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# Introduction

The Australian Public Service (APS) role evaluation tool has been developed by the Australian Public Service Commission (the Commission) to support agencies to determine an appropriate classification level for new and existing roles.

#### Why have this tool?

The reform work stemming from [*Ahead of the Game: Blueprint for Reform of Australian Government Administration*](http://www.dpmc.gov.au/publications/aga_reform/aga_reform_blueprint/blueprint.cfm) (2010) sought to clarify and align employment conditions across the APS, and in particular to ensure that non-SES classification arrangements and work level standards continued to meet the needs of APS agencies and employees. The report on the APS classification review, published in November 2012, made a series of recommendations to strengthen the integrity of the classification system and to achieve greater consistency in classification decision-making across the APS.

This tool has been developed in response to recommendations made in the APS classification review. It presents a common approach to assessing roles and determining the appropriate classification level of roles across the APS.

#### Acknowledgement

This tool was prepared by the Commission’s Workforce Classification team. Major contributors were Ms. Erin Selmes, Ms. Elyse Allan, Ms. Louise Memmolo, and Mr. Owen Livermore.

We thank and acknowledge the contribution of agencies that participated in the APS Classification Review Working Group. Without their assistance this tool would not have been possible.

#### Further advice

Further information on classification management is available on the Commission’s website or by contacting the workforce classification team via APSWorkforceClassification@apsc.gov.au

# Role Evaluation

Role evaluation is the method of determining the relative work value of a job through assessing the nature, impact and accountabilities of the job. Evidence to support this assessment should be gathered in a structured and systematic way.

## When is role evaluation required

In support of consistent classification decision-making across the APS, agencies are encouraged to incorporate a structured role evaluation process into their classification management practices.

A role evaluation should be conducted when

* allocating a classification to a newly created role
* reviewing a job which has substantially changed due to circumstances such as machinery of government changes, a restructure or reorganisation within an agency, or a new policy
* a vacancy occurs (but before the commencement of a recruitment process) to assess whether the job has changed over time.

## Role evaluation principles

The principles for role evaluation build on the classification principle that work value is the basis for classifying a job.

1. Analyse the job, not the person **-** analysis is applied to a job and its requirements rather than the particular qualities of the person performing it.
2. Good quality job information **-** good quality information about the job is fundamental to the quality, integrity and credibility of job analysis. The assessor should ensure that assessments are information-based and do not make assumptions about aspects of the job.
3. Ignore the existing classification level **-** role evaluation is about having a fresh look at the job.
4. Take into account both the importance and the frequency of tasks undertaken.
5. Take into account all existing responsibilities or planned future responsibilities.
6. Do not classify a job on the basis of the workload or how busy it is.

## Dealing with potential sensitivities

For the person undertaking the duties (the incumbent) and the manager of an existing role being evaluated, the role evaluation process may be somewhat daunting. Therefore it is important for the job assessor to be aware of this and to have potential solutions or answers to manage expectations and to help alleviate any misunderstanding.

The following suggestions may assist in managing potential sensitivities.

* Before undertaking the role evaluation, establish what action may be taken if the classification outcome differs from the anticipated classification. For example, reclassifying or redesigning the job.
* Explain the possible classification outcomes to the incumbent and the manager, and be clear about what these may mean for the incumbent.
* Be aware that managers and/or incumbents may try to influence the outcome by ‘talking up’ or downplaying the role. Using a variety of information sources will help to address this.
* Focus on obtaining very specific, detailed and current information to ensure that an independent and accurate assessment can be made to establish the appropriate classification.

In all cases it is important to conduct the evaluation with empathy and to be as neutral as possible.

## Documentation

Thorough information and documentation of procedures relating to classification decisions are necessary to safeguard the integrity and transparency of the process. A decision to allocate a new or revised classification level to a job is made under delegated authority under the [*Public Service Act 1999*](http://www.comlaw.gov.au/Details/C2012C00319)and the [Public Service Classification Rules 2000](http://www.comlaw.gov.au/Details/F2013C00113). This means a record of the decision must be made, including the reasons for the decision. Adequate documentation in support of classification decisions can also provide valuable information to assist any subsequent review of a job, particularly where changes in work value may need to be assessed.

Documentation for role evaluation includes, but is not limited to, job descriptions, completed questionnaires and interviews. Other supporting documentation may include:

* background information (who initiated the action and why)
* in the case of a new role – some evidence that the need for the new role had been established
* an assessment of the resource/s impact of the creation or reclassification
* an analysis leading to task and job design
* supporting reasons for the classification decision, including reference to the comparisons made with formal standards
* in the case of a reclassification – a summary and assessment of work value change, including reference to the authority for the change.

Maintaining such records is important to an agency’s ability to manage its classification arrangements effectively. The extent of detail and the type of information provided in support of the decision made also depends upon the nature and complexity of the role.

# Role Evaluation Process

Role evaluation is a two part process. First, evidence is gathered to understandthe role (job analysis). Second, the role is assessed and measured against established criteria, usually work level standards. Undertaking these two steps allows the following information to be identified

* the job context – the characteristics of the work area, organisation and environment in which the job operates
* the job – the required tasks, duties and responsibilities, and
* the worker requirements – the required knowledge, skills, abilities and personal attributes.

## Step 1 – Understand the role

Job analysis is an integral part of any job evaluation process. The aim of job analysis is to obtain sufficient factual information to allow an informed assessment of the essential nature of the work and its relative value.

Job analysis must be conducted in a systematic way and generally consists of

1. Information gathering: The analyst collects job-related information from the person undertaking the duties (incumbent) and their supervisor, and from documentation such as business plans. Others who are expected to interact with the role, such as clients, stakeholders and peers, may also be useful sources of information.
2. Analysis: At this point the assessor should have gathered quite a bit of information about what the job is expected to do. It is important to identify the most critical or essential skills, knowledge and abilities required to perform the duties and ultimately, the job. When determining how critical or essential the task and related knowledge, skills or abilities are, consider factors such as:
* the difficulty or criticality of the tasks being performed
* the impact on job outcomes
* the impact on other jobs within the work area or agency, and
* how frequently the tasks are performed.

#### What do you need to find out

The type of information needed to be gathered will depend on the reason for the analysis, such as whether the job is a new role or because of an expected change to the duties. Relevant questions to ask may include:

* What are the key responsibilities of the role?
* What are the key skills and/or job or technical knowledge used in the role?
* What are the key challenges for the role?
* Who are the key clients and stakeholders? What interactions occur or are expected to occur and what is the nature of these interactions?

Establishing the job context factors that relate to the role is also important, such as the

* scope of responsibility
* degree of decision-making required and its impact
* depth of knowledge and/or expertise required
* skill variety needed
* nature of work demand, e.g. regular peaks and troughs in workload
* whether the work is steady or fast-paced
* impact of the role across the team, organisation and/or externally
* degree of autonomy associated with the role
* extent to which the work is structured and routine
* degree to which procedures are prescribed
* level of accountability
* requirement to travel frequently
* need to work shift work

Information about the work area structure is key, with regard to the

* direct supervisor
* any other employees who report to the role
* other positions in the team, and
* the key functions of all positions in the team

Information about the functioning of the work area should also be identified, specifically the

* primary function of the work area
* key goals of the work area
* primary output produced or service provided
* government priorities that are relevant to the work area, and
* any significant legal or governance frameworks that are relevant to the work of the area

#### Information Sources

There may be information already available which can be of assistance in undertaking job analysis – providing it is reliable and consistent with what is known about the job.

The following table lists a range of potential information sources for new and existing roles.

Table 4.1 Potential information sources for job analysis

| Source | Existing Role | New Role |
| --- | --- | --- |
| Budget or cabinet papers |  | ✓ |
| Delegations held by role | ✓ |  |
| Performance Agreement | ✓ |  |
| Annual Report | ✓ | ✓ |
| Business Plans | ✓ | ✓ |
| Role Description | ✓ |  |
| Government or Ministerial Statements | ✓ | ✓ |
| Press Releases | ✓ |  |
| New Policy Proposal Documentation |  | ✓ |
| Organisational Chart – existing or proposed | ✓ | ✓ |
| Structured interviews with* Incumbent
* Manager
* Stakeholders/Peers
 | ✓ | ✓ |

It is recommended that a minimum of two accurate and current information sources are used, one of which should be the role description for an existing job. It is good practice to use more sources rather than less and interviews are a good source of information. It is also good practice to interview at least the incumbent and manager where possible.

Interviews should be used to obtain ‘factual information’ about the role’s activities – you should avoid loaded and leading questions that might confirm unfounded preconceptions of the job. The following interview example gives you some questions to ask. You will, however, need to ask clarifying questions and delve deeper to elicit the information you require.

#### Interview – An Example

Outline the purpose of the job analysis activity. Then, using a series of open ended questions, try to get a good understanding of the role itself. The following questions may be useful prompts:

* Why does the role exist?
* What are your supervisory responsibilities?
* How many direct reports do you have and what is the nature of the work they undertake?
* What level and position do you report to?
* What are your responsibilities for managing budgets? How much? Are there grants involved?
* What would you describe as the key responsibilities of your role?
* Who are your key clients and stakeholders(both internal and external)?
* Do you represent the agency in any capacity? If so, to whom and how?
* Do you engage in negotiation or liaison in this role? If so, who with?
* What kind of outcomes do you have the authority to determine on behalf of the agency?
* What kind of meetings do you attend, inside and outside the agency?
* What are the main challenges associated with this role (now and into the future)?
* How much independence and autonomy do you have in your role?
* How critical are the decisions that are made and the actions undertaken in this role?
* What are the consequences of making the wrong decision?
* What type of planning do you undertake in this role?
* Describe the level of complexity you deal with in this role. Can you give us some specific examples that illustrate this complexity?
* Does the role operate within a clearly defined framework(s)?
* What are the key skills you use in your role?
* What specific areas of job or technical knowledge do you require? Are there any mandatory qualifications?

## Step 2 - Assess the role

The assessment of a role integrates the information obtained from ‘Step 1 – understanding the role’ and uses it to inform decisions about the role. The primary purpose is to allocate a classification level to a job, however this step may also be used to design or re-design job responsibilities.

To classify a job, the information obtained about the role and responsibilities is compared with the relevant work level standards.

Work level standards capture the way in which tasks and responsibilities differ across classifications. These are broken down into a range of different characteristics such as supervision received and given, complexity of the work etc. In determining the appropriate classification for a job, an assessment should consider those characteristics of the work level standards that are most relevant to the role.

Work level standards are generic documents that apply to a wide range of jobs, so it may also be useful to compare the job to existing jobs that have a similar work value. Job comparisons may be with jobs in the same agency or in another agency.

Agencies are required under the [*Public Service Classification Rules 2000*](http://www.comlaw.gov.au/Details/F2013C00113) (Classification Rules) to issue written work level standards describing the work requirements for each classification in the agency. To provide a consistent platform for classifying jobs, APS work level standards for the APS 1-6 and Executive Level 1-2 classifications have been developed by the Australian Public Service Commission (the Commission). Agencies may adopt these standards when issuing their own work level standards.

Using the APS work level standards as a base, a point factor role evaluation tool has been developed to support consistent classification decision-making across the APS.

# APS Role Evaluation Tool – Supporting Guidance

The APS role evaluation tool provides a systematic, fair and consistent means of measuring the relative value of jobs across the APS. The tool contains definitions and descriptions closely linked to the APS work level standards for the APS Level and Executive Level classifications in order for an assessment to be made of the role against the standards.

## Role evaluation framework

The evaluation tool works by comparing jobs against factors which have been identified as key to all types of work – although the nature and duties of the jobs compared may be very different.

The factors are aligned to the five characteristics identified in the APS work level standards as shown in Figure 3.1. For each factor there are work value descriptions which relate to different degrees of responsibility with a corresponding scale for scoring roles.

Figure 3.1 APS Role Evaluation Framework



## How to use the tool

The basic steps to follow when evaluating a role using the APS job evaluation tool are

* collect all relevant information regarding the role
* analyse the role against each of the evaluation factors
* assign a work value description (for each factor) and the corresponding points
* total all points
* record the results of the evaluation
* compare against the work level standards, and
* assign the relevant approved classification

#### Factors

Evidence about a role is analysed against a set of factors to determine which level the role scores under each factor. It is important to note that the factors included in the role evaluation tool are not exclusive and that there may be other factors that are relevant to scoring a role.

The factors included in the role evaluation tool that a role should be assessed against are

1. ‘Knowledge application’
2. ‘Accountability’
3. ‘Scope & Complexity’
4. ‘Impact’
5. ‘Guidance’
6. ‘Decision-making’
7. ‘Problem Solving’
8. ‘Contacts & Relationships’
9. ‘Negotiation & Cooperation’
10. ‘Supervisory Responsibility’
11. ‘Resource Accountability’

#### Assigning a factor description

Each individual evaluation factor comprises of an overarching definition and a range of work value descriptions. The work value descriptors correspond directly to the work level standard expectations for the APS Level and Executive Level classifications.

Evidence about the role is analysed against the work value descriptors and consideration is then given to which descriptor broadly describes the expectations of the role against each factor.

A description is compared with lower and higher levels to determine the most appropriate one. A balanced view is to be applied, with the selected level best reflecting the role having concentrated on the norm.

A role must meet the full intent of a description to be credited with that level. If the role exceeds the description for one level but fails to fully meet the intent of the next higher description then the lower point value must be credited.

Roles may score low against one or more factors and high against others, reflecting the diversity of the role being assessed. For example:

* a professional/specialist role may score highly against the ‘Knowledge’ factor, but lower against the ‘Supervisory/Management responsibility’ factor

Each evaluation factor is assigned a score that corresponds to the selected description level. There are eight levels (1-8) to choose from, however a half point score can be made against the factors where it is difficult to distinguish between two defined levels.

##### **Avoid double counting**

It is important to be clear which factor is most appropriate for each specific component of a role. Ensure that credit for the same input is not awarded in more than one factor. For example, contact with directly managed employees should be covered in ‘Supervisory/Management Responsibility’ not ‘Contacts and Relationships’. To score under both, would in these circumstances, be double-counting.

#### Scoring

The combined score indicates the initial classification level. The total scores for each classification are

|  |  |
| --- | --- |
| Classification | Score |
| APS 1 | 31 - 22 |
| APS 2 | 32 - 50 |
| APS 3 | 51 - 71 |
| APS 4 | 72 - 94 |
| APS 5 | 95 - 117 |
| APS 6 | 118 - 140 |
| EL 1 | 141 - 163 |
| EL2 | 164 - 176 |

Roles may score anywhere within the range for a classification, reflecting the broad range of work value within each classification level.

#### Record

The evaluation summary record can be used together with a role description as a reference for future evaluations. As noted earlier in this guide, it is very important to document the rationale behind the evaluation.

#### Compare against the work level standards

The evaluation score should not be treated as the sole authority of a role’s classification.

The work level standard for the initial classification level selected should be reviewed to verify the accuracy of the decision. The typical duties listed under the five key functions (that is, Service delivery, Program and project management, Policy, Regulatory and Professional/Technical) should be given particular attention. This will ensure that the intent of the whole work level standard is an accurate reflection of the classification decision made. Remember that there may be some overlap or a combination of functions applicable to a role.

#### Assign the relevant approved classification

Once the classification decision-maker is satisfied with the degree of correspondence between the job and the work level standard chosen, the role should be classified at this level.

## Borderline roles

Some roles will be clear cut and will score within the range for a proposed classification level. Some, however, may be borderline whereby the role achieves a score just below the maximum or just above the minimum scores for a particular classification.

If this occurs then it is necessary to revisit the evaluation. In these instances make sure that all relevant information has been gathered and obtain supplementary information where possible. Also undertake a second assessment, perhaps by another person acting as the evaluator.

If the role continues to be at the bottom of a scale, then there is a case for making recommendations around job re-design. In these cases it is important to be specific. Job evaluation rarely looks at roles in isolation, and if there appears to be some ‘dilution’ of a role then a recommendation could be made that certain tasks are allocated to other roles at that classification or a different classification altogether.

If the role continues to be at the top of a scale then the same principle applies. Role analysis should look broadly at the role being analysed, and job re-design across a couple or more roles may be the better outcome for the agency as a means of balancing classification and a more efficient use of resources.

# APS Role Evaluation Tool

## Evaluation factor – ‘Knowledge application’

This factor measures the kind and level of knowledge (breadth and depth) that is required and applied to perform the responsibilities of the role. This includes management and environmental knowledge but may also include scientific, professional and/or technical knowledge which has been acquired through both formal learning and work experience.

|  |  |
| --- | --- |
| **Description** | **Points** |
| Knowledge of a limited number of basic, routine or repetitive tasks and the operation of associated basic tools and equipment. This knowledge typically involves the application of established practice, procedures, processes and set ways of working.  | 2 |
| Knowledge of routine work procedures to a range of tasks and the operation of associated tools and equipment. This knowledge typically involves the application of readily understood rules, procedures and techniques. A basic understanding of relevant statutory, regulatory and policy frameworks is required. | 4 |
| Knowledge of a range of work practices and procedures, some of which may have an element of complexity, and the operation of associated equipment and tools. A base level of theoretical or practical knowledge is applied to one function or area of activity. An understanding of relevant statutory, regulatory and policy frameworks is required. | 6 |
| Practical and procedural knowledge across a technical or specialist area or equivalent level of organisational, procedural or policy knowledge. The role also requires a good understanding of relevant statutory, regulatory and policy frameworks in order to draw conclusions, interpret and apply guidance material and resolve recurring problems.  | 8 |
| Expertise within an area or discipline underpinned by theoretical knowledge or relevant practical experience. A substantial knowledge and understanding of related principles, techniques and practices is required along with a well-developed understanding of relevant statutory, regulatory and policy frameworks in order to perform a variety of interrelated activities and resolve a range of problems.  | 10 |
| Professional, technical or management knowledge in a specialised area across a range of activities and an understanding of related principles, concepts, methods and practices. The role also requires an in-depth knowledge of relevant statutory, regulatory and policy frameworks in order to provide objective advice and resolve problems of a specialised or complex nature.  | 12 |
| Highly developed specialist, professional, technical and/or management knowledge across a broad range of activities and a corresponding understanding of related principles, concepts and practices. The role also requires an extensive knowledge of statutory, regulatory and policy frameworks relevant to a field of work, discipline or functional area in order to provide comprehensive and authoritative advice on specialist and very complex issues. Based on knowledge the role is acknowledged as an authority in a field of work or specialised discipline. | 14 |
| Advanced specialist, professional and/or management knowledge and corresponding understanding of related principles, theories, concepts and practices. Roles also require a detailed knowledge of statutory, regulatory and policy frameworks relevant to the area of responsibility and apply this knowledge in an agency or APS-wide context to develop new methods, approaches, policy and procedures. Based on knowledge the role is acknowledged as an authority in a range of disciplines or considered an agency/APS-wide technical expert. | 16 |

## Evaluation factor – ‘Accountability’

This factor measures how accountable the role is in the achievement of results and includes the nature of the action taken by the role and the level of input to meeting own or team outcomes.

|  |  |
| --- | --- |
| **Description** | **Points** |
| Accountable for the setting of own priorities on a day-to-day basis, the completion of allocated tasks within required timeframes and compliance with set procedures. Responsible for the basic administration of the work area and identifying and managing risks that affect day-to-day tasks.  | 2 |
| Accountable for the setting of own priorities on a day-to-day and weekly basis, managing competing priorities, the achievement of own results within required timeframes and compliance with set procedures. Responsible for providing advice to other employees on technical and procedural issues related to the immediate work area and identifying and managing risks that affect day-to-day tasks. | 4 |
| Accountable for planning own work goals and priorities that align with and achieve own and team outcomes. Responsible for the accuracy and timeliness of advice provide in relation to an area of responsibility and awareness of the impact of emerging issues on activities. Accountable for the achievement of own results which contribute to team goals.  | 6 |
| Accountable for setting priorities for the work area, monitoring work flow and reviewing work of less experienced employees. Responsible for managing competing requests, demands and priorities and planning for the achievement of personal or team results. Accountable for monitoring emerging issues to identify impact on tasks and identifying and mitigating risks that will impact on own and team work outcomes. | 8 |
| Accountable for developing plans and objectives for short-term tasks, coordinating competing requests and demands, setting priorities and managing the workflow for immediate work area. Responsible for providing professional and policy advice within an area of specialisation or providing technical expertise that contributes to business unit outcomes. Accountable for maintaining appropriate risk management programs. | 10 |
| Accountable for developing plans and objectives for short-term tasks and contributing to strategic planning for longer-term initiatives. Responsible for providing expertise across a range of programs or activities for the agency, providing accurate and specialised advice and ensuring knowledge of and compliance with relevant legislation and policy frameworks.. Responsible for setting priorities and ensuring quality of outputs for the work area, contributing to business improvement strategies and to change in workplace practices. Accountable for monitoring related emerging issues, identifying impact and conducting risk management activities within sphere of responsibility.  | 12 |
| Accountable for determining the strategic direction for the work area and aligning longer-term planning with agency goals and objectives. Responsible for providing expertise across a broad range of activities potentially relating to work of different program areas and ensuring an in-depth knowledge of and compliance with relevant legislation and policy frameworks. Responsible for the achievement of own and team outcomes, monitoring team progress and following through to deliver quality outcomes. Accountable for monitoring emerging issues in a field and to identify impact on agency priorities as well as engaging with risk and undertaking risk management activities for area of responsibility.  | 14 |
| Accountable for the strategic direction of the work area, it’s planning processes including developing long term plans, performance standards and implementing strategies for work area that will ensure the attainment of the critical results expected. Responsible for providing a strategic level of expertise, providing authoritative and technical or policy advice to produce effective operations, timely and comprehensive outputs and adherence to required standards. Accountable for setting the strategic direction, anticipating and establishing priorities, monitoring progress and working to deliver agency functions or a program within an area of responsibility. Responsible for providing leadership in implementing and promoting a climate of change and continuous improvement in addition to identifying, evaluating and managing risk in the delivery of outcomes. Responsible for maintaining awareness of current developments in the field of work, anticipate their impact on the work area and respond.  | 16 |

## Evaluation factor – ‘Scope and Complexity’

This factor covers the nature, variety and intricacy of tasks, process or methods in the work performed. It considers the extent and diversity of the activities which must be performed and/or coordinated by the role. It also considers the need to know about activities and requirements across functions within and/or outside the agency.

|  |  |
| --- | --- |
| **Description** | **Points** |
| Work is routine and basic. Tasks are clear-cut and directly related. Actions or responses to be made are readily discernible and quickly learnt. There is little or no choice in deciding what is to be done. | 2 |
| Work is straightforward in which tasks involve related steps, processes or methods. Actions or responses address familiar circumstances and involve choices between easily recognisable alternatives. Issues requiring resolution are normally minor in nature and either have clear choices between options or are referred to more senior employees. | 4 |
| Work is straightforward and relates to a broad range of tasks. Problems faced may have some complexity yet broadly similar to past problems. Solutions generally can be found in documented precedents, or in rules, regulations, guidelines, procedures and instructions, though these may require some interpretation and application of judgement.  | 6 |
| Work is moderately complex, relates to a limited range of activities and work requires the application of well-established principles, practices and procedures in combination. Although actions or responses to be made can generally be related to past experience, there may be occasions where unfamiliar circumstances may require some judgement or technical assistance sought. | 8 |
| Work is moderately complex to complex in nature relates to a range of activities. What needs to be done involves using available information however options are not always evident. Interpretation, analysis and some judgement is required to select an appropriate course of action. | 10 |
| Work is complex and involves various activities involving different, unrelated, but established processes/methods. Circumstances or data must be analysed to identify inter-relationships. What needs to be done depends on analysis of the issues and the selection of an appropriate course of action from a number of options requiring sound judgement. | 12 |
| Work is very complex and includes varied activities involving many different and unrelated processes/ methods, together with unfamiliar circumstances, variations in approach and/or sudden changes; or a narrow range of related activities performed to considerable depth, within established principles, practices or procedures. The work requires the bringing together of a range of elements and the determination of method of approach from a range of options and involves significant evaluative judgement. Decisions about what needs to be done include interpretation of considerable and/or incomplete data.  | 14 |
| Work is highly complex and includes a broad range of activities of substantial depth and requires new techniques, establishing or developing new information. Work regularly addresses major areas of uncertainty and demands critical choices between options. Roles must understand a range of external factors, and regularly monitor and respond to a changing operating environment.  | 16 |

## Evaluation factor – ‘Impact’

This factor measures the impact the action taken by a role will have, how far reaching the impact is and the duration of the impact (short or long term). Consideration should be given to whether the impact of the role would be diluted given the responsibilities of other employees, the level of detailed instructions or the degree of oversight of the work produced.

|  |  |
| --- | --- |
| **Description** | **Points** |
| Minor impact on achievements limited to own role and short lived. | 2 |
| Minor impact on achievements limited to own role with a long term impact. | 4 |
| Medium impact affecting operational efficiency or output, service delivery for a work area with a short term impact.  | 6 |
| Medium impact affecting operational efficiency or output, service delivery for a work area with a long term impact.  | 8 |
| Significant impact with regard to objectives such as operations, output, quality and service for roles which impact on important work area activities. Short term effect.  | 10 |
| Significant impact with regard to objectives such as operations, output, quality and service for roles which impact on important work area activities. The role influences external relationships which are of importance to the work area and its reputation. Medium to long term effect. | 12 |
| High impact with regard to a key agency objective such as operations, output or quality for roles which impact on an important part of the agency’s activities. The role influences and affects agency policy direction and/or implementation. May influence external relationships which are of major importance to the agency and its reputation. Medium to long term effect.  | 14 |
| Major impact on the agency and may affect operations in work areas beyond the area of responsibility. The role is likely to exert major influence on overall direction of agency as well as its results and has a major influence on the overall reputation and direction of the agency. Significant long term effects in terms of key strategic targets and major performance achievements with regard to many significant agency objectives and results.  | 16 |

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## Evaluation factor – ‘Guidance’

This factor relates to the scope of independent action or autonomy allowed to the role, assessing the level between having to follow clearly defined procedures or being allowed to operate within broad parameters. It takes into account the level and degree of direction and guidance provided by policy, precedents, procedures and regulations.

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| **Description** | **Points** |
| Generally works with close supervision and within well established procedures and practices. Work involves following instructions which define the tasks in detail and has standards and results to be achieved. Minimal personal initiative is required as methods and objectives are defined closely within standard procedure and instructions. Work quality and content is subject to regular review.  | 2 |
| Works with routine supervision and within established procedures and practices. Work involves working from instructions but making minor decisions involving the use of initiative in the application of systems, services and procedures. Work is clearly defined at the outset and work is reviewed at intervals and on completion.  | 4 |
| Works under general supervision working within established procedures and practices. Objectives, priorities and deadlines are defined with some autonomy about how work is performed. The work may involve working independently on specific tasks with issues which don’t have clear precedents resolved under appropriate guidance. Work quality and content is subject to monitoring to ensure in broad terms that satisfactory progress is being made against stated objectives.  | 6 |
| Works under general supervision and works within established procedures and guidance. Objectives, priorities and deadlines are defined with some latitude in selecting the most appropriate method to completed tasks and how precedents, procedures and guidelines are interpreted and applied. The work may involve working independently to manage specific tasks, processes or activities against stated objectives with supervision generally limited to complex tasks or unfamiliar situations. Completed work is evaluated for accuracy, appropriateness and conformity with policy requirements.  | 8 |
| Works under limited supervision to progress a series of activities within recognised guidelines. There is a clear statement of overall objectives and in consultation with supervisor decides on tasks and activities to be undertaken and required deadlines. Work follows well defined and detailed policies, technical or professional guidelines and accepted practice or precedents to achieve specific end results. There is some discretion to vary or tailor these. Some judgement is required to resolve workplace issues with supervision provided for complex or difficult issues. | 10 |
| Works under limited direction and is guided by policies, accepted standards and precedents. The work involves using discretion and initiative over a broad area of activity with autonomy and accountability in interpreting policy and applying practices and procedures with some latitude in modifying practices and procedures where necessary. Expected results are less tightly defined and there is discretion about how they are best achieved. Work produced requires little or no revision before finalisation.  | 12 |
| Operates under broad direction and is guided by legislation, policies, procedures and precedents. Interpretation is required to establish the way in which these should be applied with the role operating with considerable independence. Generally work is within parameters provided by broad objectives and standards, with substantial discretion on how objectives are achieved for specific functions under their control. | 14 |
| Operates under broad direction and influences the development of policy, procedures and guidelines. The work requires a high level of independent control and is conducted based on broadly stated objectives. There is a high level of autonomy with responsibility for setting priorities, developing work programs and determining how work is done. Significant judgement is required to select a course of action to manage highly complex or sensitive issues consistent with established legislation, principles and guidelines. | 16 |

## Evaluation factor – ‘Decision-making’

This factor relates to the extent to which a role makes decisions on the basis of clear, established guidelines and objectives. This factor also concerns the degree of authority that the role has to make decisions/determinations that affect the agency or the outcomes that it overseas (what decisions are the sole responsibility of the role) and what advice/recommendations are given to others to support their decision making.

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| **Description** | **Points** |
| Very few independent decisions are required and they will relate to own work. Decisions are based on defined outcomes, priorities and performance standards and generally have a minor impact on the work area.  | 2 |
| Some decisions that may require discretion and judgement. Decisions are of a procedural or administrative nature and have a low impact on the work area or specific function.  | 4 |
| Administrative and operational decisions chosen from a range of established alternatives within defined parameters and following established procedure and protocols. Decisions are likely to impact the work area or specific function. Information or incidental services are provided which are of use to other decision makes. | 6 |
| Decisions are within defined parameters and related to an area of responsibility. Decisions are based on policy, procedures and working standards that provide only general guidelines and impact on the work area or specific function. Information and advice is provided which may be taken into consideration by the decision maker.  | 8 |
| Decisions concern a variety of matters, affect own work area and may affect another work area. Decisions require evaluative judgement and may involve tailoring work methods, interpreting and adapting existing procedures and practices to achieve results. Information and advice is provided, possibly suggesting a course of action, which is taken into consideration by the decision maker. | 10 |
| Decisions concern complex or escalated issues, have a medium to high impact on the work area however the impact on agency operations is usually limited. Decisions are based on good judgement, expertise and knowledge and governed by the application of regulations or the agency’s operating instructions and procedures. Information, advice and recommended actions are provided which has influence on the decision maker. | 12 |
| Decisions concerns a broad variety of matters with a high impact on own work area and may affect other parts of the agency. Decisions are based on professional judgement, evaluating risk and in the context of a complex and changing environment. Full analysis and recommendations are provided which usually influences the decision maker. | 14 |
| Decisions will be of major significance to the agency and may include the framing and shaping of policies, the setting of long term objectives or impact on the outcome of a program or major project. Options and choices are diverse and multiple and the outcomes of decisions will often be unclear. Balanced decisions requiring use of professional judgement, evaluating ambiguous and incomplete information, factoring risks and being sensitive to the context. Full information, analysis and authoritative recommendations are provided which is likely to be accepted by the decision maker. | 16 |

## Evaluation factor – ‘Problem solving’

This factor measures the requirements for a role to tackle and solve the problems and issues arising. It includes initiative and original though as well as the depth and breadth of the problems and the involvement of other people in their solution. It takes account of requirements for analysis to diagnose a problem and understand complex situations or issues; and judgement to formulate solutions and recommend or decide on the best course of action.

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| **Description** | **Points** |
| Work activities are well defined with set procedures. Problems are virtually identical and readily solved through direct application or procedures, or referred to other people. Work requires accurate adherence to established practices and procedures and there is typically little or no requirement for individual initiative and judgement.  | 2 |
| Work activities are well defined with set procedures. Problems are straightforward and solved through by application or procedures or guidance, or referred to other people. Judgements typically involve straightforward job related facts or situations.  | 4 |
| Work involves generally straightforward, well defined tasks. Problems are very similar and are generally solved by reference and applying clear procedures and using experience, or by referral to others. Some initiative is required in completing still largely procedural tasks, for example in responding to varying circumstances. Creating and making minor changes to standard procedures and methods may be necessary.  | 6 |
| Work activities are undertaken within a general framework of recognised procedures and guidelines however there is scope for creativity in the way in which these are applied in relation to problem solving. Information is applied selectively and alternatives are not always self-evident. Judgements involve facts or situations, some of which require analysis. Lateral thinking is required to generate viable options and the implementation of solutions.  | 8 |
| Work predominately involved a wider variety of still similar, well defined tasks which may require researching and organising information and choosing from a limited range of solutions. Creativity and innovation are essential to the job and need to be regularly exercised within general guidelines. Novel issues and situations require independent action for example, in developing new or improved work methods or tackling situations in new ways. | 10 |
| Work involves complex issues and the range of solutions is more varied. Problems arise relatively frequently and require detailed information gathering, analysis and investigation. Different techniques and methods are applied or a range of imaginative solutions/responses developed. Initiative and originality are required in developing and modifying existing approaches to tackle new issues and situations. | 12 |
| Work involves very complex or sensitive issues with problems often complicated and made up of several components which have to be analysed and assessed and which may contain conflicting information. Problem solving requires establishing and testing options, making interpretations and judgements in the selection and analysis of the relevant information. Creativity and originality are required to develop approaches for applying new knowledge or policy changes. | 14 |
| Work involves highly complex and sensitive issues. Problems are typically ill-defined, with complicated and elusive issues and where some information is unavailable. Problem solving requires significant levels of judgement, assessment and interpretation and may require an extensive understanding of the agency and the context in which it operates. High levels of creativity and originality are required in developing solutions to new, complicated, wide-ranging problems and systematically developing innovative responses which have extensive implications. The role is also responsible for anticipating, identifying and assessing problems and where a range of options are available, considering the implications of each. | 16 |

## Evaluation factor – ‘Contacts and Relationships’

This factor covers that contacts and relationships that are typically required in order to carry out the responsibilities of the role. It measures the requirement for a role to communicate, establish and maintain relationships.

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| **Description** | **Points** |
| Provide a basic customer service in relation to a specific area of work. Be responsive to requests and liaise with stakeholders on routine matters. Provide and receive routine information based on clearly defined practices and procedures.  | 2 |
| Liaise with stakeholders in relation to a specific area of work, delivering an effective customer service. Respond to routine enquiries or straightforward matters. Provide general information, advice and guidance based on established internal procedures.  | 4 |
| Liaise with stakeholders, deliver specific services and assist to resolve straightforward matters. Apply standard procedures to meet stakeholder requirements and offer assistance to solve stakeholder problems. Deliver an effective customer service and provide quality advice. Represent the work area at internal meetings.  | 6 |
| Communicate with and provide information and advice to a range of stakeholders. Liaise with stakeholders and assist to resolve moderately complex issues. Provide quality advice to stakeholders and deliver a responsive service within area of expertise. Represent the work area at internal and external meetings and conferences.  | 8 |
| Communicate with and provide advice and recommendations to a wide variety of customers and external stakeholders. Liaise with stakeholders on moderately complex to complex policy, project or operational issues responding to stakeholder’s needs and expectations. Interpret and explain policies and procedures providing advice and assistance. Represent the work area or agency at meeting conferences or seminars | 10 |
| Manage relationships with stakeholders to achieve work area goals. Liaise with a range of stakeholders in relation to difficult or sensitive issues. Consult and advise internal and external stakeholders, anticipate and responding to their needs and expectations. Represent the agency by promoting its interest at community and cross-agency levels and undertake a representation or presentation role on behalf of the immediate work area. | 12 |
| Develop and manage relationships with stakeholders, engaging and collaborating to achieve outcomes and facilitate cooperation. Present the agency’s position in the context of very complex or sensitive issues to key stakeholders within and outside the agency. Represent and explain the views of the agency at cross-agency meetings and other forums. | 14 |
| Initiate, establish and maintain strong relationships with a broad range of stakeholders, promoting the agency’s business objectives and communicate the strategic vision of the agency. Present the agency’s position in the context of highly complex or sensitive issues or contentious information with a range of audiences. Provide a high level of responsiveness and resolve complex stakeholder issues and represent the agency in cross-agency, inter-jurisdictional, international and other forums. Engage and manage stakeholders through change, resolving conflict and managing sensitivities. | 16 |

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## Evaluation factor – ‘Negotiation/Cooperation’

This factor measures the requirement for a role to effectively use persuasion, negotiation, explanation, tact and discretion in order to achieve the desired outcome of interactions with stakeholders.

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| **Description** | **Points** |
| There is no requirement to negotiate as the role largely relates to the exchange of information on basic and well established matters. Information is not contentious and therefore does not involve debate or require interpretation or persuasion.  | 2 |
| There is no requirement to negotiate as the role largely related to the exchange of information on straightforward matters. Information is generally not contentious and therefore does not involve debate but may require an element of interpretation or persuasion. | 4 |
| Contact with stakeholders is generally in terms of advice and support rather than information giving. Issues are generally not contentious but requires establishing how needs can be met. A level of tact, diplomacy or persuasion is necessary.  | 6 |
| Contact with stakeholders is in terms of comprehensive advice, support and resolution of issues. A level of tact, discretion or persuasion is necessary.  | 8 |
| Some matters are likely to be contentious or complex issues that have scope for alternative interpretation requiring tact, persuasion and sensitivity within the application or guidelines. The role may engage in some degree of negotiations under limited direction. | 10 |
| Deals with complex and contentious matters requiring persuasion and sensitivity. The role is required to communicate and negotiate with clients or stakeholders under limited direction, to minimise oppositions and maximise the acceptance and cooperation. | 12 |
| Regularly deals with a range of complex and contentious matters requiring a consistently high degree of persuasion and advocacy. On behalf of the agency the role is required to achieve cooperation with clients or other interested groups, negotiates and resolves tensions and difficulties.  | 14 |
| Negotiates highly complex issues or represents the agency in the context of contentious and high profile issues. Persuasion, negotiation and influencing required to develop positions and/or strategies and gain cooperation on strategic issues. Leads negotiations on behalf of the agency to advance the agency’s interests and brokers agreements between conflicting agendas whilst maintaining key relationships. Negotiates and persuades in order to convince others to adopt policies or courses of action they might not otherwise wish to take and responsibility to act on behalf of and commit the agency to a course of action. | 16 |

## Evaluation factor – ‘Supervisory/Management Responsibility’

This factor measures the responsibility of a role for coordinating, supervising and managing others in work activities. The emphasis is on the nature of the responsibility, rather than the precise numbers of those supervised or managed.

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| **Description** | **Points** |
| No supervisory responsibility and is generally responsible for own work.  | 2 |
| Little or no supervisory responsibility but does assist with work familiarisation, initial training and support to new or less experienced colleagues.  | 4 |
| Some limited supervisory responsibility. Assists in the training of new or less experienced colleagues as well as provides advice and guidance on procedural matters. Responsible for organising task allocation and checking quality of work.  | 6 |
| Supervise employees in day-to-day work activities. Provides on-the-job training, develop staff and set goals and priorities. Responsible for reviewing, checking or certifying the work for employees and monitoring work practices. Provide feedback, support, advice and guidance to less experienced colleagues when required.  | 8 |
| Supervise employees carrying out tasks in one identified area of work. The role is responsible for coordinating and facilitating team performance and for setting, monitoring and achieving specific outcomes. It sets the direction of work priorities and practices, monitors workflow, and plays a role in coaching, guiding and developing employees. The role involves identifying training needs, monitoring and providing feedback on performance and facilitating cooperation among team members.  | 10 |
| Supervise a team performing related roles. Coordinate and facilitate team performance against specific objectives/outcomes. The role is responsible for implementing work plans, setting tasks and priorities and managing work flow. It reviews performance and provide performance assessment, feedback and development and assists in guiding coaching mentoring and developing employees. The role involves encouraging and gaining cooperation among team members. | 12 |
| Manage a team carrying out diverse tasks in the same general type of work or a larger team where skills are similar and tasks are related. The role is responsible for building capability in a team environment through coaching others, providing performance feedback and encouraging career development. It develops and implements work plans, sets work area priorities and evaluate activities and working methods. The role involves the motivation of team members, building cooperation and improving team performance.  | 14 |
| Management a group(s) of employees carrying out work across a range of different functions or in many geographically dispersed workplaces. The role is responsible for providing direction to staff and developing staff capabilities to ensure optimum team performance and productivity. The work involves the overall responsibility for the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods. The role is required to bring a broader perspective to the team, encouraging the team to focus on different ways of meeting business objectives, building cooperation, promoting unity and a common direction.  | 16 |

## Evaluation factor – ‘Resource Responsibility’

This factor measures the nature and extent of resources (including property, IT, security and finances) for which the role is directly accountable and required to manage and control. This includes the decision making authority over the resources.

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| **Description** | **Points** |
| Accountable for effective use of own resources | 2 |
| No direct responsibility for resources. Prepares routine financial and resource information or use of equipment with reference to established procedures and practices.  | 4 |
| Some direct responsibility for resources. Provides a direct service in the administration of resources which may include verifying and reconciling payments and invoices in accordance with established guidelines and procedures.  | 6 |
| Accountable for monitoring resources, compiling information and reporting for a specific project/program. With reference to appropriate guidelines, procedures and precedents activities may include preparing/assessing/awarding payments for administered programs or facilitating and ensuring correct payments are made by customers.  | 8 |
| Responsible for assisting in the management of resources for a program or defined area of responsibility. Although guidelines apply, some discretion and judgement is exercised. Resources may be drawn on or managed by others.  | 10 |
| Accountable for managing resources within an area of responsibility. The role is responsible for implementing and monitoring resource controls and managing reporting and analysis activities.  | 12 |
| Accountable for managing a resource base and use of defined resources for a single area of business or a discrete project. The role is required to plan and manage allocated resources, develop appropriate controls, monitor achievement against plans and adjust plans to meet changing demands. | 14 |
| Accountable for managing a significant resource base and the deployment of resources within a business area or major project. The allocated resources cover a range of functions/activities with a high degree of discretion on how it is managed. The role is responsible for negotiating and allocating resources between competing priorities, forecasting resource requirements, creating plans, establishing appropriate progress reviews and performance measures.  | 16 |

## Role Evaluation Summary Record

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| --- | --- |
| Job title: | Evaluation date: |
| Work area: | Evaluation by: |
| Primary purpose/main objectives of the job: |
| Sources of information used: |
| ***Factor*** | ***Score*** | ***Rationale/Evidence*** |
| Knowledge Application |  |  |
| Accountability |  |  |
| Scope and Complexity |  |  |
| Impact |  |  |
| Guidance |  |  |
| ***Factor*** | ***Score*** | ***Rationale/Evidence*** |
| Decision-Making |  |  |
| Problem Solving |  |  |
| Contacts and Relationships |  |  |
| Negotiation/Cooperation |  |  |
| Supervisor/Management Responsibility  |  |  |
| Resource Responsibility |  |  |
| **Total score:** | Initial classification level: |
| Borderline role: | Yes [ ]  | No [ ]  | Evaluation revisited: | Yes [ ]  | No [ ]  |
| Comparison with work level standards: |
| **Allocated classification level:** |

## Role Evaluation Checklist

Understand the role

Use at least two detailed and accurate information sources

[ ]  Role description (for current roles)

[ ]  Plus at least one other source (or interview)

Ensure accuracy of sources

[ ]  Has there been major organisational change since the role description was created/last reviewed?

[ ]  If yes have these changes impacted on the role?

[ ]  If no have any other changes occurred in the work being performed by the employee?

Role purpose

[ ]  Establish the role’s focus – i.e. why the job exists

Key responsibility areas

[ ]  Key challenges now, and in the future

[ ]  Main area(s) of responsibility

[ ]  Major or significant activities

Assess the role using the role evaluation tool

1. ‘Knowledge application’

[ ]  Areas of knowledge and/or skill essential to the role

[ ]  Specialised knowledge?

[ ]  Mandatory qualification?

1. ‘Accountability’

[ ]  The accountabilities (apart from resource management) attached to the role

[ ]  What are the key results for which the role is accountable?

1. ‘Scope & Complexity’

[ ]  The nature and variety of the role

[ ]  In what way is the work complex of difficult?

[ ]  What is the nature and scale of the risk to be managed?

1. ‘Impact’

[ ]  Determine the impact of the role on the immediate work area, program or agency.

1. ‘Guidance’

[ ]  Does the role operate within clearly defined frameworks, policy or procedures?

[ ]  What discretion is there in applying or adapting these frameworks, policy or procedures?

[ ]  What extent is guidance given by a supervisor?

[ ]  To what extent is the work performed reviewed?

1. ‘Decision-making’

[ ]  What types of decisions does the role deal with?

[ ]  Are decisions handled on the role’s own authority?

[ ]  How complex are these decisions?

[ ]  Does the role refer decisions to a more senior role within the agency?

1. ‘Problem Solving’

[ ]  What types of problems does the role deal with?

[ ]  Are problems handled on the role’s own authority?

[ ]  How complex are these problems?

[ ]  What level of analysis or creativity is required to solve these problems?

1. ‘Contacts & Relationships’

[ ]  Other than formal reporting relationships, who does the role work with inside the agency?

[ ]  What meetings does the role attend (inside the agency and with external stakeholders)?

[ ]  What kind of matters dealt with as part of these contacts?

1. ‘Negotiation & Cooperation’

[ ]  Determine the role’s authority to liaise and exchange information

[ ]  Determine the role’s authority to negotiate outcomes on behalf of the organisational unit or whole of agency.

1. ‘Supervisory Responsibility’

[ ]  Establish the number and type of employees supervised

[ ]  Determine the variety of activities or functions performed by the employees being supervised

[ ]  Establish the nature and degree of direction, instruction and coordination required to be exercised

1. ‘Resource Accountability’

[ ]  What resources (apart from employees) is the role accountable for?

Record the results of the evaluation

[ ]  The rationale behind the evaluation has been documented

Compare against the work level standards

[ ]  The work level standard for the initial classification level selected has been reviewed

[ ]  The accuracy of the initial classification decision has been verified.

Assign the relevant approved classification

[ ]  The classification decision-maker is satisfied with the degree of correspondence between the job and the work level standard chosen.

[ ]  The role is allocated an approved classification.