


NHS Job evaluation scheme

Factor 2 - knowledge, training and experience (KTE)



Level descriptor	1	2	3	4	5	6	7	8
	Understanding of a small number of routine work procedures.	Understanding of a range of routine work procedures, possibly outside immediate work area.	Understanding of a range of work procedures and practices, some of which are non-routine, which require a base level of theoretical knowledge.	Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge.	Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline.	Specialist knowledge across the range of work procedures and practices.	Highly developed specialist knowledge across the range of work procedures and practices.	(a) Advanced theoretical and practical knowledge of a range of work procedures and practices. or (b) Specialist knowledge over more than one discipline/function acquired over a significant period.



Gained by	Short induction period or on the job instruction.	A combination of on-the-job training and a period of induction.	Normally acquired through formal training or equivalent experience.	Normally acquired through formal training or equivalent experience.	Underpinned by theoretical knowledge or relevant practical experience.	Underpinned by theoretical knowledge or relevant practical experience.	Underpinned by theoretical knowledge and relevant practical experience.	
Training required	On the job. Short induction. Days not weeks.	Formal and informal on the job training. Weeks not days.	Level 3 (SCQF level 6) or equivalent experience.	Level 4 or 5 or equivalent experience.	Level 6 (SCQF 9 or 10) or relevant experience.	Level 6 (SCQF 9 or 10) or relevant experience and post reg / graduate diploma or equivalent experience.	Level 6 (SCQF 9 or 10) or relevant experience, post reg/graduate diploma or equivalent experience and further post reg / graduate study (at masters level or above), short courses and/or additional experience See note a on page 3.	For 8a - Doctorate or equivalent experience. See notes b and c on pages 3 and 4.

Note a) For level 7, experience on its own - as the means of acquiring sufficient, relevant additional knowledge - should be scrutinised carefully. There should normally be evidence of a critical understanding of additional theoretical or conceptual knowledge, including the foundations of best practice such as would be acquired through a taught master's degree course. At this level, jobholders will be able to give reasoned arguments based on evidence about different options available in their work.

For additional specialist knowledge, indicators of level 7 knowledge, acquired primarily through experience, are, for example, a requirement to have worked:

- in the specialist area and working and developing pro-actively with practitioners from own or another profession who are experienced in this, together with relevant short courses and self-study
- in the specialist area and to a clear and substantial programme of knowledge development, e.g. actively participating in all aspects of the specialist work, attending appropriate study days and short courses, undertaking extended self-study.

The additional specialist knowledge required could consist in part of managerial knowledge, where this is genuinely needed for the job and there is a requirement to attend management development courses or have equivalent managerial experience and development. In this, management development means more than learning practices procedures etc but should enable the jobholder to select different practices or theoretical positions based on research evidence. Panels should consider the correlation of KTE levels with other skills and responsibility factors to help assess the appropriate level.

Note b) For level 8, experience on its own as the means of acquiring sufficient additional knowledge should be scrutinised carefully. There should normally be evidence of additional theoretical or conceptual knowledge acquisition developed through independent research.

The additional specialist knowledge required could consist in part of managerial knowledge, where this is genuinely needed for the job and there is a requirement to attend management courses or have equivalent managerial experience. As for level 7, such management development means more than learning practices and procedures etc, but should enable the jobholder to select different practices or theoretical positions based on research evidence.



Panels should consider the correlation of KTE levels with other skills and responsibility factors to help assess the appropriate level.

Note c) To achieve level 8 without a doctorate, the panel must assure themselves that the knowledge required to undertake the post is extensive and spans a number of areas. This will be a combination of two or more disciplines/functions, e.g. clinical, research and development, human resources, finance, estates but should not be confined to the practices in these areas and must meet the criteria for at least factor level 5 or 6 in the additional area of practice.

How to assess equivalence - Knowledge skills assumed by qualification level

The information below will help panels understand the knowledge skill that can be assumed by a qualification. This will be helpful when determining what 'or equivalent' means and what evidence to look for in job information.

The holder of a qualification in this level [in brackets for Scotland] can -	
Level 1	<ul style="list-style-type: none"> • Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. • Select and use relevant information. • Identify whether actions have been effective.
Level 2 [5] (e.g. GCSE)	<ul style="list-style-type: none"> • Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. • Identify, gather and use relevant information to inform actions. • Identify how effective actions have been.
Level 3 [6] (e.g. A-level)	<ul style="list-style-type: none"> • Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. • Use appropriate investigation to inform actions. • Review how effective methods and actions have been.



<p>Level 4 [7] (e.g. HNC or first part of a foundation degree)</p>	<ul style="list-style-type: none"> • Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. • Review the effectiveness and appropriateness of methods, actions and results.
<p>Level 5 [9] (e.g. HND or degree)</p>	<ul style="list-style-type: none"> • Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. • Use relevant research or development to inform actions. • Evaluate actions, methods and results.
<p>Level 6 [10] (e.g. honours degree)</p>	<ul style="list-style-type: none"> • Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. • Use and, where appropriate, design relevant research and development to inform actions. • Evaluate actions, methods and results and their implications.
<p>Level 7 [11] (e.g. masters degree)</p>	<ul style="list-style-type: none"> • Use specialised skills to conceptualise and address problematic situations that involve many interacting factors. • Determine and use appropriate methodologies and approaches. • Design and undertake research, development or strategic activities to inform or produce change in the area of work or study. • Critically evaluate actions, methods and results and their short- and long-term implications.
<p>Level 8 [12] (e.g. doctorate)</p>	<ul style="list-style-type: none"> • Use advanced and specialised skills and techniques to conceptualise and address problematic situations that involve many complex and interacting factors. • Formulate and use appropriate methodologies and approaches. • Initiate, design and undertake research, development or strategic activities that extend or produce significant change in the field of work or study. • Critically evaluate actions, methods and results and their short- and long-term implications for the field of work or knowledge and its wider context.