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Police Staff Council 13-Factor Job Evaluation Scheme

1. Introduction to the PSC 13-Factor Job Evaluation Scheme

- 1.1 The PSC 13-Factor Job Evaluation Scheme has been developed to comply with equal value principles and practices and to cover a wide range of police staff jobs. More recently, modifications have been made following experience of users in the police sector to ensure that it covers the full range of police staff jobs, including those being introduced as part of Workforce Modernisation projects, and in a user friendly manner.
- 1.2 The PSC 13-Factor Job Evaluation Scheme is available in both paper-based and computerised versions. The computerised version was developed by an HR software solutions company called Pilat, using its Gauge software. This manual applies to both the paper-based and computerised versions of the system.
- 1.3 Questions are sometimes asked about particular features of the scheme, for example, the number of factors. This introduction provides answers to those frequently asked questions and explains why the scheme is as it is.

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2. The Factor Plan

2.1 The joint group, which agreed the 13-Factor Scheme for use for staff police jobs, accepted that the aim should be to have factors which would between them cover all significant features of a wide range of administrative, clerical, professional, technical and manual jobs. It was agreed that the factors should be representative of 4 standard groups of factors:

- (1) Knowledge and Skills
- (2) Responsibilities
- (3) Effort
- (4) Environmental Demands

It was also agreed that the broad factor groups should be broken down into a number of individual factors to ensure that all job features are fairly measured (equality principle) and to facilitate evaluation.

2.2 The justification for the inclusion of individual factors is as follows:

Factor Group/ Factor	Justification for Inclusion
Knowledge and Skills	
Job Knowledge	Occurs as a main factor in nearly all modern JE systems; measures the major 'input' to the job; defined in the PSC 13-Factor JES in relation to the actual job knowledge requirements rather than qualifications and experience, which have proved discriminatory in the past
Mental Skills	Occurs in some other JE systems as Problem Solving or Analytical/ Creative/ Innovation Skills; defined to include developmental and creative skills in relation to people as well as to e.g. policies, for equality reasons

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Factor Group/ Factor	Justification for Inclusion
Communication Skills	A standard factor in modern JE systems; separately measured in order to ensure fair assessment of jobs where communication skills are particularly important.
Physical Skills	Included to ensure that the skill of jobs involving driving and/or keyboard work are fairly measured, as there is evidence that these are undervalued when measured under a Job Knowledge heading
Responsibilities	
Initiative and Independence	A standard JE factor, sometimes labelled Freedom to Act or Discretion; included to ensure that scope for decision making and exercising responsibilities is taken into account
Contacts with and Responsibility for Members of the Public	Included to reflect the nature of responsibilities in the police service; and intended to measure the responsibilities of front-line, direct service providing jobs
Responsibility for Supervision etc of other Force Personnel	A traditional JE factor; measures managerial and supervisory responsibilities; defined in terms of the nature and demands of the responsibility, rather than through numbers or types of employees supervised or managed, as the latter have proved indirectly discriminatory
Responsibility for Financial Resources	Commonly found in JE schemes, although sometimes measured through an Impact factor: included as a separate factor distinct from other physical resources to avoid under-valuation of finance jobs; defined to cover all forms of financial resources, including e.g. accounts processing and income generation jobs

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Factor Group/ Factor	Justification for Inclusion
Responsibility for Physical Resources	Commonly found in modern JE schemes, in this case, defined to include information resources, as well as responsibilities for stocks, supplies, security, design and development of physical assets
Effort Demands	
Mental Demands	Defined to measure demands for concentration, alertness and attention demands of the work
Emotional Demands	Not always recognised in older JE schemes; defined to measure the effort demands arising from dealing with members of the public or others whose behaviour or circumstances cause distress
Physical Demands	Commonly found in JE schemes covering jobs with manual features, less commonly in schemes covering non-manual jobs; defined to include stamina as well as strength-related job features
Environmental Demands Working Conditions	Commonly included in JE schemes covering jobs with manual features, less commonly in schemes covering non-manual employees; measures unavoidable and inevitable unpleasant conditions in line with good JE practice; defined to include people-related working conditions (e.g. body odours, verbal aggression) as well as environmental conditions (e.g. dust, fumes, extremes of temperature)

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3. Factor Weighting

- 3.1 The factor weighting and scoring principles agreed to be applicable to the police service were:
- Each factor should have a minimum 5% of scheme total points, in order to have potential impact on the JE outcomes
 - Overall weighting should reflect the implicit weighting arising from there being different numbers of levels identified for different factors; this gave most weighting to Knowledge and Initiative and Independence, followed by the Responsibility and Skills factors, then Effort and Working Conditions
 - Similar factors (e.g. the four Responsibility factors) should be similarly weighted in order to avoid incorporating bias in favour of particular types of jobs (e.g. managerial jobs compared to people related jobs)
 - Additional weighting should be applied to the Knowledge factor in recognition of it being a traditional determinant of pay levels
 - Scoring steps between factor levels should be equal to reflect the aim of equal steps in demand between levels (e.g. 10-20-30-40-50 rather than 6-14-24-36-50). There was also concern that there could be a perception of bias in favour of more senior posts if scoring increases more rapidly at higher factor levels than at lower levels.
 - Scoring should reflect the fact that level 1 on each factor is defined as a small but positive amount, so no zero scores
- 3.2 For transparency, 1000 points were allocated amongst the factors in accordance with the above principles to give the 13-Factor PSC JES weighting. 3 'spare' points out of the 1000 were allocated to the top 3 levels of the Knowledge factor. They have no impact on outcomes.

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Factor/ Level	1	2	3	4	5	6	7	8	Total	%
Knowledge	20	40	60	80	100	121	142	163	163	16.3
Mental Skills	13	26	39	52	65	78			78	7.8
Communication/ Interpersonal Skills	13	26	39	52	65	78			78	7.8
Physical Skills	13	26	39	52	65				65	6.5
Initiative & Independence	13	26	39	52	65	78	91	104	104	10.4
Contact with, Responsibility For Members of the Public	13	26	39	52	65	78			78	7.8
Responsibility for Supervision	13	26	39	52	65	78			78	7.8
Responsibility for Financial Resources	13	26	39	52	65	78			78	7.8
Responsibility for Physical Resources	13	26	39	52	65	78			78	7.8
Mental Demands	10	20	30	40	50				50	5.0
Emotional Demands	10	20	30	40	50				50	5.0
Physical Demands	10	20	30	40	50				50	5.0
Working Conditions	10	20	30	40	50				50	5.0
Totals									1000	100

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Police Staff Council Job Evaluation Scheme: Factors

1	<i>Knowledge</i>	50
2	<i>Mental Skills</i>	52
3	<i>Communication and Interpersonal skills</i>	54
4	<i>Physical Skills</i>	57
5	<i>Initiative and Independence</i>	59
6	<i>Contacts with and responsibilities for members of the public</i>	61
7	<i>Responsibility for supervision/direction/co-ordination of other force personnel</i>	64
8	<i>Responsibility for financial resources</i>	66
9	<i>Responsibility for physical resources</i>	69
10	<i>Mental demands</i>	73
11	<i>Emotional demands</i>	75
12	<i>Physical demands</i>	76
13	<i>Working conditions</i>	78

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1. Knowledge

This factor measures the knowledge required for the job. It covers all technical, specialist, procedural and organisational knowledge, including knowledge of the police service and how it operates, required for the job, including numeracy and literacy, knowledge of equipment and machinery; and knowledge of concepts, ideas, other cultures or languages, theories, techniques, policies and practices.

It takes into account the breadth, diversity and range of knowledge and the depth and complexity of the understanding required.

This factor does not take into account physical, mental and interpersonal/communication skills required, as these are covered by separate factors.

Level 1: The job requires knowledge of the procedures for a limited number of tasks and the operation of associated basic tools and equipment. The jobholder needs to be able to follow straightforward oral and written instructions and keep basic work records.

Level 2: The job requires knowledge of the procedures for a range of tasks and the operation of associated tools and equipment. The jobholder needs basic literacy and numeracy skills.

Level 3: The job requires knowledge of the procedures for a range of tasks, some of which, singly **or** in combination, are relatively complex, and of the operation of associated equipment and tools. Literacy and numeracy skills are required.

Level 4: The job requires predominantly practical and procedural knowledge across a technical **or** specialist area or an equivalent level of organisational, procedural and policy knowledge.

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Level 5: The job requires theoretical plus practical and procedural knowledge in a specialist area **or** an equivalent level of organisational, procedural and policy knowledge.

Level 6: The job requires advanced theoretical, practical and procedural knowledge across a specialist area **or** an equivalent level of organisational, procedural and policy knowledge.

Level 7: The job requires advanced theoretical, practical and procedural knowledge across a specialist area plus detailed knowledge of the associated organisational policies, practices and procedures **or** an equivalent level of organisational, procedural and policy knowledge.

Level 8: The job requires advanced theoretical, practical and procedural knowledge across a specialist area plus detailed knowledge of the associated organisational policies, practices and procedures for that and other related specialist areas or an equivalent level of organisational, procedural and policy knowledge.

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2. Mental Skills

This factor measures the mental skills required for the job. It includes analytical, problem solving and judgmental skills. It also includes creative and developmental skills, whether related to design, handling of people or development of policies and procedures; and planning and strategic skills.

It takes into account requirements to gather, collate and analyse the facts needed to solve problems; and also requirements for imaginative thinking.

Level 1: The job requires judgmental skills, in order to identify straightforward solutions to simple problems.

Level 2: The job requires judgmental or creative skills, where there is some need to interpret information or situations and to solve straightforward problems.

Level 3: The job requires analytical and judgmental or creative and developmental skills, where there is need to interpret information or situations and to solve varied problems or develop solutions or plans over the short term.

Level 4: The job requires analytical and judgmental or creative and developmental skills to analyse and interpret complex information or situations and to solve difficult problems or develop solutions or plans over the medium term.

Level 5: The job requires analytical and judgmental or creative and developmental skills to analyse and interpret varied and complex information or situations and to produce solutions or strategies over the long term.



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Level 6: The job requires analytical and judgmental or creative and developmental skills to analyse and interpret very varied and highly complex information or situations and to produce solutions or strategies over the long term.

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3. Communication and Interpersonal Skills

This factor measures the communication and interpersonal skills required for the job. It includes oral, linguistic, sign and written communication skills.

The emphasis of the factor is on the purpose to which the communication and interpersonal skills are put (for example, training, promoting, obtaining information from others, interviewing, gaining the co-operation of others, team working, advising, motivating, persuading, counselling, conciliating, negotiating, meeting the needs of others).

The factor covers the complexity or contentiousness of the subject matter to be conveyed, and any requirements to exercise confidentiality or sensitivity. It takes into account the nature, diversity, cultural background and size of the intended audiences.

Level 1: The job involves exchanging straightforward information, usually orally, and with work colleagues, but could include other people.

Level 2: The job involves exchanging orally or in writing information to inform other staff or members of the public. Some tact may be required.

Level 3: The job involves **either:**

- (a) exercising training or motivational skills, in relation to other members of staff **or**
- (b) exchanging orally or in writing varied information with a wide range of audiences **or**
- (c) exercising interviewing, advisory, guiding, negotiating or persuasive skills **or**
- (d) exercising interpersonal skills, in order to identify the needs of people for information or assistance **or**
- (e) using a language other than English where there is a need to exchange greetings and straightforward information in that language.

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Level 4: The job involves **either:**

- (a) exercising developed training, developmental, leadership or motivational skills in relation to other staff **or**
- (b) exercising developed interviewing, advisory, guiding, negotiating or persuasive skills in order to encourage others to adopt a particular course of action **or**
- (c) exchanging orally and in writing complicated or sensitive information with a range of audiences **or**
- (d) exercising developed interpersonal skills, in order to identify and meet the more demanding needs of people for information or assistance **or**
- (e) using one or more languages other than English where there is a need to exchange complicated information with individuals, or to identify: and respond to the needs of clients, in that language.

Level 5: The job involves **either:**

- (a) exercising highly developed advisory, counselling, negotiating or persuasive skills, or advocacy, in order to convince others to adopt courses of action they might not otherwise wish to take **or**
- (b) exchanging orally and in writing complex and contentious information with a range of audiences, including non-specialists **or**
- (c) exercising highly developed interpersonal skills, in order to identify and meet the very demanding needs of people for information or assistance **or**
- (d) using one or more languages other than English where there is a need to exchange orally and in writing complicated information with groups and individuals, or to identify and respond to the demanding needs of clients, in that language.

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Level 6: The job involves **either:**

- (a) exercising very highly developed interpersonal skills, in order to meet the exceptionally demanding needs of people for information or assistance **or**
- (b) exercising very highly developed influencing, counselling, negotiating and persuasive skills, or advocacy, in order to convince others to adopt policies and courses of action they might not otherwise wish to take **or**
- (c) exchanging orally and in writing wide ranging complex and contentious information with a range of audiences, including non-specialists.

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4. Physical Skills

This factor measures the physical skills required for the job. It covers manual and finger dexterity, hand-eye co-ordination, co-ordination of limbs, and sensory co-ordination.

It takes into account the purpose to which the skills are put and demands arising from the need to achieve specified standards of speed and precision.

Level 1: There are no particular requirements for developed physical skills. This includes use of a keyboard with a limited number of digits and without any time constraints.

Level 2: The work requires dexterity, co-ordination or sensory skills, where there is some demand for precision in the use of these skills, for example:

- (a) driving skills for a car or small van or equivalent, where these are required for carrying out the job duties **or**
- (b) keyboard skills where these are required for some aspects of the work **or**
- (c) skills for operating standard tools or equipment.

Level 3: The work requires dexterity, co-ordination or sensory skills, where there is either some demand for both precision and speed: or considerable demand for precision, in the use of these skills, for example:

- (a) driving skills for a minibus or medium van, where these are required for carrying out the job duties **or**
- (b) keyboard skills, where these are integral to the main duties of the job, for example, regular input to financial or other record systems **or**

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- (c) skills for operating tools or equipment, where fine hand or finger movements are required.

Level 4: The work requires dexterity, co-ordination or sensory skills, where there are: **either** considerable demands for both precision and speed: **or** high demands for precision, in the use of these skills, for example:

- (a) advanced driving skills for a lorry, truck or articulated vehicle, where these are required for carrying out the job duties **or**
- (b) advanced keyboard skills, where both precision and speed are required in order to complete tasks to required standards and timescales, for example, word processing or data input to specified deadlines **or**
- (c) developed skills for operating tools and equipment, where fine hand and finger movements are required.

Level 5: The work requires dexterity, co-ordination or sensory skills, where there are very high demands for precision in the use of these skills, for example, where exceptionally fine hand and finger movements are required.

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5. Initiative and Independence

This factor measures the scope allowed to the jobholder to exercise initiative and take independent actions.

It takes into account the nature and level of supervision of the jobholder; the level and degree of direction and guidance provided by policies, precedents, procedures and regulations; and any requirements to organise or quality check own work.

Level 1: The job involves following instructions which define the tasks in detail. Minimal personal initiative is required. The job is subject to supervisory or customer checks or close supervision.

Level 2: The job involves working from instructions, but making minor decisions involving the use of initiative. Problems are referred to a supervisor or manager. Little close supervision is necessary beyond that provided by working arrangements and methods.

Level 3: The job involves working within recognised procedures, which leave some room for initiative. The work may involve responding independently to unexpected problems and situations. The jobholder generally has access to a supervisor or manager for advice and guidance on unusual or difficult problems.

Level 4: The job involves working within recognised procedures. The work involves making decisions as to when and how duties are to be carried out, and responding independently to unanticipated problems and situations. The jobholder generally has access to a supervisor **or** manager for advice and guidance on serious problems.

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- Level 5:** The job involves progressing a series of activities within recognised guidelines. The work involves making frequent decisions and exercising initiative without ready access to more senior colleagues. The jobholder consults a supervisor **or** manager for advice on policy or resource issues.
- Level 6:** The job involves working within broad practice or guidelines. The work involves using discretion and initiative over a broad area of activity, with little access to more senior colleagues. The job is subject to broad managerial direction.
- Level 7:** The job involves working within Force policies. The work involves using wide discretion and initiative over a very broad area of activity, with little access to others. The job is subject to minimal managerial direction.
- Level 8:** The job involves working within overall Force policies. The work involves using very wide discretion and initiative over a very broad area of activity, without recourse to others. The job is subject to minimal managerial direction.

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6. Contacts with and responsibility for members of the public

This factor measures the contacts with and responsibility of the jobholder for individual, or groups of, members of the public, service users and recipients, and those within the service who are in an equivalent relationship to the jobholder.

The emphasis of the factor is on the nature and extent of the contacts with or responsibility for individuals or groups. It takes into account requirements for confidentiality in dealings with members of the public.

Level 1: The job involves limited, or no direct contact with or responsibility for members of the public. The work may require common courtesy or consideration when encountering members of the public incidentally in the course of normal duties.

Level 2: The job involves:

- (a) some direct contact with or responsibility for members of the public. The work requires courtesy and consideration when encountering members of the public in the course of normal duties **or**
- (b) providing general information, advice and guidance on established internal procedures in relation to personnel or human resources.

Level 3: The job involves:

- (a) considerable direct contact with or responsibility for members of the public, for example, by responding to enquiries from members of the public or providing equivalent services as a significant part of the work **or**

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- (b) undertaking specific personnel duties and/or providing advice and guidance on the operation of established internal policies and procedures in relation to personnel or human resources. This may involve interpretation of policies and procedures to meet specific circumstances or problems.

Level 4: The job involves:

- (a) extensive direct contact with or responsibility for members of the public, for example, by responding to emergency enquiries from members of the public or providing equivalent services as a major part of the work **or**
- (b) providing interpretation, advice and guidance on the operation and implementation of external regulations and statutory requirements in relation to the provision of services directly to or on behalf of members of the public. This may require adaptation of internal policies and procedures to meet the demands placed on the organisation **or**
- (c) providing interpretation, advice and guidance on the operation and implementation of external regulations and statutory requirements in relation to personnel or human resources. This may require adaptation of internal policies and procedures to meet the demands placed on the organisation **or**
- (d) shared responsibility for the development of policies and procedures in relation to either the provision of services directly to or on behalf of members of the public or personnel or human resources, which have a significant impact on the operation of the organisation.

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Level 5: The job involves:

- (a) a major direct responsibility for the provision of services used directly by members of the public, for example, by ascertaining needs for and organising enquiry or equivalent services as a major part of the work **or**
- (b) managing a personnel function, including the development of appropriate policies and procedures **or**
- (c) a major responsibility for the development of policies and procedures in relation to either the provision of services directly to or on behalf of members of the public or personnel or human resources, which have a significant impact on the operation of the organisation.

Level 6: The job involves:

- (a) a very major responsibility for the provision of services directly to or on behalf of members of the public, for example, by ascertaining needs for and delivering services to or on behalf of the community as a very major part of the work **or**
- (b) managing personnel/human resources across the force **or**
- (c) a very major responsibility for the development of policies in relation to either the provision of services directly to or on behalf of members of the public or personnel or human resources, which have a major impact on the operation of, or strategy across, the organisation.

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7. Responsibility for supervision / direction / co-ordination of other police service personnel

This factor measures the direct responsibility of the jobholder for the supervision, co-ordination or management of other police service personnel, or others in an equivalent position.

It includes work planning and allocation; checking and evaluating the work of others; and training, development and guidance. It also includes responsibility for personnel functions for those for whom the jobholder has a formal supervisory responsibility, such as recruitment, discipline, appraisal and planning, organising and long term development of human resources.

The emphasis of the factor is on the nature of the responsibility, rather than the precise numbers of police service personnel supervised, co-ordinated or managed. It takes into account the extent to which personnel contribute to the overall responsibility.

Level 1: The job involves limited, or no, direct responsibility for the supervision, direction or co-ordination of other police service personnel. The work may involve demonstration of own duties, or advice and guidance, to new staff, officers, or others in an equivalent position.

Level 2: The job involves some direct responsibility for the supervision, co-ordination or training of other police service personnel. The work regularly involves advising, instructing, checking work, or training other staff, officers or others in an equivalent position.

Level 3: The job involves considerable direct responsibility for the supervision, direction, co-ordination or training/development of other police service personnel. The work involves the allocation of work to a small group or team, checking of work, and the direction of staff, officers or others in an equivalent position, including, where appropriate, on-the job training.

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- Level 4:** The job involves high direct responsibility for the supervision or management, direction, co-ordination or training/development of other police service personnel. The work involves supervising, directing and co-ordinating the work of a group of police service personnel, covering more than one area of activity or in more than one workplace, including allocation of work, and evaluation and appraisal of the work carried out.
- Level 5:** The job involves a major direct responsibility for the management, direction, co-ordination and development of significant numbers of police service personnel, covering several different areas of activity or in several geographically dispersed workplaces. The work involves the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods.
- Level 6:** The job involves a very major direct responsibility for the management, direction, co-ordination and development of substantial numbers of other police service personnel, covering many different areas of activity or in many geographically dispersed workplaces. The work involves overall responsibility for the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods.

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8. Responsibility for financial resources

This factor measures the direct responsibility of the jobholder for financial resources, including cash, vouchers, cheques, debits and credits, invoices, budgets and income.

It takes into account the nature of the responsibility, for example, correctness and accuracy; safekeeping, confidentiality and security; deployment and degree of direct control; budgetary and business planning responsibilities; planning, organising and long term development of the financial resources.

It also takes into account the degree to which other members of the force contribute to the overall responsibility, the frequency with which the responsibility is exercised and the value of the financial resources.

Level 1: The job involves limited, or no, direct responsibility for financial resources. The work may involve occasionally handling small amounts of cash, processing cheques, invoices or equivalent.

Level 2: The job involves some direct responsibility for financial resources. The work regularly involves **either:**

- (a) handling of cash, or processing of cheques, invoices or equivalent **or**
- (b) accounting for considerable sums of money, where care and accuracy are important **or**
- (c) being accountable for small expenditures from an agreed budget or equivalent income **or**
- (d) providing general information, advice and guidance on established internal procedures in relation to finance.

Level 3: The job involves considerable direct responsibility for financial resources. The work involves **either:**

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- (a) accounting for large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent where care, accuracy and security are important **or**
- (b) being accountable for considerable expenditures from an agreed budget or equivalent income. The responsibility may include contributing to the setting and monitoring of the relevant budget and ensuring effective spend of budgeted sums **or**
- (c) providing advice and guidance on the operation of established internal policies and procedures in relation to finance. This may involve interpretation of policies and procedures to meet specific circumstances or problems.

Level 4: The job involves high direct responsibility for financial resources. The work involves **either:**

- (a) accounting for very large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent, where care, accuracy and security are important **or**
- (b) being accountable for large expenditures from an agreed budget or equivalent income. The responsibility may include contributing to the setting and monitoring of the relevant budget and ensuring effective spend of budgeted sums **or**
- (c) providing interpretation, advice and guidance on the operation and implementation of external regulations and statutory requirements in relation to finance. This may require adaptation of internal policies and procedures to meet the demands placed on the organisation **or**
- (d) shared responsibility for the development of policies and procedures in relation to financial resources, which have a significant impact on the operation of the organisation.

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Level 5: The job involves a major direct responsibility for financial resources. The work involves **either:**

- (a) accounting for extremely large sums of money, in the form of cash, cheques, direct debits, invoices or equivalent, where care, accuracy and security are important **or**
- (b) being accountable for very large expenditures from an agreed budget or equivalent income. The responsibility includes contributing to the setting and monitoring of the relevant budget(s) and ensuring effective spend of budgeted sums **or**
- (c) major responsibility for the development of policies and procedures in relation to financial resources, which have a significant impact on the operation of the organisation.

Level 6: The job involves a very major direct responsibility for financial resources. The work involves **either:**

- (a) being accountable for extremely large expenditures from an agreed budget or equivalent income. The responsibility includes contributing to the setting and monitoring of the relevant budget(s), long-term financial planning and changing the nature, level and composition of expenditure to meet service or other requirements **or**
- (b) very major responsibility for the development of policies in relation to financial resources, which have a major impact on the operation of, or strategy across, the organisation.

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9. *Responsibility for Physical Resources*

This factor measures the direct responsibility of the jobholder for physical resources, including manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; plant and machinery; land, construction works, buildings and fittings and fixtures; personal possessions, goods, produce, stocks and supplies, exhibits and evidential material, and safekeeping of stolen, retrieved or confiscated materials/property.

It takes into account the nature of the responsibility, for example, safekeeping, confidentiality and security; deployment and degree of direct control; maintenance and repair; ordering, purchasing and replacement authority; planning, organising and long term development of the physical resources.

It also takes into account the degree to which other members of the force contribute to the overall responsibility, the frequency with which the responsibility is exercised and the value of the physical resources.

Level 1: The job involves limited, or no, direct responsibility for physical resources. The work may involve limited handling or processing of information **or** careful use of low value equipment or care of the limited personal possessions of others.

Level 2: The job involves some direct responsibility for physical resources. The work regularly involves **either:**

- (a) handling and processing of manual or computerised information, where care, accuracy, confidentiality and security are important **or**
- (b) careful use of expensive equipment **or**
- (c) cleaning of buildings, external locations or equivalent **or**
- (d) some responsibility for security of buildings, external locations, exhibits and evidential material or equivalent **or**
- (e) day-to-day maintenance of equipment or premises **or**

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- (f) care of the personal possessions of others **or**
- (g) ordering, or stock control of a limited range of supplies **or**
- (h) safekeeping of stolen, returned or confiscated materials/property.

Level 3: The job involves considerable direct responsibility for physical resources. The work involves **either:**

- (a) handling and processing of considerable amounts of manual or computerised information, where care, accuracy, confidentiality and security are particularly important **or**
- (b) responsibility for maintaining one or more information systems, where this is a significant job responsibility **or**
- (c) cleaning, maintenance and repair of a range of equipment, buildings, external locations or equivalent **or**
- (d) regular careful use of very expensive equipment **or**
- (e) security of buildings, external locations, exhibits and evidential material or equivalent, where this is a significant job responsibility **or**
- (f) ordering, or stock control of, a range of equipment and supplies **or**
- (g) safekeeping of stolen, returned or confiscated materials/property of substantial value.

Level 4: The job involves high direct responsibility for physical resources. The work involves **either:**

- (a) adaptation, development or design of significant information systems **or**
- (b) responsibility for the operation of one or more information systems where this is the major job responsibility **or**

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- (c) adaptation, development or design of a wide range of equipment, land, buildings, other construction works or equivalent **or**
- (d) security of a range of high value physical resources **or**
- (e) ordering of a wide range of equipment and supplies **or**
- (f) making a significant contribution to the adaptation, design or development of either large-scale information systems for use by others, or of a range of equipment, land, buildings, other construction works or equivalent **or**
- (g) safekeeping of exceptionally valuable or sensitive stolen, returned or confiscated materials/property **or**
- (h) shared responsibility for the development of policies or procedures in relation to physical resources, which have a significant impact on the operation of the organisation.

Level 5: The job involves a major direct responsibility for physical resources. The work involves **either:**

- (a) adaptation, development or design of large-scale information systems for use by others **or**
- (b) responsibility for the operation of one or more major information systems, where this is a major job responsibility **or**
- (c) adaptation, development or design of a wide and high value range of equipment, land, buildings, other construction works or equivalent **or**
- (d) security of a wide and very high value range of physical resources **or**
- (e) ordering of a wide and high value range of physical resources **or**
- (f) a major responsibility for the development of policies or procedures in relation to physical resources, which have a significant impact on the operation of the organisation.

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- Level 6:** This job involves a very major direct responsibility for physical resources. The work involves:
- (a) overall responsibility for the procurement and deployment of substantial physical resources. The responsibility includes long-term planning of the procurement and deployment of physical resources and changing the source, nature, level and composition of such resources to meet service or other requirements **or**
 - (b) a very major responsibility for the development of policies or procedures in relation to physical resources, which have a major impact on the operation of, or strategy across, the organisation.

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10. Mental Demands

This factor measures the degree and frequency of the mental concentration, alertness and attention required by the job.

It takes into account features which may make concentration more difficult, for example, repetitive work, interruptions or the need to switch between varied tasks or activities; and other forms of work related pressure, for instance, arising from conflicting work demands. It also takes into account the responsiveness required of the jobholder.

Level 1: The job requires general awareness and sensory attention with short periods of concentrated sensory attention or short periods of enhanced mental attention.

Level 2: The job requires general awareness and sensory attention, with **either:**

- (a) medium periods of concentrated sensory attention **or**
- (b) medium periods of enhanced mental attention **or**
- (c) short periods of concentrated mental attention **or**
- (d) some work-related pressure, for example, from deadlines, interruptions or conflicting demands on the jobholder.

Level 3: The job requires general awareness and sensory attention, with **either:**

- (a) lengthy periods of concentrated sensory attention **or**
- (b) lengthy periods of enhanced mental attention **or**
- (c) medium periods of concentrated mental attention **or**
- (d) considerable work-related pressure, for example, from deadlines, interruptions, conflicting demands or high profile situations on the jobholder.

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- Level 4:** The job requires general awareness and sensory attention with **either:**
- (a) prolonged periods of concentrated sensory attention **or**
 - (b) prolonged periods of enhanced mental attention **or**
 - (c) lengthy periods of concentrated mental attention **or**
 - (d) high levels of work-related pressure, for example, from deadlines, interruptions, conflicting demands or high profile situations on the jobholder.
- Level 5:** The job requires general awareness and sensory attention with **either:**
- (a) prolonged periods of concentrated mental attention **or**
 - (b) lengthy periods of concentrated mental attention over a range of different activities **or**
 - (c) very high levels of work-related pressure, for example, from deadlines, interruptions or conflicting demands on the jobholder.

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11. Emotional Demands

This factor measures the nature and frequency of the emotional demands on the jobholder arising from contacts or work with other people.

It takes into account the situation in which the contacts or work with other people occur, for example, whether they are angry, difficult or upset; or whether their circumstances are such as to cause stress to the jobholder, for example, if the people concerned are victims of violence, at risk of abuse, homeless or disadvantaged in some other way.

Level 1: The job involves limited contact with, or work for, other people, which through their circumstances or behaviour place minimal emotional demands on the jobholder.

Level 2: The job involves contacts with, or work with, people, which through their circumstances or behaviour occasionally place emotional demands on the jobholder.

Level 3: The job involves contacts with, or work with, people, which through their circumstances or behaviour **either:**

- (a) regularly place emotional demands on the jobholder **or**
- (b) occasionally place significant emotional demands on the jobholder.

Level 4: The job involves contacts with, or work with, people, which through their circumstances or behaviour **either:**

- (a) regularly place significant emotional demands on the jobholder **or**
- (b) occasionally place intense emotional demands on the jobholder.

Level 5: The job involves contacts with, or work with, people, which through their circumstances or behaviour regularly place intense emotional demands on the jobholder.

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12. Physical Demands

This factor measures the type, amount, continuity and frequency of the physical effort required by the job. It covers stamina as well as strength.

It takes into account all forms of bodily effort, for example, that required for standing and walking, lifting and carrying, pulling and pushing. It also includes the physical demands involved in working in awkward positions, for example, bending, crouching, stretching; sitting, standing or working in a constrained position; and maintaining the required pace of work.

Level 1: Tasks or activities are undertaken mainly in a sedentary position, and allow for considerable flexibility of movement. There may be limited requirements for standing, walking, bending or stretching; or an occasional need to lift or carry items.

Level 2: The job involves **either:**

- (a) some ongoing physical effort (for example, regular sitting in a constrained position, or standing, or walking at a normal pace for long periods) **or**
- (b) normally limited physical demand, but with periodic requirements for considerable physical effort (for example, lifting or carrying, pushing or pulling items of light to moderate weight, rubbing or scrubbing, or working in an awkward position).

Level 3: The job involves **either:**

- (a) ongoing considerable physical effort (for example, regular lifting or carrying, pushing or pulling items of moderate weight, rubbing or scrubbing, or working in awkward positions) **or**

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- (b) normally limited or some physical demand, but with periodic requirements for high physical effort (for example, lifting or carrying, pushing or pulling items of heavy weight, or working in very awkward positions).

Level 4: The job involves **either:**

- (a) ongoing high physical effort (for example, frequent lifting or carrying, pushing or pulling items of moderate or heavy weight, rubbing or scrubbing, or working in very awkward positions) **or**
- (b) normally considerable physical demand, but with periodic requirements for very high physical effort (for example, lifting or carrying, pushing or pulling items of very heavy weight).

Level 5: The job involves ongoing very high physical effort (for example, frequent lifting and carrying, or pushing and pulling, items of heavy or very heavy weight).

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13. Working Conditions

This factor measures exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions arising from the environment, or from work with members of the public.

It covers the frequency, duration and nature of conditions, such as dust, dirt, temperature extremes and variations, humidity, noise, fumes and smells, human or animal waste, steam, grease or oil, inclement weather, lack of privacy or isolation, and the risk of illness or injury arising from exposure to diseases, toxic substances, machinery or work locations. It also covers abuse, aggression and risk of injury from people.

The factor measures those aspects of the working environment which are unavoidable and integral to the job. Health and safety regulations and requirements are assumed to be met, but the requirement to wear protective clothing may create disagreeable or uncomfortable conditions.

The emphasis of this factor is on the degree of unpleasantness or discomfort caused. This takes into account the frequency, intensity and duration of exposure to particular conditions; and the additional effect of variations or combinations of conditions.

Level 1: The job involves minimal exposure to disagreeable, unpleasant or hazardous:

- environmental working conditions **or**
- people related behaviour.

Level 2: The job involves some exposure to disagreeable, unpleasant or hazardous:

- environmental working conditions **or**
- people related behaviour.

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- Level 3:** The job involves considerable exposure to disagreeable, unpleasant or hazardous:
- environmental working conditions **or**
 - people related behaviour.
- Level 4:** The job involves high exposure to disagreeable, unpleasant or hazardous:
- environmental working conditions **or**
 - people related behaviour.
- Level 5:** The job involves very high exposure to disagreeable, unpleasant or hazardous:
- environmental working conditions **or**
 - people related behaviour.

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4. Factor Guidance Notes

Words and phrases in the factor and factor level definitions have their normal meanings, unless they are used in a specific context, which is explained in these Guidance Notes.

Some factor level definitions include alternative criteria for meeting that demand level. Where a job meets more than one of the alternatives, then the job should still be assessed at that level, unless the combination of the relevant job features means that it meets the criteria for the next higher level.

Some factor level definitions incorporate introductory sentences with terms 'some', 'considerable', 'high', 'major', 'very major'. These represent a scale of demand; the individual phrases should be interpreted accordingly.

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4.1 The knowledge and skills factors – general guidance

1. In order to facilitate evaluation, and avoid omission or under-valuation of any individual job feature, the broad Knowledge and Skills area has been divided into a number of discrete factors. As a general rule, a specific type of knowledge and skill should be evaluated under only one of these factors, but distinct aspects of a skill may be evaluated under different factors, for example:-

Language Knowledge and Skills:

Where a language other than English is required for communication purposes as part of the job, this should be assessed under the Communication and Interpersonal Skills factor, but, where sufficient knowledge of the structure, syntax and alphabet of a language other than English is required, for example, for translation or drafting purposes, then the level of knowledge required should be assessed under the Knowledge factor.

Word Processing/Typing Knowledge and Skills:

Knowledge of how to operate a typewriter or computer keyboard and of associated lay-out techniques or software packages should be assessed under the Knowledge factor and:

the dexterity and co-ordination skills needed to achieve required standards of accuracy and speed should be assessed under the Physical Skills factor.

Driving or Operating Skills:

Knowledge of how to drive or operate a particular type of vehicle or plant should be assessed under the Knowledge factor and:

the co-ordination and sensory skills needed to achieve required standards of accuracy and safety should be assessed under the Physical Skills factor.

2. If a specific type of knowledge or skill is required to carry out the job duties, then it should be assessed, even if it is only used occasionally.

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Knowledge

1. Literacy and Numeracy:

References to work records and literacy and numeracy at levels 1 - 3 relate to the levels of such skills generally associated with the procedural and equipment knowledge needed at the relevant level. Basic literacy and numeracy skills (at level 2) involve the ability to read text, write straightforward sentences, and undertake straightforward arithmetic functions.

Literacy skills (at level 3) include spelling, grammar and punctuation. Numeracy skills include an understanding of percentages and decimals.

Literacy should be considered in a broad sense (e.g. to include map reading).

2. Area of Knowledge:

Knowledge across a specialist or technical area (at levels 4, 6 and above) means that the jobholder requires knowledge of all the available practices and procedures for the area.

Practical and Procedural knowledge (at level 4 and above) includes detailed knowledge of how tasks need to be undertaken or situations managed across a specialist area either directly by the job holder or in order to give advice.

Theoretical knowledge (at level 5 and above) includes knowledge of relevant concepts and principles.

Advanced knowledge (at level 6) implies that a considerable depth of knowledge across the relevant specialist area is required.

Where a job covers a narrow specialist area (e.g. employee development compared with human resources management generally, DNA testing compared with forensic science generally), but requires knowledge across the whole specialist area as essential background or context to the work, then this should be taken into account in assessing the level of knowledge required.

Specialist or technical knowledge includes understanding of the operation of associated equipment and tools, where relevant.

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3. Qualifications

The knowledge factor levels are defined in terms of the types of knowledge actually needed for the job, with no reference to any related qualifications.

Qualification levels specified for a job may be misleading as a means of determining the level of knowledge required. For instance, specified qualifications may understate the level of knowledge required, if, for example, they represent a minimum academic qualification used as the basis only for the acquisition of procedural job knowledge (e.g. 4 GCSEs specified for complex clerical work).

On the other hand, specified qualifications may overstate the level of knowledge required, for instance, if they are used to restrict the number of applicants for a post.

Qualifications as a measure of knowledge required for a job may also disadvantage (and indirectly discriminate against) those groups in the workforce which have had less opportunity to acquire the relevant qualifications.

Relevant qualifications and training may, however, provide an **indicator** only of the type and level of knowledge needed to perform the job duties properly. Jobholders need not necessarily hold such qualifications - they may have acquired an equivalent level of knowledge through some combination of relevant experience (work-related, or acquired through voluntary activities or general life experience) and on- or off-the-job training. Consider also what qualifications would currently be expected of new jobholders.

On this basis, **indicative** levels of experience, training and qualifications are shown below. The knowledge could be gained, **for example**, through:-

- Level 1:** A short induction period at the workplace.
- Level 2:** Specific training in the job tasks, or through previous relevant experience plus a short induction period, or through some equivalent combination of previous experience and training/induction. This is broadly equivalent to NVQ 1.
- Level 3:** Previous formal education or training, or equivalent experience, plus on-the job training and experience. This is broadly equivalent to NVQ 2.

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- Level 4:** Formal off-the job training supplemented by a short induction period. Alternatively, the knowledge could be gained through extended experience and/or training in relevant areas of work. This is broadly equivalent to NVQ 3.
- Level 5:** A combination of formal off-the-job training and experience in relevant areas of work over a period of years, or through previous education to graduate level. "Practitioner level" where knowledge of the full range of procedures is required and some knowledge of the theoretical basis on which they have been developed. A job holder might have considerable experience, but not necessarily a professional qualification at this level. May include part-qualified professional posts. This is broadly equivalent to NVQ 4, HND and foundation degree levels.
- Level 6:** Extended previous formal training, to graduate or professional qualification level, **or equivalent**, plus training or experience in the application of the knowledge to the specific requirements of the job. A job holder could be a specialist professional or a more generalist manager with knowledge across a range of areas. This is broadly equivalent to NVQ 4 extended by knowledge acquired through experience and/or training.
- Level 7:** Extended previous formal training, to graduate or professional qualification level, **or equivalent**, plus training or experience in the application of the knowledge to the specific requirements of the job, plus experience in relevant areas of work. Either a professional post with a considerable breadth and depth of knowledge and experience across a specialist area where this is a requirement of the job or a more generalist manager who has managerial responsibility for a range of specialist areas. This is broadly equivalent to NVQ 5.
- Level 8:** Extended previous formal training, to graduate or professional qualification level, **or equivalent**, plus training or experience in the application of the knowledge to the specific requirements of the job, plus extensive experience in the relevant areas of work. This is broadly equivalent to NVQ 5 extended by knowledge acquired through experience.

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4. Specific Police Service Specialist Areas

For those areas of knowledge which are specific to the police service and where formal qualifications are not required or form only part of the overall knowledge requirements (e.g. forensic science, police staff roles such as police community support officers, local investigations officers, criminal justice roles), the following features are likely to be relevant to determining the appropriate knowledge level:

- Is the training for new starters with no relevant previous experience or qualifications mainly on or off the job? Mainly on the job training is likely to indicate knowledge at levels 1–4; mainly off the job training is indicative of knowledge at levels 4 and higher.
- Is the off the job training for those with no previous experience or qualifications mainly classroom or computer based (learning, facts, procedures, understanding legal requirements) or is it mainly practical (e.g. use of equipment, implementation of learned procedures)? Mainly practical off the job training is indicative of knowledge levels 3, 4 and possibly 5. Mainly classroom or computer based training is indicative of knowledge levels 5 or higher.
- How much does on or off the job training add to the knowledge required for jobs where there is a formal entry requirement? For example, on the job practical training in police service techniques on top of a requirement for relevant A levels is likely to be indicative of knowledge levels 4 or 5. On and off the job training in police service techniques in addition to a requirement for a relevant degree is likely to be indicative of knowledge levels 6 or possibly 7.
- How does the type and nature of the knowledge required compare with other areas where there are recognised training and qualifications, such as finance?

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5. Specific Police Service Organisational Knowledge

Jobs where specifically police service organisational knowledge (for example, knowledge of the Police Authority constitution, policies and procedures) is a major component of the knowledge requirements should be considered under the 'or equivalent level of organisational, procedural and policy knowledge' options of the level definitions above level 3; and then evaluated using the same approach as described in paragraph 4, above.

6. Equal Opportunities

Account should be taken of the knowledge of equal opportunities concepts, ideas, theories, techniques, policies, procedures and practices, along with all other types of knowledge required for the job.

Knowledge of other cultures should be taken into account at all levels, where relevant.

7. Policy Development and Advice

For policy development, research, advisory and similar jobs, account should be taken under this factor of knowledge of any concepts, ideas, theories, techniques, policies, procedures and practices required for the work, together with relevant subject area knowledge (e.g. knowledge of criminal justice policy, concepts, ideas, theories, statutes, regulations etc. for a policy development job).

Requirements of such jobs for investigatory, analytical and developmental skills should be measured under the Mental Skills factor.

8. First Aid Knowledge

Should only be taken into account when it is a specific job requirement.

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Mental Skills

1. Planning Timescales

Time spans are only indicative and it is the overall planning and analytical content of the job that should be assessed, whether few longer-term plans/projects or many shorter-term. References to the timescale for solutions and planning relate to the period over which the plans are made, not to the durability of what is planned. For example, developing a 5 year service plan might take months. It is the months of planning, rather than the 5 years of the plan which should be assessed. Likewise, designing a particular computer system, intended to last for several years, might take a matter of weeks.

Indicative timescales are:-

Short term: up to several weeks;

Medium term: several months, up to a year;

Long term: more than a year.

The degree of complexity involved in the work should be objectively assessed.

2. Relationship to Other Factors

The 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 in the scheme. For example, a computer programmer requires mental skills to design a suitable program for a specified purpose, but may not have made the decision for the program to be designed. In this case, the level of mental skills may be high relative to the level of initiative and independence.

The importance or value to the force of the computer program is irrelevant to the assessment of the mental skills required (although it may be taken into account under the relevant responsibility heading).

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Communication and Interpersonal skills

1. Scope of Factor

The job should be evaluated according to the **most demanding form** of communication or interpersonal skill (so, for example, a job requiring highly developed negotiating skills should be assessed at level 5, even if the written communication skills needed are level 2 or 3 only).

Communication skills refer to oral and/or written communication skills. Interpersonal skills, at level 3 and above, include skills for identifying the needs of others and leadership, motivational, counselling and persuasive skills including those associated with the supervision and management of own staff. The actual responsibility for supervising employees is measured under the Responsibility for Supervision/Direction/Co-ordination of Employees.

The level of communication and interpersonal skills takes into account the nature of the audiences or recipients of information. Certain individuals or groups may require more developed skills because of their circumstances, positions, attitudes or ability to understand the information being conveyed.

2. Languages other than English

Level definitions 3(e), 4(e) and 5(d) relate to different levels of demand for communication in one or more languages other than English, where this is required for effective performance of the job duties.

The language referred to could, for example, be Welsh in a Welsh speaking area. Or it could be a relevant ethnic minority language in an area with significant numbers of ethnic minority residents.

A recognised sign language, required for communication with others, is to be treated in the same way as a language other than English for the purposes of applying the level definitions.

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3. Developed skills

At level 4, are those which have been specifically acquired or validated, for example, through formal or informal training or experience in dealing with the relevant types of people.

Highly developed skills, at level 5, are those which have had to be specifically acquired, normally through formal training (either through initial occupational training, or through a specialised course, such as for counselling skills) or through extensive experience in dealing with the relevant types of people.

Very highly developed skills, at level 6, are those which have had to be specifically acquired, normally through formal training or through extensive experience in adapting communications for the relevant types of people.

4. Interviewing skills

At level 3 and above, refers to formal interviewing skills, for example, interviewing actual or potential witnesses, interviewing for recruitment purposes. Where relevant, it includes writing up of statements or interview notes.

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Physical Skills

1. This factor covers all applications of physical skills, for example, in operation of hand tools and other equipment. Activities involving limited dexterity, with no requirement for developed physical skills, for example, standing, sitting, walking, using a pen, pencil or ruler, using a telephone, are covered by level 1.
2. **Speed** - relates to the speed with which the physical skills are exercised and not to the speed of the outcome. For example, pressing a button to release a rocket set to fly faster than the speed of sound requires only limited precision and speed.

The definitions relate to the standard level required for competent performance of the job duties. Any higher rates achieved, for example, in order to meet performance targets, should not be taken into account.
3. **Precision** - refers to any precise action, irrespective of job context.
4. **Consequences of Error**. The outcome of the physical skills, including the consequences of error, should not be taken into account here, but under the appropriate Responsibility factor. If the same degree of precision and speed is required to produce items worth £100 and £100,000, the jobs should be assessed at the same level on the physical skills factor.
5. **Previous Requirements for Physical Skills**. The level of skill required should be that needed for the job, and not any other level required for a previous career position. Thus, a supervisor of drivers only needs driving skills if still required to drive, or to train others. The same applies to word processing skills for an office manager.
6. **Fine hand and finger movements** (level 3c) are those required to achieve the specified levels of precision and speed, for example, for use of small screwdrivers for electrical equipment, or for achieving accuracy when using a chisel or hand lathe, or using piping equipment to ice a cake.
7. **Very fine hand and finger movements** (level 4c) are those required to achieve the specified levels of precision and speed, for example, for use of very small screwdrivers in confined spaces for electronic equipment.

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Initiative and Independence

1. **Force Policies:** all work is undertaken within force policies, including their development. Absence of reference to force policies at levels below level 7 does not mean that these levels are not within force policies, but that they are also subject to more detailed procedures, which themselves are within force policies.
2. **Recommendations:** jobholders may contribute to the decisions of others by making recommendations. The initiative involved in making such recommendations should be taken into account. The level of initiative in making recommendations will depend on how close to or far from the relevant decision making they are, their degree of influence, the breadth of activity to which they relate, and the degree of direction provided.
3. **Joint Decision Making:** the nature and extent of the jobholder's contribution to joint decision making by different people, departments or committees should be taken into account in assessing the level of initiative, in the same way as with recommendations. The sharing of decision making and action taking may reduce the level of initiative.
4. **Unexpected Problems and Situations:** (at level 3) include those where a jobholder attends a particular location to carry out a set of duties within recognised procedures, only to find that the situation has changed, but dealing with this is also covered by recognised procedures, for example, by reporting the circumstances to a manager.
Unanticipated Problems and Situations: (at level 4) are those for which no recognised procedures are available to the jobholder when decisions have to be made without reference to a supervisor/manager.
5. Deciding when and how duties should be carried out: (at level 4) includes deciding how to meet the needs and demands of others, either internal or external. For example, an IT support job could involve organising the workload arising from internal customer demands.

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4.2 The Responsibility Factors – General Guidance

1. The scheme distinguishes four types of responsibility of police service jobs:

- Contacts with and Responsibility for Members of the Public;
- Responsibility for Supervision/Direction and Coordination of Employees;
- Responsibility for Financial Resources;
- Responsibility for Physical Resources.

A job may have any combination, and to any extent, of direct responsibilities, and each should be considered separately.

2. Contributions to Shared/Joint Responsibility.

Each job should be assessed according to its actual contribution to an overall responsibility, as different people or departments may have a direct responsibility. For example, an accountant in Financial Services may directly contribute to the setting and monitoring of the budget and longer term financial planning of an IT programme (Responsibility for Financial Resources), whilst the Head of IT has budgetary control responsibility for the programme (Responsibility for Financial Resources).

The same principles apply in client contractor situations.

The actual responsibility of a jobholder who shares, or contributes to, the same responsibility as others should be assessed. For example, there is no dilution of responsibility where a jobholder is responsible for the careful use of a piece of equipment for the whole shift, even when other jobholders have responsibility for the same equipment on other shifts. On the other hand, there is considerable dilution of responsibility for a piece of equipment, which is shared by a team of employees on the same shift, but which the jobholder uses only occasionally.

Sharing of responsibility is normally with other members of the force, but could equally be with other agencies (for example, with social services departments or the probation service). The nature and degree of the jobholder's responsibility for resources is more important in assessing demand than who owns them.

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3. Direct Responsibilities and Impact.

The following examples illustrate circumstances where responsibility factors are concerned with the direct impact of the job. An accounts job in a charity has a direct responsibility for financial resources, but no responsibility for people. A job involving home visits to a charity's clients has a direct responsibility for people, but possibly no responsibility for financial resources. The job of the charity's shop worker involves some responsibility for people (those who visit the shop) and some responsibility for financial resources (the shop receipts).

The impact of a failure to carry out the responsibilities properly (for instance, delays, inconvenience or discomfort to others, financial loss, lower quality service) may be a useful indicator of the level of responsibility.

4. Other Responsibilities.

The responsibility factors also take account of any responsibility the jobholder may have through the provision of advice and guidance on policies and procedures, research or the adaptation or development of existing or new policies and procedures. However in all but a few exceptional situations this responsibility will relate to only one of the four responsibility factors even though there may be a "knock-on" impact under another factor. It is therefore important to identify before evaluating the job under any responsibility factor whether the job role encompasses a responsibility for advice and guidance or policy development and if so in which factor the main influence lies.

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For example:

Where the policy development, advisory or research responsibilities of jobs are mainly focused on policies which relate to the well-being of people (within, as well as external to, the Force/Authority), they should be assessed under the contacts with and responsibility for members of the public factor.

If the main focus is on the financial policies and/or financial well-being of the Force/Authority, then this should be taken into account under the responsibility for financial resources factor.

Finally, if the main focus is on the Force/Authority's policies in relation to any form of physical resource, including information, this should be assessed under the responsibility for physical resources factor.

Remember that in relation to responsibilities for policy development, research, advice and guidance, it is only the primary focus that should be considered e.g. advice or policies in relation to civil claims for damages against the police force could be assessed under either the responsibility for members of the public factor or responsibilities for financial resources, but not both. If the primary focus of the job is on advice or policy in relation to responding to claims from members of the public, then it should be assessed under the contacts with and responsibilities for members of the public; if it is on advice or policy in relation to the financial procedures for dealing with such claims, it should be assessed under the responsibilities for financial resources factor.

However, where a job genuinely has more than one main policy, advice or research focus, then it should be assessed under each relevant factor - in the same way as direct hands-on responsibilities are assessed under each relevant responsibility factor. But, as with direct hands-on responsibility jobs, care should be taken to avoid double-counting the same form of policy development, advice or research under more than one heading.

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Contacts with and Responsibility for Members for the Public

1. Members of the Public

This factor covers all those members of the public to whom the Force provide services and who may be in direct contact with Police Staff, including, for example:-

- members of the public telephoning emergency or police station enquiry numbers;
- members of the public presenting themselves at police station enquiry desks or other public offices, e.g. lost property;
- victims of crime whether encountered in their own homes, at police stations or elsewhere;
- suspects or defendants;
- members of local Neighbourhood Watch Schemes and other community organisations.

2. Equivalent Relationship

This factor generally measures direct contacts with and responsibilities for people other than Force employees and Police Officers. However, some jobs with contacts with and responsibilities for other groups of people, who are not defined above, nor employees supervised by the jobholder, should also be assessed under this factor heading.

Those in an equivalent relationship to members of the public include other Force employees (for example, customers of internal staff catering facilities, where catering staff are directly employed by the Force; clients of personnel, training, equalities or welfare officers, clients of directly employed legal advisors).

3. Direct Contact

Can be face to face, on an individual or group basis; or by telephone; or by other means e.g. e-mail, where such communications represent a genuine one-to-one contact (rather than a mass or impersonal contact); or by some combination of communication methods.

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4. Equivalent Services (Levels 3 to 5)

Such services involve direct contact and are equivalent to enquiry services. Examples would be scenes of crime or fingerprint work, involving contact with alleged perpetrators or victims of crime and/or other members of the public; servicing Neighbourhood Watch or other community schemes, where this involves direct contact with scheme members; lost property or similar services, involving direct contact with service users; statement taking roles.

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Responsibility for the Supervision/Direction/ Co-ordination of Force Personnel

1. Scope of Factor

Consideration should be given to all aspects of the definition, not just to the size of the group supervised. The aim is to find the level definition which best fits the job.

There are deliberately no indications of the **size of groups**: numbers may vary with the circumstances of the job. Size of police force is **not** relevant.

2. Co-ordination and Management

Where a jobholder co-ordinates or manages the work of force personnel through others' direct supervision, account should be taken of the actual contribution to the overall directing and co-ordinating responsibility for all those concerned.

3. Areas of Activity (at levels 4 to 6)

For example catering, caretaking/security, recruitment and selection, payroll. Closely associated support activities (for example, clerical, secretarial) should be treated as part of the same area of activity.

4. Others in an Equivalent Situation

Account should be taken of all force personnel or others who are supervised, managed, or co-ordinated including:

- contractors' or suppliers' employees;
- work experience students or trainees;
- students on placement for practical experience;
- volunteers and the employees/workers of voluntary organisations;
- others in a similar situation where they are a direct responsibility of the job.

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Responsibility for Financial Resources

1. Monetary Values

The job should be evaluated according to the **nature and extent** of the responsibility, rather than to the exact monetary value.

Values should be interpreted in relation to the financial size of the force.

'Extremely large expenditures/sums' (at levels 5 and 6) will normally refer to the budget for the whole Force or equivalent, for example, payroll for staff and officer groups.

'Very large expenditures/sums' (at levels 4 and 5) will normally refer to the budget for a major operational division or department or equivalent.

'Large expenditures/sums' (at levels 3 and 4) could refer to the budget for a significant sub-division, a function or small department or equivalent.

'Considerable expenditures/sums' (at levels 2 and 3) could refer to the budget for a team or project or equivalent.

'Small expenditures' (at level 2) will normally refer to small specific budgets, for example, for training and publications for a team, or a small project, or travel payments.

Occasional authorisation of small expenditures from a small budget could be at level 1, on account of the frequency and value.

Responsibility for controlling petty cash or taking care of monies is normally level 1, but if the sums are relatively large and the responsibility is exercised on a daily basis, this may be level 2.

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2. Accounting for - give reckoning of; explain; monitor; audit; authorise payment of invoices from committed expenditures - covers receipts as well as expenditures.

Accountable for - bound to give account for; commit expenditure: the degree of discretionary spend (as opposed to fixed e.g. staffing costs) should be taken into account in assessing the level, as above. For example, responsibility for a project budget, which by its size would normally be assessed at level 3, might be raised to level 4 if virtually all of the budget involved discretionary spend e.g. on a new communications system for the Force.

Handling/processing - must be an active responsibility, for example, checking invoices and cheques against other documentation to identify errors; but excluding the mechanical printing of cheques, without any checking process (the responsibility for printing equipment and materials should be considered under Responsibility for Physical Resources).

3. Equivalent Levels of Responsibility

It is impossible to specify all forms of financial responsibility, as many jobs in different departments may contribute to the overall accounting or accountability responsibility, for example, corporate or departmental finance officers, financial policy advisory or development roles at functional or organisational level, service budget holders, cashiers, invoice checkers etc. In determining equivalencies, it is important to look at the nature of the responsibility, the frequency with which it is exercised, the scale of the responsibility and so on of each job.

Occasional authorisation of small expenditures from a small budget may be equivalent to level 1, on account of the frequency and value.

Similarly, responsibility for controlling a petty cash box, or taking care of detainees' monies, may normally be level 1, but, if the sums involved are relatively large and the responsibility is exercised on a daily basis, this may be level 2 (or, exceptionally, level 3).

Staff costs should be included in total budgetary figures; the level of the responsibility may be affected by the degree of discretion which the jobholder has over such costs.

4. Income Collection and Generation

Should be taken into account, but not be counted twice.

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Responsibility for Physical Resources

1. The job should be evaluated according to the highest level of responsibility for physical resources. For example, a job involving regular use of very expensive equipment and care of the personal possessions of others should be assessed at level 3, in line with the first of these features.

2. Amounts of Information:

"considerable amounts" of information (at level 3) include:-

- processing force incident records data.

3. Expensive Equipment:

"very expensive" items of equipment (at level 3) include:-

- a specialist large vehicle
- a mainframe computer system, where the jobholder has active responsibility for its operation;
- dedicated in-house printing system or operation.

"Expensive" items of equipment (at level 2) include:-

- a car, used only for police force purposes;
- a minibus or transit van, used for transporting passengers or goods.

A computer terminal or PC is basic equipment (level 1), because the active responsibility for its careful use is very limited.

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4. Security

Examples of "some responsibility" for security (level 2) are:-

- keyholder responsibility for part or all of a building, external location or construction site;
- responsibility for opening or closing (with keys) one or more buildings;
- responsibility for checking windows, switching on alarm systems or similar, where there is no caretaker
- some responsibility for exhibits or other material evidence as part of the work.

Examples of level 3 security responsibilities include acting as security guard or attendant, or being responsible for exhibits or other material evidence, where this is a significant job feature.

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Mental Demands

1. Sensory Attention

Attention of the senses (eyes, ears, smell), as in watching, looking, listening, touching, smelling.

General awareness and sensory attention is the level required for day-to-day activities, such as moving from one place to another.

Concentrated Sensory Attention: occurs when the jobholder needs to be particularly alert, for example to traffic, or the actions of prisoners; concentrating on visual or aural activities, for example, typing, word processing, data input, checking of fingerprints.

2 Mental Attention

Attention of the mind, as in thinking, calculating.

Enhanced Mental Attention: occurs, for example, when undertaking the checking of documents for completeness or correctness (possibly of simple arithmetic), carrying out occasional calculations etc.

Concentrated Mental Attention: occurs, for example, when undertaking repeated manual calculations or other work with figures; or ordering of facts, as for instance, in report writing or preparation of a presentation.

3. Timespans

Demands are affected by the period for which the attention is needed:-

Short periods - periods of minutes, up to, say, one hour.

Medium periods - periods of between one and two hours.

Lengthy periods - periods of hours at a time, for example, most of the morning or afternoon.

Prolonged periods - all or most of a working day.

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Notes:

1. The frequency of the mental demand must be considered when assessing this factor. Very occasional or infrequent mental demands would be insufficient to score above level 1.
2. Where evaluating a part-time job, it should be assessed as if it were a full-time job.
3. Breaks required by health and safety regulations (for example, for VDU work or driving), or other recognised breaks, should not be treated as breaks in the period of attention.
4. Demands over particular periods relate to the nature of the work, and not to the contractual hours of the jobholder.

4. Work Related Pressures

Arise from features outside the control of the jobholder. Possible sources include interruptions, conflicting demands (more than one person requiring assistance simultaneously), constraining deadlines (for example, post or payroll deadlines; administrative or service delivery deadlines; financial deadlines) or other time pressures. The nature and impact of interruptions should be taken into account. For example, answering a telephone call where this is an integral part of the job should not be viewed as an interruption but can be viewed as work-related pressure. Unavoidable interruptions are where the jobholder has no opportunity to make themselves "unavailable" and where there is a need to divert attention from what is being done to meet the demands of the person making the interruption.

Volume of work, as such, should not be taken into account and is better dealt with in other ways. Otherwise decreasing volumes of work (through additional staff being appointed) could result in down-scoring of jobs; or increasing volumes of work could result in the up-grading of jobs (at the cost of desirable work practices).

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Emotional Demands

1. Sources of Emotional Demands:

Covers demands arising from people-related features of the job (in contrast to the Mental Demands factor which covers demands arising from work-related features). Emotional demands are those which cause emotional pressure and may result in the jobholder feeling upset, or aggrieved, or angry.

Job features must be looked at objectively. Account should still be taken of the source of the emotional demand, where individual jobholders, who deal frequently with it, may learn to "cope" and not to demonstrate the emotional pressure on them.

It is assumed that all relevant precautions are taken, that the jobholder is trained to deal with the relevant people and complies with health and safety procedures.

2. The **'people'** who impose emotional demands may include the public, other members of the force or employees of other organisations. They exclude immediate work colleagues, because changes in personnel could otherwise result in changes to the evaluation.

3. **Verbal Abuse** experienced by the jobholder, whatever the source, is not measured under this factor heading, but is treated as a form of people-related unpleasant condition under the Working Conditions factor heading.

4. Level of Emotional Demand:

Exposure to an emotional demand where the jobholder is required to deal with distressing, disturbing subject matter, for example, typing statements from child abuse cases should be assessed under this factor.

Significant and intense emotional demands at levels 3, 4 and 5 should be assessed only where the demand forms an expected part of the job role and the jobholder has direct responsibility to deal with those imposing the demands.

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Significant emotional demands include those arising from dealing with those who are frail or have physical or mental impairments, or are seriously disadvantaged through homelessness, or are distressed as a result of being victims of crime.

Intense emotional demands include those arising from dealing with people where the necessary actions of the jobholder may cause genuine distress to, or be in conflict with the wishes of, the person.

5. Frequency of Emotional Demand:

Where emotional demands occur rarely (e.g. less than twice a year) level 1 would normally apply. However, if a jobholder experiences significant or intense emotional demands rarely, level 2 may be appropriate.

Occasional - taking place from time to time, not frequent or regular and/or for a short period of time.

Regularly - in the dictionary sense of repeated within the normal cycle of activity.

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Physical Demands

1. Frequency and Continuity

The level definitions incorporate a scale of frequency and continuity, as follows:-

Occasional – infrequently and/or for a short period of time - would generally result in the job being assessed at level 1 or 2, depending on the nature of the effort (unless the job also involves other forms of physical effort);

Periodic – more frequent than occasional, but less frequent than regular; effort not necessarily associated with normal job duties;

Regular – in the dictionary sense of repeated; would usually be associated with normal job duties;

Frequent – in the dictionary sense; certainly associated with normal job duties;

Ongoing – continuous or almost continuous; associated with the job duties undertaken for most of the working shift.

It is assumed that all relevant health and safety regulations are complied with. However, in considering the continuity of effort, breaks required by health and safety regulations (for example, for VDU work or driving), or other recognised breaks, should not be treated as breaks in the period of effort.

Demands over particular periods relate to the nature of the work, and not to the contractual hours of the jobholder.

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2. Weights

Light, moderate and heavy, have their normal everyday meanings, and are to be applied consistently, regardless of the physical characteristics of the jobholder and whether the duties are normally carried out by women or by men; or by small people or large people; or by fit or unfit people. So, a sack of cement or a sack of potatoes is a heavy weight, even if it is lifted and carried without obvious exertion by a tall, fit, young person.

Where mechanical aids are available, these should be taken into account when assessing the level of demand. For instance, other things being equal, moving boxes of paper with the aid of a trolley involves less demand than lifting and carrying the boxes over the same distance.

3. Constrained Position

This is where the jobholder has to remain in a fixed and tensed position, in order to be able to carry out the job duties efficiently. For example, sitting in a fixed and tensed position at a keyboard, in order to type most efficiently and at speed; sitting in a vehicle driving seat in a position which is constrained by driving wheel, gear controls, brake and accelerator, in order to drive properly.

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Working Conditions

1. Scope of Factor

Covers all **people related behaviour**, including any form of verbal abuse and aggression from people other than immediate work colleagues; and **environmental working conditions**, including the risk of injury from people, dirt, smells and noise resulting from both the physical environment and contact or work with people.

The emphasis is on the **degree of unpleasantness or discomfort** encountered, which is affected by the frequency, intensity and duration of exposure to particular conditions.

2. The Factor has four levels

From minimal to high. "Minimal" includes **either** occasional exposure to disagreeable conditions (environmental or people related) **or** more frequent exposure to marginally unpleasant conditions. "Considerable" includes regular exposure to disagreeable conditions. "High" covers continuous (or almost continuous) exposure to disagreeable conditions.

3. Indoor/Outdoor Work

Outdoor work generally involves more exposure to disagreeable conditions than indoor work, but consideration must be given to all other features, for example:

- whether or not the outdoor work can be organised to minimise exposure to cold and wet and maximise exposure to sun and warmth;
- other unpleasant aspects e.g. fumes, smells, noise, abuse;
- whether or not the indoor work involves exposure to heat, cold, dirt, excreta or abuse from people;
- the extent to which the work can be organised by the jobholder to lessen the exposure to unpleasant conditions, and the level of control over the conditions.

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Where a job is split between indoor and outdoor work, the frequency of each, and any other relevant features, should be taken into account.

4. Personal Comfort Levels

The degree and nature of the unpleasantness, and the frequency and duration with which it is encountered should be assessed, rather than individual responses to these, which vary. For example, some people are better at withstanding cold, or prefer heat; some are better at withstanding abuse. Responses may also vary with the familiarity with the condition, for example, some people become accustomed to an odious human or environmental smell.

5. Hazards/Risk of Injury

These are included, because it is recognised that some jobs are inherently more hazardous than others. The scheme assumes that all appropriate precautions and safeguards are taken, for example, special training, protective measures and clothing, being accompanied by another responsible person where feasible.

The extent of hazards and risk of injury takes into account the likelihood of such incidents occurring. This may vary between similar jobs, depending on their precise nature, location and degree of isolation.