimilation Letter, to ensure that you have been assimilated using the job description(s) that was submitted for your post(s). It has been known for staff to be assimilated to the wrong job description. If you believe this to be the case or have any other questions regarding the AfC process then seek advice immediately from your local Group Representative, as these problems should be resolved outside the review process.

### SEEKING A REVIEW

A request seeking a review must be lodged within 3 months of receiving the letter of assimilation. If you have not already done so, you should register for a review by notifying the Agenda for Change Office using the contact information given on the assimilation letter. This request will be acknowledged by the AfC Office.

At this stage it is NOT necessary to provide details of the grounds for seeking a review.

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### THE REVIEW SUBMISSION

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When the request for a review is lodged, you should begin to consider the grounds for achieving a successful outcome from this process. It is important that any such consideration should be realistic and evidence based.

It should be remembered that, as you will not be allowed to address the panel in person, the grounds you submit for the review must be clearly justified and backed up where appropriate with additional supporting evidence. Any change from the original job description must have applied in October 2004

and such additional information must be supported and signed by the line manager. The review submission should be succinct but at the same time sufficient and designed with the aim of the review panel having as little choice as possible in reaching the desired outcome.

You will find the following documents essential (these are either available as an appendix to this document or from the Web):

- [Your Assimilation Letter including the attached CAJE Report;](#)
- [Your Job Description;](#)
- [NHS Job Evaluation Handbook \(2nd Edition\);](#)
- [National Profiles for your job family;](#)
- [NHS Greater Glasgow & Clyde Review Procedure;](#)
- [AfC Score Card \(Appendix - you may find completing the card useful\).](#)

You will need to focus on the areas where you feel the original decision was deficient. This may be focussed on a single factor or on multiple factors. However, if the desired increase in points is insufficient to take the score into the next pay band, then there is no point in proceeding with the review request.

## **POTENTIAL OUTCOME**

It has been agreed within NHS Greater Glasgow and Clyde (unlike the rest of the UK) that a review panel can only consider matching to job profiles that are in the same or a higher pay band than that currently assigned. If the review matches to another National Profile then the result will be either the same or will go up: it cannot go down.

It is for this reason it is recommended that wherever possible you should aim to match a National Profile. This will mean that the number of points and where they are to be achieved is quite specific.

If a job description cannot be matched to a National Profile, then it will require a local job evaluation. A local evaluation is not something to be feared – it is simply a whole lot more work. However, you should remember that it is not possible to predict the result of a local job evaluation, however importantly the outcome could be a lower pay band.

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## **NATIONAL PROFILES**

National Profiles have been developed in order to make the process of assigning staff to one of the new pay bands as straightforward as possible and provide a framework against which to check the consistency of local evaluation. The Profiles are grouped within job families (e.g. Allied Health Professions) and then in occupational or generic groups (e.g. Speech and Language Therapy).

### **MATCHING A NATIONAL PROFILE**

When matching to National Profiles, factor 2 (knowledge, training & experience) and factor 12 (freedom to act) must match; there can be no variation. If these do not match then another profile should be looked at.

All other factors can be one level up or down with a maximum of no more than 5 variations across all the factors (with the exception of factors 2 & 12 that must match) and that the score variations do not take the job over a band boundary.

It is recommended that you should look at Factor 2 (Knowledge, training and experience) first. This factor is very significant: not only must the level match the National Profile; it is also the factor with the highest points score. A change in level for this factor will mean a considerable number of additional points. Although it is entirely possible to achieve a successful review without necessarily gaining additional points under factor 2, however this will be dependent on the points required.

Let us take an entirely fictional example of someone who has matched to Band 4 with a total 280 points of which 88 points were for level 4 in Factor 2. If this postholder felt they should be matched to a Band

5 profile then the gap to bridge is at least 46 points. Level 5 in Factor 2 is 120 points thereby contributing 32 points towards the necessary target. The remaining gap of 14 points is much more achievable than would be the case if all the 46 points had to be gained elsewhere.

***So how does our mythical colleague evidence the changes should be made?***

The Job Evaluation Handbook describes:

| Level 4 of Factor 2 as:   | Level 5 as:  |
|---|--|
| <b><i>“Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience.”</i></b> | <b><i>“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”</i></b> |
| <b>and further defines this as</b>  |  |
| <b><i>“...equating to a Higher National Certificate... or equivalent level of knowledge”.</i></b>   | <b><i>“...normally requires degree level or equivalent level of knowledge. This level of knowledge could also be obtained through an in-depth diploma plus significant experience”.</i></b>                  |

This definition does not mean the individual needs to possess a degree: but rather that the job requires this level of knowledge - it may be achieved through relevant experience. It is the requirement for this knowledge or experience that must be evidenced.

Colleagues will have to demonstrate, with evidence either contained within the original job description\* or with additional information, that the job role has this requirement. This should not be limited to entry-level qualifications: significant post entry experience should be evidenced where it is necessary for the role. This evidence will, in all likelihood, require to be supplemented by referencing further evidence to other factors, thus maximising the chance of gaining sufficient points for the next pay band and profile. It is this accumulation of evidence that will be the basis of a successful review.

By following a similar process for each factor, and being realistic, members should be able to build the justifiable grounds, where it exists, for a successful review. It is important, again to emphasis the need, to be succinct but sufficient when providing justifiable evidence. Do **not** try and overstate the case as this is unlikely to be supported by management but **do** insist on accuracy. New evidence has to be agreed in partnership by your line manager in the same way as your original job description.

Please remember that it is the job as at October 2004 that is to be considered at review. If the job has changed significantly since then, it should be the subject of a new job description and this will need to be matched separately and not as part of the review process.

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\* It is entirely possible that the original job description contained the necessary evidence to support a particular factor level but was either missed in the matching process or assessed at the wrong level for the factor. Evidence of this should also be included.



# Agenda for Change Score Card

| <b>Factor</b>  | <b>Level</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
|--|--------------|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>1. Communication &amp; relationship skills</b>            |              | 5        | 12       | 21       | 32       | 45       | 60       |          |          |
| <b>2. Knowledge, training &amp; experience</b>               |              | 16       | 36       | 60       | 88       | 120      | 156      | 196      | 240      |
| <b>3. Analytical skills</b>                                  |              | 6        | 15       | 27       | 42       | 60       |          |          |          |
| <b>4. Planning &amp; organisation skills</b>                 |              | 6        | 15       | 27       | 42       | 60       |          |          |          |
| <b>5. Physical skills</b>                                    |              | 6        | 15       | 27       | 42       | 60       |          |          |          |
| <b>6. Responsibility - patient / client care</b>             |              | 4        | 9        | 15       | 22       | 30       | 39       | 49       | 60       |
| <b>7. Responsibility - Policy &amp; Service</b>              |              | 5        | 12       | 21       | 32       | 45       | 60       |          |          |
| <b>8. Responsibility - Financial &amp; physical</b>          |              | 5        | 12       | 21       | 32       | 45       | 60       |          |          |
| <b>9. Responsibility – Staff / HR / leadership, training</b> |              | 5        | 12       | 21       | 32       | 45       | 60       |          |          |
| <b>10. Responsibility - Information resources</b>            |              | 4        | 9        | 16       | 24       | 34       | 46       | 60       |          |
| <b>11. Responsibility - R&amp;D</b>                          |              | 5        | 12       | 21       | 32       | 45       | 60       |          |          |
| <b>12. Freedom to act</b>                                    |              | 5        | 12       | 21       | 32       | 45       | 60       |          |          |
| <b>13. Physical effort</b>                                   |              | 3        | 7        | 12       | 18       | 25       |          |          |          |
| <b>14. Mental effort</b>                                     |              | 3        | 7        | 12       | 18       | 25       |          |          |          |
| <b>15. Emotional effort</b>                                  |              | 5        | 11       | 18       | 25       |          |          |          |          |
| <b>16. Working conditions</b>                                |              | 3        | 7        | 12       | 18       | 25       |          |          |          |

| Factor 1. Communication & relationship skills  | Levels  | Points | Score | Claim | Reason |
|--|---|--------|-------|-------|--------|
| <p><i>This factor measures the skills required to communicate, establish and maintain relationships and gain the cooperation 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 reassurance. It also takes account of difficulties involved in exercising these skills.</i></p> | 1: Providing and receiving routine information orally to assist in undertaking own job. Communication is mainly with work colleagues.   | 5      |       |       |        |
|  | 2: Providing and receiving routine information orally, in writing or electronically to inform work colleagues, patients, clients, carers, the public or other external contacts.  | 12     |       |       |        |
|  | 3: (a) Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding.<br>Or<br>(b) Providing and receiving complex or sensitive information.<br>Or<br>(c) Providing advice, instruction or training to groups, where the subject matter is straightforward.   | 21     |       |       |        |
|  | 4: (a) Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or reassurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding.<br>Or<br>(b) Providing and receiving highly complex information.   | 32     |       |       |        |
|  | 5: (a) Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiating, training, empathic or reassurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding.<br>Or<br>(b) Presenting complex, sensitive or contentious information to a large group of staff or members of the public.<br>Or<br>(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. | 45     |       |       |        |
|  | 6: Providing and receiving highly complex, highly sensitive or highly contentious information where there are significant barriers to acceptance which need to be overcome using the highest of interpersonal and communication skills, such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere.   | 60     |       |       |        |

| Factor 2.<br>Knowledge, training and experience   | Levels   | Points | Score | Claim | Reason |
|---|--|--------|-------|-------|--------|
| <p><i>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.</i></p> | 1: Understanding of a small number of routine work procedures which could be gained through a short induction period or on the job instruction.  | 16     |       |       |        |
|   | 2: Understanding of a range of routine work procedures possibly outside immediate work area, which would require job training and a period of induction.   | 36     |       |       |        |
|   | 3: Understanding of a range of work procedures and practices, some of which are non-routine, which require a base of theoretical knowledge. This is normally acquired through formal training or equivalent experience.                      | 60     |       |       |        |
|   | 4: Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience. | 88     |       |       |        |
|   | 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.   | 120    |       |       |        |
|   | 6: Specialist knowledge across the range of work procedures and practices underpinned by theoretical knowledge or relevant practical experience.   | 156    |       |       |        |
|   | 7: Highly developed specialist knowledge across the range of work procedures and practices underpinned by theoretical knowledge and relevant practical experience.   | 196    |       |       |        |
|   | 8: (a) Advanced theoretical and practical knowledge of a range of work procedures and practices.<br>Or<br>(b) Specialist knowledge over more than one discipline / function acquired over a significant period.                              | 240    |       |       |        |

| Factor 3.<br>Analytical and judgemental skills   | Levels   | Points | Score | Claim | Reason |
|--|--|--------|-------|-------|--------|
| <i>This factor measures the analytical and judgemental 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 judgemental skills to formulate solutions and recommend/decide on the best course of action/treatment.</i> | 1: Judgements involving straightforward facts or situations.   | 6      |       |       |        |
|  | 2: Judgements involving facts or situations, some of which require analysis.   | 15     |       |       |        |
|  | 3: Judgements involving a range of facts or situations, which require analysis or comparison of a range of options.                          | 27     |       |       |        |
|  | 4: Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.        | 42     |       |       |        |
|  | 5: Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options. | 60     |       |       |        |

| Factor 4.<br>Planning and organisational skills   | Levels   | Points | Score | Claim | Reason |
|---|--|--------|-------|-------|--------|
| <i>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.</i> | 1: Organises own day to day work tasks or activities.  | 6      |       |       |        |
|   | 2: Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing.   | 15     |       |       |        |
|   | 3: Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.   | 27     |       |       |        |
|   | 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. | 42     |       |       |        |
|   | 5: Formulating long-term, strategic plans, which involve uncertainty and which may impact across the whole organisation.   | 60     |       |       |        |

| Factor 5.<br>Physical skills   | Levels   | Points | Score | Claim | Reason |
|--|--|--------|-------|-------|--------|
| <p><i>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.</i></p> | 1: The post has minimal demand for work related physical skills.   | 6      |       |       |        |
|  | 2: The post requires physical skills which are normally obtained through practice over a period of time or during practical training, e.g. standard driving or keyboard skills; use of some tools and types of equipment.  | 15     |       |       |        |
|  | 3: (a) The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This 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.<br>Or<br>(b) The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This of skill may be required for manipulation of fine tools or materials. | 27     |       |       |        |
|  | 4: The post requires highly developed physical skills where a high degree of precision or speed and high s of hand, eye and sensory coordination are essential.  | 42     |       |       |        |
|  | 5: The post requires the highest of physical skills where a high degree of precision or speed and the highest s of hand, eye and sensory co-ordination are essential.  | 60     |       |       |        |

| Factor 6.<br>Responsibilities for patient/client care   | Levels  | Points | Score | Claim | Reason |
|---|---|--------|-------|-------|--------|
| <i>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 maintain records of care / treatment / advice / tests.</i> | 1: Assists patients/clients/relatives during incidental contacts.   | 4      |       |       |        |
|   | 2: Provides general non-clinical advice, information, guidance or ancillary services directly to patients, clients, relatives or carers.  | 9      |       |       |        |
|   | 3: (a) Provides personal care to patients/clients.<br>Or<br>(b) Provides basic clinical technical services for patients/clients.<br>Or<br>(c) Provides basic clinical advice.   | 15     |       |       |        |
|   | 4: (a) Implements clinical care/care packages.<br>Or<br>(b) Provides clinical technical services to patients/clients.<br>Or<br>(c) Provides advice in relation to the care of an individual, or groups of patients / clients.   | 22     |       |       |        |
|   | 5: (a) Develops programmes of care/care packages.<br>Or<br>(b) Provides specialist clinical technical services.<br>Or<br>(c) Provides specialised advice in relation to the care of patients / clients.   | 30     |       |       |        |
|   | 6: (a) Develops specialised programmes of care/care packages.<br>Or<br>(b) Provides highly specialist clinical technical services.<br>Or<br>(c) Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients.<br>Or<br>(d) Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service. | 39     |       |       |        |
|   | 7: Accountable for the direct delivery of a clinical, clinical technical, or social care service(s).  | 49     |       |       |        |
|   | 8: Corporate responsibility for the provision of a clinical, clinical technical or social care service(s).  | 60     |       |       |        |

| Factor 7.<br>Responsibilities for policy and service development implementation  | Levels  | Points | Score | Claim | Reason |
|--|---|--------|-------|-------|--------|
| <i>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.</i> | 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. | 5      |       |       |        |
|  | 2: Implements policies for own work area and proposes changes to working practices or procedures for own work area.   | 12     |       |       |        |
|  | 3: Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity.   | 21     |       |       |        |
|  | 4: Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity.  | 32     |       |       |        |
|  | 5: Responsible for a range of policy implementation and policy or service development for a directorate or equivalent.  | 45     |       |       |        |
|  | 6: Corporate responsibility for major policy implementation and policy or service development, which impacts across or beyond the organisation.   | 60     |       |       |        |

| Factor 8.<br>Responsibilities for financial and physical resources  | Levels   | Points | Score | Claim | Reason |
|---|--|--------|-------|-------|--------|
| <p><i>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 (e.g. 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.</i></p> | 1: Observes personal duty of care in relation to equipment and resources used in course of work.   | 5      |       |       |        |
|   | 2: (a) Regularly handles or processes cash, cheques, patients' valuables.<br>Or<br>(b) Responsible for the safe use of equipment other than equipment which they personally use.<br>Or<br>(c) Responsible for maintaining stock control and/or security of stock.<br>Or<br>(d) Authorised signatory for small cash/financial payments.<br>Or<br>(e) Responsible for the safe use of expensive or highly complex equipment.           | 12     |       |       |        |
|   | 3: (a) Authorised signatory for cash/financial payments.<br>Or<br>(b) Responsible for the purchase of some physical assets or supplies.<br>Or<br>(c) Monitors or contributes to the drawing up of department / service budgets or financial initiatives.<br>Or<br>(d) Holds a delegated budget from a budget for a department / service.<br>Or<br>(e) Responsible for the installation or repair and maintenance of physical assets. | 21     |       |       |        |
|   | 4: (a) Budget holder for a department/service.<br>Or<br>(b) Responsible for budget setting for a department / service.<br>Or<br>(c) Responsible for the procurement or maintenance of all physical assets or supplies for a department / service.  | 32     |       |       |        |
|   | 5: (a) Responsible for the budget for several services.<br>Or<br>(b) Responsible for budget setting for several services.<br>Or<br>(c) Responsible for physical assets for several services.   | 45     |       |       |        |
|   | 6: Corporate responsibility for the financial resources and physical assets of an organisation.  | 60     |       |       |        |

| Factor 9.<br>Responsibilities for human resources (HR)   | Levels  | Points | Score | Claim | Reason |
|--|---|--------|-------|-------|--------|
| <p><i>This factor measures the responsibilities of the job for management, supervision, coordination, 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.</i></p> | 1: Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area.   | 5      |       |       |        |
|  | 2: (a) Responsible for day to day supervision or co-ordination of staff within a section/function of a department/service.<br>Or<br>(b) Regularly responsible for professional/clinical supervision of a small number of qualified staff or students.<br>Or<br>(c) Regularly responsible for providing training in own discipline / practical training or undertaking basic workplace assessments.<br>Or<br>(d) Regularly responsible for the provision of basic HR advice. | 12     |       |       |        |
|  | 3: (a) Responsible for day to day management of a group of staff.<br>Or<br>(b) Responsible for the allocation or placement and subsequent supervision of qualified staff or students.<br>Or<br>(c) Responsible for the teaching/delivery of core training on a range of subjects or specialist training.<br>Or<br>(d) Responsible for the delivery of core HR advice on a range of subjects.  | 21     |       |       |        |
|  | 4: (a) Responsible as line manager for a single function or department.<br>Or<br>(b) Responsible for the teaching or devising of training and development programmes as a major job responsibility.<br>Or<br>(c) Responsible for the delivery of a comprehensive range of HR services.  | 32     |       |       |        |
|  | 5: (a) Responsible as line manager for several/multiple departments.<br>Or<br>(b) Responsible for the management of a teaching/training function across the organisation.<br>Or<br>(c) Responsible for the management of a significant part of the HR function across the organisation.   | 45     |       |       |        |
|  | 6: Corporate responsibility for the human resources or HR function.   | 60     |       |       |        |

| Factor 10.<br>Responsibilities for information resources  | Levels   | Points | Score | Claim | Reason |
|---|--|--------|-------|-------|--------|
| <i>This factor measures specific responsibilities of the job for information resources (e.g. computerised; paper based; microfiche) and information systems (both hardware and software, e.g. 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.</i> | 1: Records personally generated information.   | 4      |       |       |        |
|   | 2: (a) Responsible for data entry, text processing or storage of data, utilising paper or computer based data entry systems.<br>Or<br>(b) Occasional requirement to use computer software to develop or create reports, documents, drawings.   | 9      |       |       |        |
|   | 3: (a) Responsible for taking and transcribing formal minutes.<br>Or<br>(b) Regular requirement to use computer software to develop or create reports, documents, drawings.<br>Or<br>(c) Responsible for maintaining one or more information systems where this is a significant job responsibility. | 16     |       |       |        |
|   | 4: (a) Responsible for adapting/designing information systems to meet the specifications of others.<br>Or<br>(b) Responsible for the operation of one or more information systems at department /service where this is the major job responsibility.   | 24     |       |       |        |
|   | 5: (a) Responsible for the design and development of major information systems to meet the specifications of others.<br>Or<br>(b) Responsible for the operation of one or more information systems for several services where this is the major job responsibility.                                  | 34     |       |       |        |
|   | 6: Responsible for the management and development of information systems across the organisation as the major job responsibility.  | 46     |       |       |        |
|   | 7: Corporate responsibility for the provision of information systems for the organisation.   | 60     |       |       |        |

| Factor 11.<br>Responsibilities for research and development   | Levels   | Points | Score | Claim | Reason |
|---|--|--------|-------|-------|--------|
| <i>This factor measures the responsibilities of the job for informal and formal clinical or non-clinical research and development (R &amp; D) 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.</i> | 1: Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing.  | 5      |       |       |        |
|   | 2: (a) Regularly undertakes R & D activity as a requirement of the job.<br>Or<br>(b) Regularly undertakes clinical trials.<br>Or<br>(c) Regularly undertakes equipment testing or adaptation.                | 12     |       |       |        |
|   | 3: Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement.  | 21     |       |       |        |
|   | 4: Responsible for co-ordinating and implementing R & D programmes or activity as a requirement of the job.  | 32     |       |       |        |
|   | 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. | 45     |       |       |        |
|   | 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.                  | 60     |       |       |        |

| Factor 12.<br>Freedom to act  | Levels   | Points | Score | Claim | Reason |
|---|--|--------|-------|-------|--------|
| <p><i>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.</i></p> | 1: Generally works with supervision close by and within well established procedures and/or practices and has standards and results to be achieved.   | 5      |       |       |        |
|   | 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. | 12     |       |       |        |
|   | 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.  | 21     |       |       |        |
|   | 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.                          | 32     |       |       |        |
|   | 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.   | 45     |       |       |        |
|   | 6: Is required to interpret overall health service policy and strategy, in order to establish goals and standards.   | 60     |       |       |        |

| Factor 13.<br>Physical effort   | Levels  | Points | Score | Claim | Reason |
|---|---|--------|-------|-------|--------|
| <p><i>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.</i></p> | <p>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.</p>  | 3      |       |       |        |
|   | <p>2: (a) There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of the working time.<br/>Or<br/>(b) There is a frequent requirement for light physical effort for several short periods during a shift.<br/>Or<br/>(c) There is an occasional requirement to exert light physical effort for several long periods during a shift.<br/>Or<br/>(d) There is an occasional requirement to exert moderate physical effort for several short periods during a shift.</p> | 7      |       |       |        |
|   | <p>3: (a) There is a frequent requirement to exert light physical effort for several long periods during a shift.<br/>Or<br/>(b) There is an occasional requirement to exert moderate physical effort for several long periods during a shift.<br/>Or<br/>(c) There is a frequent requirement to exert moderate physical effort for several short periods during a shift.</p>   | 12     |       |       |        |
|   | <p>4: (a) There is an ongoing requirement to exert light physical effort.<br/>Or<br/>(b) There is a frequent requirement to exert moderate physical effort for several long periods during a shift.<br/>Or<br/>(c) There is an occasional requirement to exert intense physical effort for several short periods during a shift.</p>  | 18     |       |       |        |
|   | <p>5: (a) There is an ongoing requirement to exert moderate physical effort.<br/>Or<br/>(b) There is a frequent requirement to exert intense physical effort for several short periods during a shift.<br/>Or<br/>(c) There is an occasional requirement to exert intense physical effort for several long periods during a shift.</p>  | 25     |       |       |        |

| Factor 14.<br>Mental effort  | Levels  | Points | Score | Claim | Reason |
|--|---|--------|-------|-------|--------|
| <i>This factor measures the nature, level, frequency and duration of the mental effort required for the job (e.g. concentration; responding to unpredictable work patterns, interruptions and the need to meet deadlines).</i> | 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.  | 3      |       |       |        |
|  | 2: (a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention.<br>Or<br>(b) There is an occasional requirement for concentration where the work pattern is unpredictable. | 7      |       |       |        |
|  | 3: (a) There is a frequent requirement for concentration where the work pattern is unpredictable.<br>Or<br>(b) There is an occasional requirement for prolonged concentration.  | 12     |       |       |        |
|  | 4: (a) There is a frequent requirement for prolonged concentration.<br>Or<br>(b) There is an occasional requirement for intense concentration.  | 18     |       |       |        |
|  | 5: There is a frequent requirement for intense concentration.   | 25     |       |       |        |

| Factor 15.<br>Emotional effort  | Levels   | Points | Score | Claim | Reason |
|---|--|--------|-------|-------|--------|
| <i>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.</i> | 1: (a) Exposure to distressing or emotional circumstances is rare.<br>Or<br>(b) Occasional indirect exposure to distressing or emotional circumstances.  | 5      |       |       |        |
|   | 2: (a) Occasional exposure to distressing or emotional circumstances.<br>Or<br>(b) Frequent indirect exposure to distressing or emotional circumstances.<br>Or<br>(c) Occasional indirect exposure to highly distressing or highly emotional circumstances.    | 11     |       |       |        |
|   | 3: (a) Frequent exposure to distressing or emotional circumstances.<br>Or<br>(b) Occasional exposure to highly distressing or highly emotional circumstances.<br>Or<br>(c) Frequent indirect exposure to highly distressing or highly emotional circumstances. | 18     |       |       |        |
|   | 4: (a) Occasional exposure to traumatic circumstances.<br>Or<br>(b) Frequent exposure to highly distressing or highly emotional circumstances.   | 25     |       |       |        |

| Factor 16.<br>Working conditions   | Levels  | Points | Score | Claim | Reason |
|--|---|--------|-------|-------|--------|
| <i>This factor measures the nature, level, frequency and duration of demands arising from inevitably adverse environmental conditions (such as inclement weather, 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.</i> | 1: Exposure to unpleasant working conditions or hazards is rare.  | 3      |       |       |        |
|  | 2: (a) Occasional exposure to unpleasant working conditions.<br>Or<br>(b) Occasional requirement to use road transportation in emergency situations.<br>Or<br>(c) Frequent requirement to use road transportation.<br>Or<br>(d) Frequent requirement to work out doors.<br>Or<br>(e) Requirement to use VDU equipment more or less continuously on most days. | 7      |       |       |        |
|  | 3: (a) Frequent exposure to unpleasant working conditions.<br>Or<br>(b) Occasional exposure to highly unpleasant working conditions.  | 12     |       |       |        |
|  | 4: (a) Some exposure to hazards.<br>Or<br>(b) Frequent exposure to highly unpleasant working conditions.  | 18     |       |       |        |
|  | 5: Considerable exposure to hazards.  | 25     |       |       |        |

| Pay Band | Points Range |
|----------|--------------|
| 1        | 1 – 160      |
| 2        | 161 – 215    |
| 3        | 216 – 270    |
| 4        | 271 – 325    |
| 5        | 326 – 395    |
| 6        | 396 – 465    |
| 7        | 466 – 539    |
| 8a       | 540 – 584    |
| 8b       | 585 – 629    |
| 8c       | 630 – 674    |
| 8d       | 675 – 720    |
| 9        | 721 – 765    |

|                           |  |
|---------------------------|--|
| <b>Assimilation Score</b> |  |
| <b>Band</b>               |  |
| <b>Claim Score</b>        |  |
| <b>Band</b>               |  |