

GUIDANCE TO AGENDA FOR CHANGE JOB ANALYSIS QUESTIONNAIRE (JAQ)

General points:

This guidance is designed to be read in conjunction with the JAQ.

It can either be read electronically while you are completing the JAQ or printed and used as a hard copy reference document.

If both the JAQ and the guidance are in paper format please note that together they form a landscape book: the guidance provides the left hand facing page while the JAQ itself should be on the right side, which is easier for completion.

The guidance should always be opposite the appropriate factor and sub-factor.

MAIN TASKS

Please list the **main tasks** within your job and indicate any tasks which are only carried out occasionally. Provide enough detail to enable readers to understand what you do. **Please also indicate the approximate proportion of your time spent on each task.** This may be over a typical week if your job has a weekly work cycle or over a month or year for jobs which vary seasonally.

MAIN TASKS	% of time spent on this, rounded to the nearest 5%
<p>It is helpful if you list the main tasks in your job and begin the description of each with a verb (e.g. assesses, cleans, transports). You should provide sufficient detail to give readers who may know nothing about your job a general picture of what it involves.</p>	

1. COMMUNICATION AND RELATIONSHIP SKILLS

General Points: Work through the questions on the opposite pages first, putting ticks or Yes or No in the boxes, as appropriate. Then consider the examples you want to use and allocate them to the Yes box options. Try to use different examples for each skill used, but where this is not possible you can refer back to the first use of the example, you do not need to write it out again (e.g. example as for 'persuade or influence').

Do you	Please give a typical example
1.1.1 Describe/explain?	<p>Give examples of the type of communication (e.g. oral, written, electronic, sign language or other verbal or non-verbal forms) that you have with other employees, patients/clients or their carers, or with the general public/external organisations. Explain the reasons why you need to communicate with these people, for example, to a patient concerning their care or to a manager concerning their budget.</p> <p><i>e.g.1: I talk to my supervisor about my work for the day at the beginning of every shift.</i> <i>e.g.2: I explain to patients my diagnosis of their symptoms and the appropriate treatment for it.</i> <i>e.g.3: I prepare reports on financial data for my manager and other staff using the computer.</i></p>
1.1.2 Persuade or influence?	<p>Give examples of when you have persuaded or encouraged people to follow a specific course of action.</p>
1.1.3 Negotiate?	<p>Give examples of when you have had to negotiate with people to reach a compromise or agreement. What sort of negotiating do you typically do and with whom? For example, negotiate delivery times/prices with suppliers to ensure stocks are maintained at required levels.</p>
1.1.4 Motivate?	<p>Give examples of when and why you have had to motivate or encourage others to do something.</p>
1.1.5 Use tact/diplomacy?	<p>Give examples of when you have had to ensure that your communication will not cause hostility, opposition or offence and will keep open the channels of communication.</p>
1.1.6 Use empathy?	<p>Give examples when you have had to show an appreciation of, or put yourself in a position to understand another person's situation or point of view.</p>
1.1.7 Counsel?	<p>Give examples of when you have used formal counselling skills in one-to-one and/or group counselling sessions. Say whether the job requires counselling skills that have been gained through training or experience.</p>
1.1.8 Re-assure?	<p>Give examples of when you have needed to reassure others, for example, to restore their confidence or confirm their opinion.</p>

Do you	Please give a typical example
1.1.9 Give advice, instruction and training?	Give examples of where you have provided practical training or advice to people on a particular subject, for example, manual handling, new equipment familiarisation, hygiene, health & safety, working practices.
1.1.10 Communicate to groups/give presentations?	Give examples of when you have communicated to groups of people, for example, educational groups, Board meetings, workshops etc. If you gave formal presentations, describe any communication aids (e.g. PowerPoint, overhead slides) or voice projection techniques you had to use to ensure all could hear. Explain who the groups were, why you needed to communicate to them, how many people would usually be in a group and how often you would typically communicate in this way.
1.1.11 Communicate in a language other than English?	Give examples of when and how often you need to communicate in a language other than English, for example Welsh, Hindi, sign language etc. and explain why this is necessary. Include whether this is a requirement of the job.
1.1.12 Overcome barriers to understanding?	Give examples of situations of where you have had to communicate to an audience who could not easily understand because of cultural or language differences, physical or mental special needs, age (e.g. young children or elderly patients/clients) or because of resistance to understanding.
1.1.13 Communicate complicated information?	Give examples of information that you have communicated that is made up of a number of different parts, each of which you consider to be very involved. Explain who you provide this information to and under what circumstances. Also say if there are times when the information that you are communicating is conflicting or inconsistent and if so please explain.
1.1.14 Communicate sensitive information?	Give examples of where you have communicated information that you consider to be delicate or of a personal nature and where there may be issues of how and what is conveyed (this could be financial, personal, public relations or organisational information). Explain why the information is sensitive, for example, personal information, which if disclosed could cause embarrassment or problems to the person, other individuals or the organisation.
1.1.15 Communicate in an emotive atmosphere?	Give examples of situations when you have had to communicate and deliver your message in a highly charged atmosphere. Explain how you have communicated the information and the skills that you have used to ensure understanding and acceptance.
1.1.16 Communicate information which may be contentious	Give examples of where you have had to communicate information that could or did cause controversy and is likely to be challenged, for example, a major organisational change or closure of a hospital unit.
1.1.17 Communicate in a hostile/antagonistic atmosphere?	Give examples of situations when you have had to communicate and there has been a degree of hostility and/or antagonism (opposition) towards the message you have had to give. Explain what gave rise to the hostility/antagonism, how you delivered the information and the communication skills that you used to ensure understanding and acceptance.

2 KNOWLEDGE, TRAINING AND EXPERIENCE

General Points: Consider the main types of knowledge required for your work and state them under the most appropriate question heading, starting with the one that is the most central to your job (e.g. scientific knowledge for biochemists). Only list qualifications once, in the most relevant section (e.g. a nursing qualification in the clinical knowledge section).

Qualifications indicate that the level of knowledge required must be of an *equivalent level* to the stipulated qualification *not* that there is a requirement to hold any particular qualification. Training towards qualifications is a means of acquiring knowledge as is on-the-job training, short courses and practical experience. If a job does genuinely require the knowledge acquired through a specified formal qualification, then this should be recorded.

Where qualification and/or experience requirements for a job have changed, the current requirements should be taken as the necessary standard to be achieved. As it is the job that is evaluated, jobholders in post with previous qualifications are deemed to have achieved the current qualification level through on the job learning and experience. You may need to consult your line manager on the current qualification and/or experience requirements that are actually needed for your post. These may not necessarily be the same as the recruitment criteria, as they may not take account of essential experience acquired in post.

2.1 **Note:** **Where courses are part-time please state the full time equivalent or quote the amount of time per week/year required for course completion.*

Knowledge required in job	Please give examples of the work procedures/practices you need to know about in your job	Describe the type and length of experience or on-the-job training that is required to gain this knowledge	Describe the minimum qualifications that are required for this job and how long it normally takes to acquire them*
2.1.1 Administrative knowledge	<p>Give examples of administrative procedures you personally use.</p> <p><i>e.g. 1: I need to know about admission procedures to the hospital for my work on the admissions desk.</i></p> <p><i>e.g. 2: I have to have in-depth knowledge of how the invoicing procedures work as I have to answer queries relating to my section's work.</i></p>	<p>Describe how this knowledge can be gained.</p> <p><i>e.g. 1: On the job experience of at least one month to fully understand them.</i></p> <p><i>e.g. 2: At least one year's experience working in invoicing plus an understanding of the overall invoicing process and why procedures are used.</i></p>	<p>Describe current qualification requirements for this type of knowledge.</p> <p><i>e.g. 1: GCSEs.</i></p> <p><i>e.g. 2: NVQ 3 or equivalent qualification.</i></p>
2.1.2 Clinical/therapeutic/social care knowledge	<p>Give examples of clinical, therapeutic or social care knowledge that you need to have to do your job.</p>	<p>Describe how this knowledge can be gained.</p>	<p>Describe current qualification requirements for this type of knowledge.</p>
2.1.3 Technical knowledge (including knowledge of equipment)	<p>Give examples of chemical, mechanical or electrical engineering or building, computing or equipment knowledge that you need to have to do your job.</p>	<p>Describe how this knowledge can be gained.</p>	<p>Describe current qualification requirements for this type of knowledge.</p>
2.1.4 Scientific knowledge	<p>Give examples of biological, chemical, physical or similar knowledge that you need to have to do your job.</p>	<p>Describe how this knowledge can be gained.</p>	<p>Describe current qualification requirements for this knowledge.</p>

Knowledge required in job	Please give examples of the work procedures/practices you need to know about in your job	Describe the type and length of experience or on-the-job training that is required to gain this knowledge	Describe the minimum qualifications that are required for this job and how long it normally takes to acquire them*
2.1.5 Managerial knowledge	Give examples of knowledge of supervisory and management theory and techniques that you need to have to do your job.	Describe how this knowledge can be gained.	Describe current qualification requirements for this knowledge.
2.1.6 Additional specialist knowledge	Give examples of any additional specialist knowledge that you need to have to do your job. This may be an additional specialism e.g. a clinician may have specialist knowledge of, for example, diabetes as well as his/her main area of clinical knowledge.	Describe how this knowledge can be gained.	Describe current qualification requirements for this knowledge.
2.1.7 Knowledge of legislation, codes of practice	Give examples of laws, statutes, legally binding procedures or codes of practice that you need to know about to do your job. Say how detailed your knowledge has to be and why.	Describe how this knowledge can be gained.	Describe current qualification requirements for this knowledge.
2.1.8 Other types of knowledge not already covered but required for the job	Give examples of other types of knowledge that you need to have to do your job.	Describe how this knowledge can be gained.	Describe current qualification requirements for this knowledge.

2.2 Please list below the qualifications or experience actually required for your post.

This factor measure the minimum knowledge required by a competent performer to do the job to the required standards. You may have different or higher qualifications than those required for the job, but these should not be included. *Where the knowledge requirements for the job have increased over time, the current job requirement should be entered.* You may need to consult your line manager on what the current requirements are for your post.

A Person Specification may set out the qualifications and experience required, but you should bear in mind that it may understate the knowledge actually needed to carry out the job because it is set at recruitment level on the expectation that the rest of the required knowledge will be acquired through on the job training and experience, for example:

- Clerical posts typically state the recruitment level of knowledge as a number of GCSEs, whereas the actual knowledge requirement includes a range of clerical and administrative procedures.
- Managerial posts may state the recruitment level of knowledge as a number of GCSEs plus a specified period of health service experience, whereas the actual knowledge requirement includes the range of administrative procedures used by the team plus supervisory/managerial knowledge or experience.
- Healthcare jobs may state that a form of specialist knowledge is desirable, rather than essential, because the trust is willing to provide training in the particular specialist field.

3 ANALYTICAL AND JUDGEMENTAL SKILLS

General Points: Give typical examples that cover the range of work that you do for instance, managerial judgements as well as judgements from the specialist area of work, equipment related judgements as well as people related judgements. Explain the situation and describe the range of thinking skills, the range and type of options considered, and the solution to each. As the more complex facts/situations may not be encountered every day, you may need to look back over a number of weeks or months for examples for this section.

3.1 Complete the appropriate boxes about the nature of the judgements you have to make regularly in the course of your work.

Do you	Please give a typical example
3.1.1 Make judgements where the situation is straightforward?	<p>Give examples of judgements you have made where the facts/situations have been easy to understand and in day-to-day situations. Describe the judgements and the number of options considered.</p> <p><i>e.g. 1: I make judgements about the most suitable cleaning materials for the task I have to complete. There are usually at least 2 possible alternatives I could use and I have to ensure that I do not damage the items or equipment cleaned.</i></p> <p><i>e.g. 2: I have to decide which patient to assist first when two patients require assistance to eat or go to the toilet at the same time. I also have to decide whether to call for assistance to deal with the situation.</i></p>
3.1.2 Make judgements where the situation is <i>not</i> straightforward?	<p>Give examples of judgements you have had to make where the facts/situations were not straightforward, possibly because there were several components to take into account. Include whether you had to analyse information, situations, objects or problems in order to make the judgement.</p> <p>Examples may include faultfinding on complex equipment, patient assessments, analysis of financial queries or discrepancies, disciplinary cases. Describe the degree of complexity involved in making the judgement.</p>
3.1.3 Make judgements where there are a range of options to select from?	<p>Give examples of judgements you have had to make where there were a range of possible options to consider and compare. Describe the type of options.</p>
3.1.4 Assess or interpret information in order to make a judgement?	<p>Give examples of judgements you have had to make where you have had to weigh up or make sense of complicated facts, situations or illnesses because the information was unclear, conflicting or incomplete.</p>
3.1.5 Make judgements where expert opinion may differ or be conflicting?	<p>Give examples of judgements you have had to make where expert opinions on the subject were different and possibly conflicting.</p> <p>This is likely to occur in a specialist area where judgements have to be made about situations which may have unique characteristics and where there are a number of complicated aspects to take into account which do not have obvious solutions.</p>

4 PLANNING AND ORGANISATIONAL SKILLS

General Points: Again, work through the Yes/No boxes first and then provide examples for all those answered 'Yes'. Only include planning and organisational activities you carry out yourself.

4.1 Does your job require you to plan or organise any of the following? If so, complete the relevant boxes below.

Note: *Time in advance of the event means the period that the plan is to cover, starting with the day it is prepared.

Do you plan or organise	Please describe what you do and whether you need to make changes to the plans/arrangements	Time in advance of the event*
4.1.1 Own time?	<p>Give examples of what you have to plan or organise on a day-to-day basis in relation to your own work.</p> <p><i>e.g. 1. I have to plan to ensure that I have the correct materials/records with me.</i> <i>e.g. 2: I need to plan my travel arrangements to ensure that I get to my meetings on time.</i> <i>e.g. 3 I plan the order of my daily and weekly cleaning duties.</i></p>	<p>How far ahead do you plan?</p> <p><i>e.g. 1: 1 day</i> <i>e.g. 2: 3 days</i> <i>e.g. 3 1 week</i></p>
4.1.2 Time of others?	<p>Describe the plans you have to make for other people, for example, by planning or organising clinics or parent craft classes, planning individual patient/client care, ensuring that accounts are prepared for statutory deadlines, planning administrative work, planning work for staff to carry out. Include what you need to do for this planning and whether you need to make changes to the plans/arrangements.</p>	<p>How far ahead do you plan?</p>
4.1.3 Rotas?	<p>Describe the rotas you have to prepare, how far ahead the rotas are prepared for and whether you need to make changes to them. Include how you organise the rotas and how many staff they cover.</p>	<p>How far ahead do you plan?</p>
4.1.4 Meeting arrangements?	<p>Describe the planning and organising you have to do to arrange meetings. Include the number of people usually attending the meeting (please give a range if this varies) and if they come from different disciplines or organisations, please describe.</p>	<p>How far ahead do you plan?</p>
4.1.5 Conference arrangements?	<p>Describe the planning and organising you have to do to arrange conferences. Include the approximate number of people usually attending the conference (please give a range if this varies) and if you arrange venues and lay out, invite speakers or select speakers.</p>	<p>How far ahead do you plan?</p>
4.1.6 Co-ordinating other agencies/organisations?	<p>Describe the planning and organising you have to do to co-ordinate other people, agencies or organisations. Say whether you are the main person doing the planning or organising, the number and nature of the people/agencies/organisations involved, whether you have to make changes to these plans and if so, describe how.</p>	<p>How far ahead do you plan?</p>

Do you plan or organise	Please describe what you do and whether you need to make changes to the plans/arrangements	Time in advance of the event*
4.1.7 Project management?	Describe the planning and organising you have to do to manage projects. Include the type of project, whether you are the main person responsible for the planning/organisation, the number of projects usually on-going at any one time, the type of projects you have to manage and the nature of any changes that you have to make to your plans.	How far ahead do you plan?
4.1.8 Service provision?	Describe the planning and organising you have to do to provide a service, the nature of the service, whether you are the main person responsible for the planning/organisation and the nature of any changes that you may have to make to your plans.	How far ahead do you plan?
4.1.9 Educational or training programmes?	Describe the planning and organising you have to do in relation to education and training. Include the jobs and service of those being trained, whether you are the main person responsible for the planning/organisation, the usual length of the training course and the nature of any changes that you have to make to the plans.	How far ahead do you plan?
4.1.10 Long term strategic planning?	Describe any far-reaching plans you are required to prepare for the future and the area/department/service/organisation covered by the plans. Include whether you are the main person preparing them, the nature of any changes that you have to make and who approves the strategic plans.	How far ahead do you plan?
4.1.11 Other, please specify?	Please describe anything you are required to plan or organise that has not been covered above.	How far ahead do you plan?

4.2 Does any of your planning affect departments, staff or management across the organisation or in other organisations? Yes [] No []
 If 'Yes', please describe.

Give examples of any plans you have to make or events you have to organise that affect people *across* other departments/services/organisations.

5 PHYSICAL SKILLS

General Note: Work through the skills and descriptions, giving examples of those you are required to use in your job.

Note: **Developed skills are normally acquired through considerable practice and/or training and include dexterity.*

Skill required for	Description of skill	Please describe the purpose for which you use this skill
5.1.1 Driving a car/small van	Standard driving skills (car/light van driving test + practice)	Give examples of when you are required to use these skills in your job (NOT to and from work).
5.1.2 Driving a lorry/heavy vehicle/patient transport services	Advanced driving skills (HGV, PSV, PCV driving test or equivalent + practice)	Give examples of when you are required to use these skills in your job and whether there is a requirement to have a tested skill such as an HGV, PSV or PCV license.
5.1.3 Driving vehicles in emergency situations	High speed driving skills (ambulance driving test or equivalent + practice)	Give examples of when you are required to use these skills in your job and whether there is a requirement to have a high speed driving test.
5.1.4 Standard keyboard use	Typing skills normally acquired through practice or RSA1 or equivalent	Give examples of when you are required to use these skills in your job.
5.1.5 Advanced keyboard use	High speed, accurate typing skills; RSA level 2/3 or equivalent	Give examples of when you are required to use these skills, whether there is a requirement to type quickly and accurately, whether you are required to have a tested skill level for the job and if so, include what your typing speed is required to be.
5.1.6 Use of equipment/tools	Skills normally acquired through practice or during practical training	Describe skills which can be learned through instruction on the job and practice that you are required to have to use equipment or tools. Indicate what equipment or tools you use.
5.1.7 Non-intravenous injections	Skills normally acquired through practice or during practical training	Give examples of when you are required to use this skill in your job e.g. intra-muscular injections, specific laboratory work (please describe).
5.1.8 Restraint of patients/clients	Skills requiring formal training and updating	Describe when you are required to use restraint skills and whether you are required to have formal training and updating.
5.1.9 Manipulation of objects/tools where narrow margins for error	Developed skills* e.g. laying out instrument trays; fine adjustment of equipment/plant	Give examples of when you are required to use these skills in your job. Describe the objects or tools you are required to move or manipulate and why there is a narrow margin for error.
5.1.10 Hand signing	Skills requiring formal training	Give examples of the type of hand-signing skill you are required to use, when you are required to use it and what training is required to learn it.

Skill required for	Description of skill	Please describe the purpose for which you use this skill
5.1.11 Advanced sensory skills	Developed skills* e.g. listening for speech defects	Give examples of when you are required to use advanced sensory skills such as listening, smell, touch, sight in your job.
5.1.12 Manipulation of fine tools; where accuracy important	Developed skills* e.g. operating a lathe/manual control of intravenous infusions	Describe the tools which you are required to use, what you produce and why accuracy is important.
5.1.13 Manipulation of materials where accuracy important	Developed skills* e.g. manipulating materials on a slide or under microscope	Describe how and why you are required to manipulate materials and why accuracy is important.
5.1.14 Assembly of surgical equipment; accuracy important	Developed skills* e.g. assembling equipment in theatre/assembling boiler pump	Describe the surgical equipment you are required to assemble/dismantle, how many individual operations (movements) are required to do this and why accuracy is important.
5.1.15 Intravenous injections	Developed skills*; accuracy and hand-eye co-ordination	Give examples of why and when you are required to use this skill in your job.
5.1.16 Manoeuvring people where accuracy important	Developed skills* requiring accuracy and hand-eye co-ordination e.g. for a precise procedure	Give examples of why and when you have to manoeuvre people and say why accuracy is important.
5.1.17 Suturing	Developed skills* requiring precision or speed + hand-eye, sensory co-ordination.	Give examples of why and when you are required to use this skill in your job. Say whether precision or hand, eye, sensory co-ordination is required and why.
5.1.18 Manual physiotherapy treatment	Developed skills* requiring precision + hand-eye, sensory co-ordination	Give examples of when you are required to use this skill in your job.
5.1.19 Surgical interventions	Developed skills* requiring precision or speed + hand-eye, sensory co-ordination; includes intubation and tracheotomy	Describe the surgical interventions you undertake.
5.1.20 Keyhole, laser surgery, IVF procedures	Developed skills* requiring the highest level of physical skill	Give examples of when you are required to use these skills in your job.
5.1.21 Other physical skill	Please state	

6 RESPONSIBILITY FOR PATIENT/CLIENT CARE

General Points: Read through the whole section, completing the Yes/No boxes first. Then go back and fill in the description(s) for the Yes box(es), starting with the one that fits your job best.

6.2 General services

Do you have responsibility for providing any of the following?	
6.2.1	<p>Providing general non-clinical advice or information directly to patients/clients? <i>Includes telling patients about matters such as trust administrative procedures, out-patient clinics, visiting arrangements or externally provided services, such as. housing benefits, maternity provision, social services.</i> <i>e.g. 1: I talk to patients at the Out-patients reception desk and tell them about suitable appointments and other information.</i></p>
6.2.2	<p>Providing a cleaning or food delivery service directly to, or in the immediate vicinity of patients/clients? <i>Includes delivering or serving food to patients or cleaning around patients on the ward.</i></p>
6.2.3	<p>Providing personal care (assisting with feeding, bathing, appearance), or portering services directly to patients/clients? <i>Includes hairdressing, manicure and make-up services, personal clothing and laundry. Portering includes transporting patients around the hospital or collecting/delivering them from/to their homes.</i></p>
6.2.4	<p>Implementing clinical care/treatment/therapy programmes/packages? <i>Includes putting into practice a plan or package, which has been determined by others. This may entail making minor modifications to the care programme or package within prescribed parameters, and reporting back on progress. It also includes supervising individual or group therapy sessions within an overall programme of care, treatment or therapy.</i></p>
6.2.5	<p>Assessing clinical care needs and developing clinical care/treatment/therapy programmes/package? <i>Includes diagnosing and treating/providing therapy to patients/clients.</i></p>
6.2.6	<p>If 'Yes', are these in a specialist field or do they cover a broad range of situations? <i>This means responsibility at a higher level or in a more specific area of practice than for generalist practitioners.</i></p>

6.3 Clinical/therapeutic advice; advice on facilities/services

Do you have:	
6.3.1	<p>Direct involvement in the provision of basic clinical/therapeutic advice to patients/clients? <i>Includes the provision of straightforward clinical advice by people who are not clinical specialists, for example, emergency call service operators.</i></p>
6.3.2	<p>Involvement in the registration, inspection or quality assurance of facilities/services for patients/clients? <i>Includes visiting premises, which are to be used by/for patients/clients, either in the community or in a hospital setting e.g. nursing homes.</i></p>
6.3.3	<p>Direct involvement in the provision of clinical/therapeutic advice to patients/clients? <i>Includes advice which contributes to the care, well being or education of patients/clients, including health promotion.</i></p>
6.3.4	<p>If 'Yes', are these in a specialised area of practice? <i>Includes advice in a specialised area, for example, pharmaceutical or dietetic advice on individual patient care.</i></p>
6.3.5	<p>If 'Yes', are these in an expert area of practice? <i>Includes providing advice in an expert area, for example, clinicians working in a specialist field, such as groups with specific health and social needs.</i></p>

6.4 Clinical technical services

Do you have:	
6.4.1	Direct involvement in the provision of basic clinical technical services to patients/clients? Includes cleaning, sterilising or packing specialist equipment or facilities used in the provision of clinical services e.g. sterile supplies, theatres, laboratories, obtaining, processing or screening diagnostic test samples or dispensing medicines.
6.4.2	Direct involvement in the provision of clinical technical services to patients/clients? Includes initial screening of diagnostic test samples, dispensing of medicines, undertaking standard diagnostic (e.g. radiography, neurophysiology) tests on patients/clients or maintaining or calibrating specialist or complex equipment for use on patients.
6.4.3	If 'Yes', do you provide clinical technical services which are of a specialist nature? Includes interpreting diagnostic test results, carrying out complex diagnostic procedures, processing and interpreting mammograms, constructing specialist appliances, calibrating or maintaining highly specialist or highly complex equipment.
6.4.4	If 'Yes', are these of a highly specialist nature in an expert area of practice? Includes providing a highly specialised service, for example, the maxillo-facial prosthetology service.

6.5 Direct delivery of a service

Are you responsible for:	
6.5.1	Direct delivery of a clinical, clinical technical, therapeutic or social care service? Includes directly managing the providers of direct patient/client care, in a clinical service (e.g. oncology, paediatrics), a clinical technical service (e.g. medical physics, diagnostic radiography) or social care service (e.g. child protection, learning disabilities). You may or may not provide direct care, clinical technical services or advice yourself. Please describe whether it is a stand alone service or a sub-division of a service.
6.5.2	If 'Yes', do you have corporate responsibility for this? If you have Trust Board level responsibility for provision of a service, please describe.

If you have said 'YES' to any of the points in 6.2 to 6.5 above please describe your involvement below, starting with the one that is the most applicable to your job.
Give examples of what you are required to do in the area of work mentioned in the relevant question.

7 POLICY AND SERVICE DEVELOPMENT

General Points: As before, work through the questions first, putting ticks or Yes or No in the boxes, as appropriate. Then consider the examples you want to use and allocate them to the Yes box options. Please note that 'Policy' refers to a documented method for undertaking a task, which is based on best practice, legal requirements or service needs e.g. directorate policy on treatment of leg ulcers or trust policy on reporting accidents.

7.1 Please select the options on the left which accurately reflect the requirements of your job concerning policies and procedures and complete the boxes in that row.

Responsibility for policies	Please describe the types of policies you are involved with, and what you are required to do	Department/ Area Covered
7.1.1 Are you required to <i>comment on policy</i> that is used within your area?	Give examples of policies that are used in your area that you have been required to comment about and the type of comments you have made. <i>e.g. 1: When a new procedure for entering invoices was introduced, I was asked how I thought it would affect my job.</i> <i>e.g. 2: Whenever new physiotherapy clinical practices are introduced, they are discussed at section meetings and I have a chance to comment on their introduction in my area.</i>	<i>e.g. 1: Purchase Ledger</i> <i>e.g. 2: Physiotherapy section.</i>
7.1.2 Do you actively <i>implement policy</i> within your section/department/service/ directorate or the whole organisation?	Give examples of policies or procedures that you have been involved in implementing and your role in the introduction of these.	Describe the area that these policies or procedures would be implemented in.
7.1.3 Are you required to <i>propose changes to policies or procedures</i> that are used in your section/department/service and/or other areas?	<i>Please note that 'other areas' refers to outside your own function/service/discipline and not a geographic area.</i> Give examples of work practices, policies or procedures that you have played a role in shaping, or making suggestions to change or adapt, that are used in your section/department and, if appropriate, other sections or departments.	Describe the area(s) that these policies or procedures would be used in.
7.1.4 Are you involved with the <i>creation of policy</i> that impacts on a service/ directorate/the whole organisation/other organisations?	Give examples of policies where you have been involved in their creation or adaptation and they have directly influenced practices or procedures in your or other department(s), service(s), directorate(s), organisation(s).	Describe the area(s) that these policies or procedures would be used in.
7.1.5 Are you involved with <i>service development</i> for a service/directorate/the whole organisation/other organisations?	Give examples of where you have been involved in developing services and they have directly influenced practices in your department, service, directorate, organisation or other departments, services, directorates, organisations.	Describe the area(s) covered by this responsibility.
7.1.6 Do you have <i>corporate responsibility</i> for the creation of policy within your organisation?	If you have Trust Board level responsibility for the formulation and implementation of policy and service development, give examples of the types of policies that are involved. This type of responsibility would be held by those on the Board or equivalent level of accountability who hold the highest level of responsibility for the particular policy or service development area.	Describe the area(s) covered by this responsibility.

8 FINANCIAL AND PHYSICAL RESOURCES

General Points: As before, work through the questions first, putting ticks or Yes's or No's in the boxes, as appropriate. Then consider the examples you want to use and allocate them to the Yes box options.

8.1 Physical Assets

Responsibility	Description	Delegated authority level or value (£)	Are you a signatory for this responsibility?	Do you share this responsibility? If Yes, with whom?
8.1.1 Are you responsible for the safe use of equipment used by others?	Give examples of equipment which you are required to ensure is used safely by others. This may be by ensuring that it is correctly maintained and in good working order, or by ensuring that it is used correctly and safely by supervising/managing it. <i>e.g. I am responsible for checking all wheelchairs used within the department every morning to ensure that they are safe for patients and colleagues to use.</i>	Not required	Not required	If Yes, who else has this responsibility? <i>e.g. No</i>
8.1.2 Do you use expensive or highly complex equipment?	Give examples of expensive or complex equipment that you are required to use.	Value of most expensive piece of equipment = £	Not required	Not required
8.1.3 Do you have responsibility for security of a site?	Describe this responsibility, including the area covered.	Not required	Not required	If Yes, who else has this responsibility?
8.1.4 Do you repair, maintain or install physical assets?	Describe your responsibilities in respect of the repair, maintenance or installation of equipment, machinery or the fabric of the building. Include the types of assets you have responsibility for.	Not required	Not required	Not required
8.1.5 Are you responsible for the maintenance of all physical assets for an area?	Describe your responsibilities in respect of the maintenance of equipment, machinery or the fabric of the building. Include the types of assets you have responsibility for and the department/service this responsibility covers.	Not required	Not required	If Yes, who else has this responsibility?
8.1.6 Are you responsible for the purchase of equipment/materials?	Give examples of the type of equipment and materials that you are required to purchase. Explain your role in terms of the selection of suppliers, gaining value for money and ensuring procurement rules are adhered to.	Annual value of purchases = £	Yes or No.	If Yes, who else has this responsibility?
8.1.7 Do you undertake purchasing as a major part of your role?	Describe your involvement and responsibilities for the procurement of supplies, services and assets and give examples of the types of goods services etc. that are procured. Include the proportion of your time that you spend on purchasing.	Annual value of purchases = £	Yes or No.	If Yes, who else has this responsibility?
8.1.8 Are you responsible for the physical assets for several services?	Describe this responsibility, including the nature of the assets and the services covered.	Financial limit or value of items.	Yes or No.	If Yes, who else has this responsibility?

Responsibility	Description	Delegated authority level or value (£)	Are you a signatory for this responsibility?	Do you share this responsibility? If Yes, with whom?
8.1.9 Do you have corporate responsibility for physical assets?	If you have Trust Board level responsibility for the procurement, repair or security of Trust assets, describe the role that you have and the areas/services/organisations covered by this responsibility.	Financial limit or value of items.	Yes or No.	Not required

8.2 Stocks and Supplies

Responsibility	Description	Delegated Authority level or value (£)	Are you a signatory for this responsibility?	Do you share this responsibility? If Yes, with whom?
8.2.1 Is a significant part of your role the security of stock or supplies?	If one of the main purposes of your role is the security of stock and supplies, describe what you are required to do and the responsibility that you have. Give examples of the type of stock and supplies.	Value of goods = £	Not required	If Yes, who else has this responsibility?
8.2.2 Are you responsible for ordering or controlling stock and supplies used in the course of your work?	Describe the types of stock and supplies that you order or are responsible for. Include whether these supplies are primarily for your own use, or for the use of a department/function.	Annual value of goods ordered = £	Yes or No.	If Yes, who else has this responsibility?
8.2.3 Are you responsible for the purchase of stock and supplies?	Give examples of the type of stock and supplies that you are required to purchase. Explain your role in terms of the selection of suppliers, gaining value for money and ensuring procurement rules are adhered to.	Annual value of purchases = £	Yes or No.	If Yes, who else has this responsibility?
8.2.4 Do you undertake purchasing as a major part of your role?	If one of the main purposes of your role is the procurement of supplies, services and assets, describe your involvement and responsibilities and examples of the types of goods, services etc. that are procured.	Annual value of purchases = £	Yes or No.	If Yes, who else has this responsibility?

8.3 Financial Resources **Note:** * = Delete as necessary

Responsibility	Description	Delegated Authority level or value (£)	Are you a signatory for this responsibility?	Do you share this responsibility? If Yes, with whom?
8.3.1 Do you handle cash, cheques or patients' valuables?	As part of your normal duties are you responsible for cash, cheques or patients' valuables. Describe what you do and the types of things you are required to handle.	Valued handled?	Not required	Not required
8.3.2 Do you check and verify expense sheets, purchase documents or similar?	Give examples of the types of expenses sheets or purchase documents that you check and verify and any responsibilities you have for the processing and certification of these documents.	Total value = £ per week/month/year*	Not required	If Yes, who else has this responsibility?

Responsibility	Description	Delegated Authority level or value (£)	Are you a signatory for this responsibility?	Do you share this responsibility? If Yes, with whom?
8.3.3 Are you an authorised signatory for invoices, overtime etc.?	Give examples of the types of payments that you sign for.	Total value = £ _____ per week/month/year*	Yes or No.	If Yes, who else has this responsibility?
8.3.4 Do you monitor financial information?	Describe your role in monitoring or reviewing financial information either as part of budget monitoring or as part of a financial role.	Financial limit or value of items	Not required	Not required
8.3.5 Are you involved in drawing up budgets or financial initiatives?	Describe your role in drawing up, for example, budgets for a department/service, or income generation or cost improvement programmes.	Financial limit or value of items	Not required	If Yes, who else has this responsibility?
8.3.6 Is your budget delegated to you by your manager?	If your manager is the budget holder, but you are officially asked to play a role in the budgeting process, describe your role and responsibilities.	Size of budget.	Not required	Not required
8.3.7 Are you a budget holder?	Describe your responsibilities as a budget holder. State the department(s) this is for and your role in monitoring the budget.	Size of budget.	Yes or No.	If Yes, who else has this responsibility?
8.3.8 Are you involved with the setting of the budget for your department/service?	Describe your role in determining the value of the budget and the negotiation of the budget for the year. State the department for which you are responsible. This may be a management role or as part of the finance department.	Size of budget.	Not required	If Yes, who else has this responsibility?
8.3.9 Are you involved with the budget setting of more than one department/service/organisation?	Describe your role in determining the value of the budget and the negotiation of the budget for the year. State the departments, services or organisations you are responsible for. This may be a management role or as part of the finance department.	Size of budget.	Not required	If Yes, who else has this responsibility?
8.3.10 Do you have responsibility for determining the budget levels for one or more departments/services or organisations?	As a manager or within the finance department describe your responsibilities for overseeing the budget setting process and the departments, services or organisations this is in respect of.	Size of budget.	Not required	If Yes, who else has this responsibility?
8.3.11 Do you have corporate responsibility for the financial stewardship of the organisation(s)?	If you have Trust Board level responsibility for the financial stewardship of the Trust, describe this responsibility and the area covered.	Size of budget.	Yes or No.	If Yes, who else has this responsibility?

9 HUMAN RESOURCES

General Points: As before, work through the questions first, putting ticks or Yes or No in the boxes, as appropriate. Then consider the examples you want to use and allocate them to the Yes box options.

9.1 Physical Assets

Responsibility	For how many people?	Please describe the nature of the responsibility
9.1.1 Are you responsible for the day-to-day work allocation, supervision or co-ordination of staff?	Number.	Describe your responsibilities for supervising or co-ordinating the duties of others. Include any responsibility you have for appraisal, discipline, grievance, recruitment/appointments and your level of involvement with these (for example, looking through application forms or sitting on the interviewing panel). <i>e.g. I allocate administrative work to my staff on a daily basis but do not have any responsibility for appraisal, discipline or recruitment.</i>
9.1.2 Are you responsible for the clinical or professional supervision of staff?	Number.	Describe your responsibilities in respect of clinical/professional supervision or placement of students/clinical staff. Include the numbers and type of staff supervised.
9.1.3 Do you manage a group of staff within a department/function?	Number.	Describe your responsibilities in respect of the management of a group of staff. Include your responsibilities for appraisal, discipline, grievance, appointment, performance review and dismissal and your level of involvement with these.
9.1.4 Do you manage a whole department/ function?	Number.	Describe your responsibilities in respect of the management of a department. Include your responsibilities for appraisal, disciplinary, grievance, recruitment/appointment, performance review and dismissal and your level of involvement with these.
9.1.5 Do you manage a number of departments/ functions?	Number.	Describe your responsibilities in respect of the management of several departments. Include your responsibilities for appraisal, disciplinary, grievance, appointment, performance review and dismissal and your level of involvement with these.

9.2 Training and Teaching

Responsibility	For how many people?	Please describe the nature of the responsibility
9.2.1 Do you train new people in the department?	Number trained. <i>e.g. 1: 1 or 2 e.g. 2: up to 3</i>	Describe your responsibilities for training new members of staff in your department. Give examples of how often this happens. <i>e.g. 1: I explain to new staff how the admissions procedures operate once or twice a year. e.g. 2: I show new staff how to file the records correctly about 8 times a year.</i>
9.2.2 Are you required to deliver formal training?	Number trained at one time.	Give examples of formal training you have delivered to other staff, agencies or the public. Describe the type(s) of courses that you run, their duration and the number of times this occurs each year e.g. training other professionals on aspects of own specialism or providing practical training on, for example, lifting and handling.
9.2.3 Are you required to undertake work place assessments?	Number trained at one time.	Describe your responsibilities for undertaking formal work place assessments. These can be clinical or professional assessments of staff, or work place assessments such as formal health and safety assessments.

Responsibility	For how many people?	Please describe the nature of the responsibility
9.2.4 Are you responsible for the placement or allocation of staff or students?	Number trained at one time.	Describe your role for placing staff or students into the workplace. Explain how placements are determined and your role in securing the placements before students or staff are allocated.
9.2.5 Is your role concerned with the delivery of core training or teaching as a significant responsibility?	Number trained at one time.	Describe your responsibilities for delivering formal training to other staff, agencies or the public. Describe the type of courses that you run, their duration and the number of times this occurs each year.
9.2.6 Is your role principally concerned with devising and delivering training programmes?	Number trained at one time.	Describe your responsibilities for developing training programmes. Include whether this is a sole responsibility or as part of a team. If as part of a team explain your role within the team.
9.2.7 Are you responsible for the overall management of the teaching or training function?	Not required	Describe your role in regard to training and describe the training function that you are responsible for.

9.3 Human Resource Advice

Responsibility	For how many people?	Please describe the nature of the responsibility
9.3.1 Do you offer basic HR advice as part of your role?	Number.	Describe the type of HR advice that you offer to your staff and the professional HR support that you have to help you do this.
9.3.2 Are you responsible for giving core HR advice to managers?	Number.	As part of the HR function give examples of advice that you give to managers, detailing the number of managers and the number of departments concerned. Say how often this occurs.
9.3.3 Do you deliver an HR service across a number of departments or services?	Number.	Give examples of the HR service(s) (for example, recruitment, employee relations) that you provide for managers, detailing the number of managers and the number of departments concerned. Say how often this occurs.
9.3.4 Are you responsible for a significant part of the HR function in your organisation?	Number.	Describe your HR management role and the HR services you are responsible for delivering.
9.3.5 Do you have corporate responsibility for the HR function?	Number.	If you have Trust Board level responsibility for the HR function please describe the scope of this responsibility, including the areas/services covered.

10 INFORMATION RESOURCES

10.1 Information Production and Storage for other people

Responsibility	Describe your involvement	How often (daily, weekly, monthly, yearly)
10.1.1 Are you required to make or word process clinical records, letters, reports etc. compiled by others?	If yes, give examples of what records, letters, documents you produce. <i>e.g. 1: I word process letters for Section Head.</i> <i>e.g. 2: I process clinical records for nursing staff.</i>	How often do you do it? <i>e.g. 1: Daily</i> <i>e.g. 2: 3-4 times a week</i>
10.1.2 Are you required to complete a timesheet or similar records?	Give an example of what you complete and why (e.g. for own work, for manager etc.).	How often do you do it?
10.1.3 Are you required to process data e.g. test results, statistics etc. compiled by others?	Give an example of what you process or input onto a VDU/word processor, who for (e.g. for manager, professional staff in department etc.). Include the programme that you use.	How often do you do it?
10.1.4 Are you responsible for the storage of data and for its distribution to others?	Give an example of what information (files, accounts, records etc.) you store or distribute, how you store or distribute it and for whom (e.g. personally delivers/sends electronically, on behalf of manager etc.).	How often do you do it?
10.1.5 Are you required to take and transcribe formal minutes?	Describe the meetings that you take minutes for, how you take the minutes and what you do with them.	How often do you do it?

10.2 Use of computer software for design, development or data manipulation

Are you responsible for	Describe your involvement	How often (daily, weekly, monthly, yearly)
10.2.1 The creation of spreadsheets, including the programming of formulae?	Give an example of what spreadsheets you create, state the programme(s) you use, what it involves, where the data comes from (e.g. is it part of your own work or from elsewhere) and why they are created (e.g. for accounts department, manager, own research etc.).	How often do you do it?
10.2.2 Manipulating data using spreadsheets, databases or other software?	Give an example of what data you work with, what you calculate/manipulate, what this involves, who it is for and why it is needed (e.g. for accounts department, manager, own work/research etc.).	How often do you do it?

Are you responsible for	Describe your involvement	How often (daily, weekly, monthly, yearly)
10.2.3 Creating designs, drawings, layouts using software; other computer aided design (CAD) work?	Give an example of what designs or drawings you create, what software you use and what this involves. Include the design and development of web pages as well as facial re-constructions and other design work.	How often do you do it?

10.3 System Design, Operation and Maintenance

Note: Information system refers to a methodical and structured way of recording, storing or transmitting large amounts of information using manual or computerised methods.

Responsibility	Describe your involvement	How often (daily, weekly, monthly, yearly)
10.3.1 Are you responsible for maintaining information systems/ installing software?	If yes, describe what you maintain or install and how you do this (e.g. installs all updates of software used in the department; manages the storage and retrieval of medical records; operates help facilities for an information system).	How often do you do it?
10.3.2 Are you responsible for the adaptation, design or development of information systems?	If yes, describe what systems you modify, design or develop, for whom and what this involves.	How often do you do it?
10.3.3 Are you responsible for the operation of information systems as a major job responsibility?	If yes, describe what your responsibilities are, what they involve and the coverage of the information system (e.g. for processing, generating, creating, updating or storing information across departments/organisations).	What proportion of your time do you spend on this? _____ %
10.3.4 Is the main part of your role the management of information systems?	If yes, describe what your responsibilities are and what they involve (e.g. overall responsibility for medical records system for hospital).	What proportion of your time do you spend on this? _____ %
10.3.5 Do you have corporate responsibility for system development and management for your organisation or a number of organisations?	If you have Trust Board level responsibility for this service describe the role that you have.	

11 RESEARCH AND DEVELOPMENT

General Points: First, answer all the questions and then, for all those you have answered 'Yes', describe what you do on the next page.

	Are you required to do any of the following?	If Yes, how often do you do this per year?	How much time do you spend on it per year?
11.1.1	Carry out surveys? e.g. Distributes survey forms to groups of people (for example, relatives and visitors to the hospital; community groups), analyses results and writes reports.	e.g. 4 times per year.	% e.g. 4%
11.1.2	Carry out audits? e.g. Carries out audits of results of specific treatments in own department.	e.g. 12 times per year.	% e.g. 2%
11.1.3	Participate in R & D, clinical trials or equipment testing led by others? e.g. 1: Uses xyz equipment when treating patients and fills in questionnaire afterwards. e.g. 2: Uses new test equipment as directed by lead scientist and records results.	e.g. 1: 12 times per year. e.g. 2: 50 times per year.	% e.g. 1:1% e.g. 2: 5%
11.1.4	Carry out research/development work which <i>is not</i> part of a formal research programme? Describe the research and development work you undertake, what you do and who is responsible for it (job title only).		%
11.1.5	Carry out research/development work which <i>is</i> part of a formal research programme? Describe the research and development work you undertake, what you do and who is responsible for it (job title only).		%
11.1.6	Carry out clinical trials? Describe the clinical trials you undertake, what you do and who is responsible for it (job title only).		%
11.1.7	Carry out your own equipment testing or adaptation? Describe what equipment trials/adaptation work you undertake, what you do and who is responsible for it (job title only).		%
11.1.8	Co-ordinate/implement R & D programmes/activities? Describe the R&D you are responsible for co-ordinating or implementing, what you do and who is responsible for it (job title only).		%
11.1.9.i	Initiate & develop R & D programmes/activities? Describe the R&D programmes/activities you are responsible for initiating or developing, what you do, whether you or someone else is responsible for it and the proportion of your time you spend on this.		%
11.1.9.ii	and do the programmes/activities impact on other trusts or organisations? If your programmes/activities have an affect on other organisations, describe how and the areas covered.		
11.1.10	Secure funding for R & D programmes/activities? Describe the R&D programmes/activities you are responsible for obtaining funding for, what you do and the level of funding obtained.		%

Question number	If you have said YES to any of the points in 11.1.1 to 11.1.10 on the previous page, please describe your involvement below, starting with the one that is the most applicable to your job . For easy reference, write the number you are describing e.g. 11.1.4 in the left hand column.
	<p><i>Note: If there is a job requirement for you to publish research findings to a wider audience, please describe and say how often you do it.</i></p>

12 FREEDOM TO ACT

General Note: Answer the Yes and No questions first and then allocate examples to the Yes box options.

12.1 Supervision and management

	Describe the supervision, management or guidance you receive
12.1.1 Is your work checked on a regular basis? (e.g. daily)	Describe how often your work is checked and who checks it. <i>e.g. My supervisor checks my work at the end of each day, she also checks any large pieces of work as soon as I have completed them.</i>
12.1.2 Is your work checked on a sample/random basis?	Describe how often your work is checked and who checks it.
12.1.3 Is your work assessed at agreed intervals? (e.g. monthly, quarterly)	Describe how often your work is reviewed, assessed or checked and who does this.
12.1.4 Is your supervisor/manager generally close by or immediately contactable?	How easily can you contact your supervisor/manager? Describe whether he/she is usually available to answer any queries and how often you usually refer queries to him/her. <i>e.g. My supervisor is located at the end of my office and is generally available to answer queries. I usually refer a query to her once a day.</i>
12.1.5 Is your supervisor/manager generally only available at specific times?	If your supervisor/manager is not readily available, describe when and how often you contact him/her for guidance.
12.1.6 Do you refer to people outside the organisation for guidance?	Describe who (job title only) you would contact for guidance, why and how often.
12.1.7 Are you a lead specialist, professional or expert in your field?	Say whether you are a specialist or expert in your field and describe how many other specialists/professionals/experts there are and what they do in relation to your job.

12.2 Describe the areas of responsibility where you would act yourself without asking for assistance

Give examples of tasks/situations which you would typically deal with on your own.

12.3 Describe the areas of responsibility where you would ask for assistance

Give examples of tasks/situations which you would typically discuss with or refer to your manager/supervisor/other person for assistance/guidance.

12.4 Constraints, policies and procedures

	Describe the policies, guidelines, procedures or legislation that you are required to work within
12.4.1 Are there clear policies and procedures that you are not allowed to deviate from?	Give examples (e.g. I am required to follow financial procedures which cover all my invoicing work. I cannot deviate from these without the approval of my supervisor).
12.4.2 Are you required to work to policies and procedures (SOPs), but use your initiative when non-routine situations arise?	Give examples of the policies and procedures (rules) that govern what you do and how you do it (unless covered above) and describe tasks/situations where you are required to use your initiative.
12.4.3 Do you work to clear professional or occupational policies and are accountable for your own professional actions?	Give examples of the policies, procedures and professional guidelines that govern your work.
12.4.4 Do you work to broad professional standards and have significant discretion to operate within these?	Describe the professional guidelines that govern your work and any discretion you have to work within these.
12.4.5 Are you responsible for determining how certain broad policies should be put into practice?	Give examples of the policies you are required to interpret and put into practice and the areas (departments etc.) impacted on by these.
12.4.6 Are you required to take action based on your own interpretation of national policies/legislation/ initiatives?	Give examples of policies/legislation/initiatives you are required to introduce/implement and the areas (departments etc.) impacted on by these.
12.4.7 Are you responsible for setting targets and goals for a department/division/ service/organisation?	Give examples of the targets and goals you are required to implement and the area they impact on.

13 PHYSICAL EFFORT

General Note: It is important to complete all the boxes on each row that has a Yes.

13.1 Does your job require any of the following

Job requirements	Please give an example(s)	Average number of shifts per week	Number of times per shift	Average duration of each occurrence	Average weight
13.1.1 Lifting, pushing, pulling objects?	Give examples of the equipment, including trolleys, wheelchairs etc. which you need to push or pull. <i>e.g. I: I help patients in and out of wheel chairs and push them around the hospitals.</i>	Please specify. <i>e.g. I: Every shift</i>	Please specify. <i>e.g. I: 20-30 times</i>	Please specify. <i>e.g. I: 10-30 mins</i>	Please specify. <i>e.g. I: 50-90kgs</i>
13.1.2 Bending, kneeling, crouching, stretching?	Give examples of when you have to bend, kneel, crouch, twist, bend or stretch in order to carry out your duties.	Please specify.	Please specify.	Please specify.	Not required
13.1.3 Crawling, climbing?	Give examples of when you have to crawl or climb in order to carry out your duties.	Please specify.	Please specify.	Please specify.	Not required
13.1.4 Working in physically cramped conditions?	Give examples of when you have to work in cramped conditions in order to carry out your duties.	Please specify.	Please specify.	Please specify.	Not required
13.1.5 Working at heights?	Give examples of when you have to work at heights.	Please specify.	Please specify.	Please specify.	Not required
13.1.6 Standing/sitting with limited scope for movement for long periods?	Give examples of where you have to stand or sit without being able to move significantly for long periods.	Please specify.	Please specify.	Please specify.	Not required
13.1.7 Walking for substantial periods of time?	Give examples of where you have had to walk for long periods as part of your job.	Please specify.	Please specify.	Please specify.	Not required
13.1.8 Making repetitive movements?	This covers activities, which require you to keep making the same movement (e.g. assembling sterile supplies trays for theatres, labelling large quantities of bottles). Give examples of this type of movement and describe why you are required to make them.	Please specify.	Please specify.	Please specify.	Not required

Job requirements	Please give an example(s)	Average number of shifts per week	Number of times per shift	Average duration of each occurrence	Average weight
13.1.9 Controlled restraint? i.e. jobs requiring training/certification in this	Give examples of situations where you are required to use controlled restraint and whether you are required to be trained and certificated in this as a job requirement.	Please specify.	Please specify.	Please specify.	Not required
13.1.10 Running?	Give examples of when you have to run as part of your job.	Please specify.	Please specify.	Please specify.	Not required
13.1.11 Lifting weights/equipment with mechanical aids?	Give examples of the people/equipment/items you have to lift and the mechanical aids that you use.	Please specify.	Please specify.	Please specify.	Please specify.
13.1.12 Clearing tables?	Give examples of when you have to clear tables as part of your job.	Please specify.	Please specify.	Please specify.	Not required
13.1.13 Manoeuvring/manipulating objects/ people?	Give examples of when you have to manoeuvre people or objects e.g. positioning patients for radiography, manoeuvring patients onto a commode, manoeuvring maintained engine parts back into place using hoist.	Please specify.	Please specify.	Please specify.	Please specify.
13.1.14 Transferring people from bed to chair or similar?	Give examples of when you have to transfer patients/clients from bed to chair, or similar activity.	Please specify.	Please specify.	Please specify.	Please specify.
13.1.15 Lifting weights/equipment without mechanical aids?	Give examples of the people/equipment/items you have to lift.	Please specify.	Please specify.	Please specify.	Please specify.
13.1.16 Manual digging?	Give examples of when you have to dig using a spade or fork.	Please specify.	Please specify.	Please specify.	Not required
13.1.17 Heavy-duty pot washing/oven cleaning?	Give examples of the heavy-duty pot washing, oven cleaning or similar heavy strenuous work you are required to carry out and the equipment you use to do it.	Please specify.	Please specify.	Please specify.	Not required
13.1.18 Other, please specify		Please specify.	Please specify.	Please specify.	Please specify.

14 MENTAL EFFORT

14.1 Concentration **Note:** * This should be the total amount of time spent on this activity each shift.

Describe the duties that you undertake that require concentration. List the most important first	How many shifts during the week	How long for on each shift*
<p>Give examples of activities or tasks that you carry out that require you to be particularly alert, for example when</p> <ul style="list-style-type: none"> • checking detailed documents • carrying out complex calculations • analysing detailed statistics • participating actively in formal hearings • operating machinery • driving a vehicle • clinical coding • taking detailed minutes of meetings • report writing • carrying out screening tests/microscope work • examining or assessing patients/clients • carrying out therapy • carrying out intricate clinical interventions • undergoing cross examination in court. <p><i>e.g. 1: I check expense forms for staff in the department to ensure that they add up correctly and follow finance department guidelines. The forms are often difficult to read and there are often errors.</i></p> <p><i>e.g. 2: I have to concentrate when listening to my patients' health problems, assessing the conditions and drawing up treatment plans.</i></p>	<p>Indicate the number of shifts on which you undertake these activities over an average week. If less than weekly, state frequency.</p> <p><i>1 shift.</i></p> <p><i>Every shift.</i></p>	<p>Indicate how long you spend on this activity in total on a typical shift and the length of the shift.</p> <p><i>30 -40 minutes on average on a 7 hour shift.</i></p> <p><i>2.5-3 hours per 7 hour shift.</i></p>

14.2 Interruptions

If you are interrupted in the course of your work, describe the nature of the interruption and say whether you have to stop what you are doing to respond to the interruption and whether you have to re-prioritise your work as a result of it	How often each shift
<p>Give examples of occasions when you have been interrupted and have had to change what you were doing, or planning to do, that day. Describe the manner of the interruption, what you had been doing and what you had to start doing as a result of the interruption.</p>	<p>State how often this happens.</p>

15 EMOTIONAL EFFORT

15.1 Please complete the table below, indicating whether you carry out the activities listed as examples.

Examples	Number of occasions per week/month/year	Please describe, including the degree of involvement with the distressed/angry patient/client
15.1.1 Processing (e.g. typing/ transmitting) news of highly distressing events	How often do you do this?	Describe when you have had to type or pass on information concerning events which were highly distressing, for example, child abuse; family breakdown; severe injuries. Include how often you do this and why. <i>e.g. I type reports which contain details of child abuse about once a month for my manager.</i>
15.1.2 Providing a service for distressed/angry patients/clients/ staff	How often do you do this?	Give examples of occasions when you have had to provide a clinical, professional or administrative service to people who are very upset or annoyed.
15.1.3 Giving unwelcome news to patients/clients/carers/staff	How often do you do this?	Give examples of occasions when you have had to tell people unwelcome news This may include: cancelling patient appointments; refusal of holiday request; 'difficult' treatment plans.
15.1.4 Dealing with difficult situations/circumstances	How often do you do this?	Give an example of difficult situations (e.g. child abuse; family breakdown) that you have direct exposure to. Describe your role and your professional relationship with them.
15.1.5 Designated to provide emotional support to front line staff	How often do you do this?	Give an example of the emotional support you provide and why it is necessary. This may be, for example, support for staff following an emergency situation, or when they have been dealing with aggressive/depressed patients.
15.1.6 Caring for the terminally ill	How often do you do this?	Describe your responsibility for terminally ill people and the nature of your professional relationship with them.
15.1.7 Providing a therapy service to emotionally demanding patients/ clients/staff	How often do you do this?	Give an example of the therapy you provide and include why the patients/clients/staff are emotionally demanding.
15.1.8 Communicating life changing events to patients/clients/staff	How often do you do this?	Give an example of the type of life changing event you have to communicate. This may include informing a patient of: the need for major surgery; terminal illness; necessary changes to their lifestyle following surgery/treatment; death of a relative or informing a staff member of redundancy.
15.1.9 Dealing with people with challenging behaviour	How often do you do this?	Give an example of where you have direct exposure to people with challenging behaviour. Describe your role and professional relationship with them.
15.1.10 Arriving at the scene of a distressing incident	How often do you do this?	Give an example of where you have arrived at the scene of a distressing incident.
15.1.11 Other		

16 WORKING CONDITIONS

16.1 Please describe where you work. If you work in more than one area, state the percentage of time in each.

Describe your working environment (e.g. office; hospital wards; laboratory etc.) and if more than one area, state the proportion of time spent in each.

e.g. I spend 30% of my time in the office, 30% in clinics and 40% on hospital wards.

16.2 Please complete the table below concerning the conditions in which you are required to work or illness/injury to which you are exposed.

Are you required to use or are exposed to:	Frequency per week/month/year on average	Please describe the requirement
16.2.1 Using transport on a regular basis	How often?	Describe when you are required to travel by car, bus, train, Public Service Vehicle (PSV) or bike and for what purpose. Indicate if you are required to drive or if you are being driven.
16.2.2 Using road transport in emergency situations	How often?	Describe when you are required to use road transport in emergency situations and for what purpose. Indicate if you are required to drive or if you are being driven.
16.2.3 Outdoor working	How often?	Describe when you are required to work outside.
16.2.4 Using a computer/VDU for the majority of the shift	How often?	Describe what you use a VDU for and how long you use it for per shift (excluding breaks).
16.2.5 Extreme temperatures	How often?	Describe when you are exposed to excessive temperatures, e.g. working in a boiler room, storage freezer.
16.2.6 Unpleasant smells or odours	How often?	Describe when you are exposed to unpleasant smells e.g. chemicals, sewers, or people.
16.2.7 Excessive noise or vibration	How often?	Describe when you are exposed to excessive noise or vibration e.g. industrial sewing machine, power tools.
16.2.8 Dust or dirt	How often?	Describe when and why you are exposed to dust or dirt.
16.2.9 A humid atmosphere	How often?	Describe when you are exposed to warm and damp air conditions (e.g. in a laundry).
16.2.10 Dangerous chemicals/ substances in containers	How often?	Describe when you are required to work directly with containers containing dangerous chemicals or substances (e.g. sealed slides or tubes containing HIV infected blood).

Are you required to use or are exposed to:	Frequency per week/ month/year on average	Please describe the requirement
16.2.11 Aggressive verbal behaviour	How often?	Describe when and why you are directly exposed to aggressive verbal behaviour such as shouting, swearing and verbal abuse.
16.2.12 Unpleasant substances/ non household waste	How often?	Describe when and why you are directly exposed to unpleasant substances e.g. chemical cleaning materials, sewage, rubbish disposal.
16.2.13 Severe weather conditions	How often?	Describe when and why you are directly exposed to severe weather conditions.
16.2.14 Noxious fumes	How often?	Describe when and why you are exposed to unpleasant fumes which could be harmful if health and safety requirements are not followed.
16.2.15 Infectious materials or foul linen	How often?	Describe when and why you are exposed to infectious materials (e.g. bandages, swabs from surgical procedures), or foul linen (e.g. clothes or sheets which are soiled with blood, urine or faeces). Say whether you are required to have direct contact with these.
16.2.16 Fleas and lice	How often?	Describe when and why you are exposed to fleas or lice.
16.2.17 Bodily fluids, faeces, or vomit	How often?	Describe when and why you are exposed to body fluids, faeces, vomit e.g. while providing personal care. Say whether you are working in areas where body fluids etc. are present, or whether you have direct contact with them (e.g. cleaning them up).
16.2.18 Aggressive physical behaviour	How often?	Describe when and why you are exposed to situations where you may be threatened with violence or actually attacked.
16.2.19 Dangerous chemicals or substances that are <i>not</i> contained	How often?	Describe when and why you are directly exposed to these e.g. mercury fillings during dental procedures, chemicals or substances which may be present at road traffic accidents or other uncontrolled situations. This section does <i>not</i> apply to situations where potential hazards are controlled through specific health and safety regulations.
16.2.20 Life threatening hazards	How often?	Describe when and why you are exposed to hazards, not included above, which carry the risk of serious injury or damage to health.
16.2.21 Other	How often?	