

# SCQF EMPLOYER LEVELLING TOOL



scottish credit and  
qualifications framework

## **INTRODUCTION**

This Levelling Tool is designed to support the allocation of an SCQF level to a job role and to give an indication of the level of knowledge and skills which a job holder at that level may require. The tool compares SCQF Levels 2-12 to representative job responsibilities and gives examples of the level of knowledge, skill and competence at each level. However, it is not intended to act as an exact or comprehensive description of the responsibilities of all roles at a particular level or of the skills which must be possessed by a candidate/job holders at each level; it is a rough guide to allow employers to come to an informed judgement about the level of job roles within their organisation and aims to provide signposts when thinking about developing a person specification. It should be used alongside our Employer Guide.

## **HOW THE LEVELLING TOOL IS STRUCTURED**

Each level (2-12) of the SCQF is set out in context for employers in two columns. The left hand column is focused on the responsibilities and tasks associated with a job role and can be used to allocate a level to the job itself. The right hand column is focused on outlining representative levels of knowledge and skill associated with jobs at that level and which may be used to inform the development of a person specification. It can be used in conjunction with the SCQF Level Descriptors if more detail is required.

## **GUIDANCE NOTE FOR JOB ROLES AT SCQF LEVEL 1**

SCQF Level 1 recognises learning, development and achievement which range from participation in experiential situations to the achievement of basic tasks, with varying degrees of support.

## SCQF LEVEL 2 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level will involve carrying out very simple and familiar tasks in everyday contexts with prompting. Work will be limited, with frequent directive supervision. The scope for organising or negotiating work will be very limited and the timescales affecting tasks to be completed will be very short-term.

**Representative tasks and duties:** These may include:

- carrying out limited manual tasks which may have an administrative element
- following very simple and immediate procedures with prompting to ensure that routine supplies or resources are available to meet requirements
- assisting colleagues with prompting
- following clearly defined procedures to complete simple tasks
- communicating routine messages in an appropriate manner in response to internal and external service users.

**Knowledge and skills:** Jobs at this level will require the ability to use very simple communication, numeracy and/or ICT skills with assistance. The ability to follow procedures and to work safely, responsibly and carefully may be important. Prompting will be required.

**Qualifications/experience normally required for entry:** The qualifications associated with entry to this level of work are National Qualification units, National 2 courses, and other awards at SCQF level 2.

### SUMMARY:

These job roles are likely to require the completion of a few limited tasks under close supervision. They will be undertaken in familiar and routine contexts. The job role may involve tasks which support or contribute to the work of other employees. The job holder should be able to follow rehearsed routines with support. It is likely that prompting is required to carry out allocated tasks, either as an individual or part of a team.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** carries out a limited range of very familiar tasks in everyday contexts with guidance.

**Degree of autonomy:** works on simple routine, familiar tasks under close supervision.

**Processes:** uses rehearsed stages for solving problems in everyday contexts and takes some account, with prompting, of the identified consequences of action.

**Contribution to quality:** identifies some strengths and/or weaknesses of the work given very simple criteria.

**Skills:** uses very simple core skills and work-related skills; uses basic skills and materials to carry out a limited range of very simple tasks and to process data and access information; transfers skills from task to task with prompting.

**Knowledge:** draws on basic general knowledge.

**Personal development:** Identifies some personal strengths and weaknesses with prompting.

## SCQF LEVEL 3 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level will involve carrying out simple tasks in familiar, everyday contexts in an area of work under frequent directive supervision and with some prompting. Work will be restricted, directed and regularly supervised. The scope for organising or negotiating work will be limited. The timescales affecting tasks will be short-term.

**Representative tasks and duties:** These may include:

- carrying out limited and routine manual or administrative tasks following standard procedures
- following simple procedures with prompting to ensure that routine supplies or resources are available to meet requirements
- participating in carrying out routine arrangements in support of colleagues
- following clearly described approaches to a task using straightforward criteria or checklists
- assisting with routine record-keeping, filing, data entry, and/or checking information
- communicating with internal and external service users in an appropriate manner

**Knowledge and skills:** Jobs at this level may require the use of simple communication, numeracy and ICT skills. The ability to follow procedures and to work safely, responsibly and carefully may be important. Prompting may be required.

**Qualifications/experience normally required for entry:** The qualifications associated with entry to this level of work are National Qualification units, National 3 courses, and other awards at SCQF level 3.

### SUMMARY:

These job roles are likely to be undertaken in a context where familiarity and routine are an important contributory factor to the individual's capacity to complete tasks. The work may involve responsibility for providing simple and narrowly defined services for customers or other employees under frequent supervision. The job holder should be able to take account of common risks and know when to seek advice or guidance. These roles may require the job holder to carry out tasks as an individual or part of a team.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** carries out familiar and routine tasks in familiar contexts with prompting.

**Degree of autonomy:** works on simple tasks under frequent directive supervision.

**Processes:** identifies a process, with prompting, to deal with situations or issues which arise in carrying out pre-planned tasks; participates in setting of goals and schedules; seeks help when appropriate.

**Contribution to quality:** participates in the review of completed work and the identification of ways of improving practices and processes.

**Skills:** uses simple core skills and basic/routine work-related skills; uses basic tools and materials with guidance to carry out a familiar/routine tasks; processes related data and accesses relevant information

**Knowledge:** draws on basic facts which can be related to the general work of the sector.

**Personal development:** identifies personal strengths and weaknesses given simple criteria to apply.

## SCQF LEVEL 4 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level will involve carrying out straightforward, routine tasks and operating standard procedures in an area of work under regular supervision. The range of tasks carried out may be limited. Work will be relatively restricted, directed and regularly supervised. The scope for organising or negotiating work to respond to their customers' priorities may be limited. The timescales affecting tasks will tend to be very short-term.

**Representative tasks and duties:** These may include:

- carrying out routine manual or administrative tasks using standard procedures
- following procedures to ensure that routine supplies or resources are available to meet daily or weekly requirements
- making routine arrangements in support of colleagues
- selecting optimum approaches to a task following standard procedures or using straightforward criteria
- maintaining routine records, filing, entering data, checking information, matching data
- providing basic information to internal and external service users in person and by telephone in an appropriate manner

**Knowledge and skills:** Jobs at this level may require the use of simple communication, numeracy and ICT skills. The ability to follow procedures and to work safely, responsibly and carefully may be important. Individuals will need to have a basic understanding of the context in which they are operating and the equipment and materials which they use.

**Qualifications/experience normally required for entry:** The vocational qualifications associated with entry to this level of work are National Qualification units and group awards (NQs) at SCQF level 4 and SVQ1 backed by work experience.

### SUMMARY:

These job roles may involve responsibility for providing a number of simple or narrowly defined services for customers or other employees under regular supervision. These roles may require the job holder to organise their immediate work as an individual or part of a team and to ensure that it meets set objectives or work flow requirements.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** carries out familiar, routine, straightforward tasks with some non-routine elements in contexts which are familiar or straightforward.

**Degree of autonomy:** works under regular directive supervision or guidance.

**Processes:** applies knowledge about tools and materials under guidance; contributes to setting goals and schedules; works safely and effectively; uses an established process to address defined problems or issues.

**Contribution to quality:** makes a practical contribution to reviewing work and improving practices and processes.

**Skills:** uses a few core skills and work-specific skills; selects and uses basic tools, materials and ICT applications which are basic, relative to the work.

**Knowledge:** draws on basic facts about tools, processes, materials and the general work of the sector.

**Personal development:** identifies personal strengths and weaknesses as they apply to the work in hand.

## SCQF LEVEL 5 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level may require the completion of routine/familiar and non-routine/unfamiliar tasks, although usually in a context which is familiar. Job holders will operate within standard procedures, but also make some adjustments to meet the circumstances of their work. They will work under guidance but with minimum directive supervision to complete tasks. Job holders may have the responsibility of organising or negotiating their work to respond to customers' priorities and/or organisational demands. The timescales affecting tasks will tend to be short-term.

**Representative tasks and duties:** These include:

- planning and carrying out tasks using standard procedures
- monitoring and taking responsibility for supplies or resources
- acting as lead contact for well defined services or procedures
- preparing and carrying out routine or well defined technical tests and procedures
- resolving, recording or passing on customer queries and straightforward complaints
- preparing and presenting standard reports

**Knowledge and skills:** Jobs at this level may require a range of communication, numeracy and basic IT skills. The ability to follow procedures and to work safely, responsibly and accurately may be important. Individuals will need to have an understanding of the context in which they are operating and an understanding of the equipment and materials which they use. They will need to understand the responsibilities and constraints of their roles.

**Qualifications/experience normally required for entry:** The vocational qualifications associated with entry to this level of work are National Qualification units and group awards (NCs) at SCQF level 5 and SVQ2 backed by work experience.

### SUMMARY:

These job roles may involve responsibility for providing a range of routine services for customers or other employees under minimum supervision but normally under guidance. These roles may require the job holder to organise immediate work as an individual or as part of a team and to ensure that it meets agreed objectives or scheduling requirements.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** carries out both routine/familiar and non-routine/unfamiliar tasks, usually in a familiar personal or practical context.

**Degree of autonomy:** works under guidance but minimum supervision; agrees goals and responsibilities for own work or work of immediate team; plans and organises own work; can take lead responsibility for some work.

**Processes:** uses a range of practical and planning skills and applies theoretical and hypothetical thinking to address issues or solve problems; uses established processes to address straightforward problems or issues.

**Contribution to quality:** makes a practical contribution to the evaluation and improvement of practices and processes.

**Skills:** uses a range of routine core skills and work-specific skills; selects tools, materials and applications for the work, adjusts them when appropriate and uses them safely.

**Knowledge:** draws on simple factual and theoretical knowledge related to processes and materials used in the sector; knows who to liaise with to deal with problems.

**Personal development:** identifies personal strengths and weaknesses in relation to own responsibilities and how these impact on the work of others.

## SCQF LEVEL 6 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level may require the completion of activities which depend on an understanding of processes and systems. The work might also require the ability to use knowledge to recognise and address technical problems which may arise. Job holders may be expected to organise or adapt their own work or the work of a team to deal with changing circumstances and requirements, within a defined structure of operation.

**Representative tasks and duties:** These may include:

- planning and monitoring work against schedules and standards
- making decisions on approaches required to complete scheduled work
- ensuring that necessary resources are available to carry out scheduled work
- ensuring that tasks are completed correctly and on time and that all relevant quality standards are met in the course of the work
- maintaining financial and/or stock records, preparing standard reports
- contributing to evaluation of work/a service
- proposing/implementing improvements to current practices or processes
- alerting managers to foreseen or emerging trends and issues

**Knowledge and skills:** Jobs at this level may require good technical and practical skills backed by good skills when working with others. These may have been gained through practical experience and/or training. Jobs may require a sound working knowledge of relevant systems, equipment, processes and procedures including standard software packages and an understanding of relevant policies, procedures and quality standards, as they affect the role. Jobs may require supervision of other staff within a defined structure, or the evaluation of work with a view to contributing towards improvement.

**Qualifications/experience normally required for entry:** The vocational qualifications associated with entry to this level of work are NCs at SCQF level 6 and some SVQ3s backed by considerable experience in the field of work.

### SUMMARY:

These job roles may involve responsibility for providing support or services in a range of areas, where overall objectives are clear but elements of the work may not be routine. Job holders may operate under minimal supervision and take responsibility for planning work, maintaining materials and equipment and record-keeping. Jobs may involve some supervisory responsibility within a defined or supervised structure.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** carries out clearly defined activities in which a number of tasks, including non-routine or new tasks, are combined; normally works in familiar contexts.

**Degree of autonomy:** Works under non-directive supervision of own work; may lead teams and supervise others within a clear structure; works with a manager or supervisor to set goals and responsibilities for self and/or team; takes limited responsibility for managing resources.

**Processes:** applies knowledge and understanding; plans how skills will be used to address known or anticipated work situations and problems; makes adaptations as necessary; addresses straightforward problems and issues, by generalising, making predictions, drawing conclusions and suggesting solutions.

**Contribution to quality:** takes a significant role in reviewing work and improving practices and processes.

**Skills:** uses a wide range of routine techniques, practices, tools and materials.

**Knowledge:** draws on a range of the knowledge, facts, theories, ideas, materials, terminology, practices and techniques which are essential to the work area or sector.

**Personal development:** identifies personal strengths and weaknesses as they apply to work in hand or to planned work.

## SCQF LEVEL 7 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level may require the completion of activities which depend on an understanding of complex processes and systems. These jobs may also require holders to base action on evidence and evaluate their results. Job holders may be expected to manage or supervise the work of others and to be committed to keeping abreast of developments in the sector.

**Representative tasks and duties:** These may include:

- supervising complex operational services or providing specialist operational advice and support to service providers
- scheduling the work of a team, setting targets and monitoring performance
- capacity-building in own team or in a number of teams across a department, or small organisation
- acting as lead contact for a specialised process, system or procedure
- co-ordinating a defined project
- contributing to resource planning
- reviewing a project or a service from a specialist perspective and making recommendations for improvement
- environmental scanning and alerting managers to foreseen or emerging trends and issues

**Knowledge and skills:** Jobs at this level may require specialised technical skills and good communication and supervision skills. There may be a need for some management skills gained through practical experience and/or training. Roles may require a sound working knowledge of specialist systems, equipment, processes and procedures including the numerical, graphical and ICT skills required to monitor and evaluate work.

**Qualifications/experience normally required for entry:** The vocational qualifications associated with entry to this level of work are HNCs or other certificates or awards at SCQF level 7, and some SVQ3s backed by considerable experience in the field of work.

### SUMMARY:

These job roles may involve responsibility for implementing or supervising complex services within a defined, familiar or supervised structure. Jobs may involve the management of resources or people within defined areas, working at professional level with others to gain an understanding of current professional practice.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** carries out clearly defined activities which combine a range of tasks (which may be non-routine or new); normally works in routine contexts.

**Degree of autonomy:** works under guidance to plan work for self and others; manages or supervises others to implement plans, manages resources in defined areas of work.

**Processes:** deals with routine professional problems and issues; bases decisions on research and other evidence; evaluates the outcomes of activities; applies and explains complex ideas.

**Contribution to quality:** makes a specialist contribution to reviews of work and the improvement of practices and processes; may lead on aspects of these activities.

**Skills:** uses a wide range of routine professional techniques, practices, and materials.

**Knowledge:** draws on the main theories, concepts and principles which apply in the sector; has an awareness of developments in the sector.

**Personal development:** routinely undertakes continuing professional development; accepts supervision or guidance in less familiar work.



## SCQF LEVEL 8 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level can require the exercise of considerable independence in relation to given responsibilities. Job holders may be expected to ensure that work is allocated appropriately to teams and that steps are taken to develop their teams where there are gaps in skills or knowledge. They may have to ensure that resources allocated to them are used in efficient and effective ways. Jobs may have budgetary responsibilities. Jobs may require specialist knowledge or skills in more than one area of work.

**Representative tasks and duties:** These may include:

- making decisions on operational priorities and schedules and allocating activities and tasks
- developing teams
- monitoring activities and outputs against agreed standards and/or targets
- monitoring customer feedback
- negotiating on routine matters with internal or external suppliers
- preparing reports to inform decision-making
- proposing and implementing improvements to current working methods

**Knowledge and skills:** Job holders at this level may be highly skilled in relation to specific areas of responsibility. They will normally have a detailed understanding of equipment, methods, systems, and procedures, the standards which apply and the problems which can arise in relation to these. This may have been gained through practical experience or from the results of straightforward research or investigation and/or formal training. Supervisory and management skills and the ability to deal with people at different levels of responsibility can be important requirements for jobs at this level.

**Qualifications/experience normally required for entry:** The vocational qualifications associated with entry to this level of work are HND and some SVQ4s backed by considerable experience in the field of work.

### SUMMARY:

These job roles may involve responsibility for running established operations, systems or services which may be complex in nature, to ensure standards or targets are met, or to identify opportunities for improvement. Some roles at this level may involve the job holder in managing processes, professional issues, supervising others or providing technical advice to senior managers.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** works in defined areas of professional activity, in routine and non-routine contexts; deals with professional/ethical issues by undertaking routine lines of enquiry, development or investigation.

**Degree of autonomy:** works autonomously within professional/ethical codes of practice on some activities, and under guidance on others; leads teams to implement plans and works with a manager or professional supervisor to set goals and responsibilities for self and/or team; manages/supervises the work of others who may be at a similar level; and manages allocated resources.

**Processes:** applies knowledge and understanding of specialisms to complete activities and achieve goals; understands processes of research; adapts routine processes within accepted standards; uses a range of evidence-based approaches to address defined, routine professional problems and issues.

**Contribution to quality:** uses a range of skills in combination to measure progress and achieve goals/targets, review work and improve practices and processes.

**Skills:** uses a range of routine and some advanced professional skills, techniques and practices; employs a range of tools and materials some of which are advanced or complex.

**Knowledge:** draws on knowledge of the scope, defining features (core theories, concepts, principles and terminology) of the area of work and/or the sector; has specialist knowledge in some areas.

**Personal development:** identifies personal strengths and weaknesses as they apply to work in hand; seeks guidance and undertakes personal development.

## SCQF LEVEL 9 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Example responsibilities:** Jobs at this level can require the exercise of independence and initiative in relation to given responsibilities. The work may entail co-ordinating activities across a number of work areas and the job holder is likely to have to deal with changing contingencies and priorities. They may manage delegated budgets. Jobs may require independence within general guidelines in planning and progressing work and dealing with practical issues which arise, using informed judgement.

**Representative tasks and duties:** These may include:

- leading projects/project teams with fixed and time-bound remits
- monitoring and maintaining records
- giving specialist/professional advice to support decision making by managers at the same or more senior levels
- conducting and presenting analyses and/or evaluations and putting forward recommendations
- creating reports to meet in-house requirements and external requirements – eg for audits
- identifying gaps in management information and taking steps to remedy these
- designing and implementing system modifications to improve efficiency
- designing and/or delivering training to improve the quality of services or products

**Knowledge and skills:** Jobs at this level may require detailed operational knowledge of systems relevant to the field of work and a clear understanding of the regulations and codes of practice which govern the role. Roles may require proven analytical and problem solving capability.

**Qualifications/experience normally required for entry:** The qualifications associated with entry to this level of work are Bachelors Degrees and vocational diplomas and awards at SCQF level 9 and some SVQ4s backed by considerable experience in the field of work.

### SUMMARY:

These job roles may involve providing advice or support in a specialised technical or professional field to organisations or large departments and making recommendations on managing complex processes, situations or issues. Individuals may be responsible for planning and organising their own work or that of a team of professional colleagues who may be undertaking a range of differing activities.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** works across an area of professional or technical activity, which involves some unpredictable aspects.

**Degree of autonomy:** works autonomously and uses initiative within professional/ethical codes of practice. Manages others and/or is responsible for a range of resources. Works under guidance with other specialists. Seeks advice on professional and/or ethical issues where appropriate.

**Processes:** applies and communicates knowledge and understanding of current issues, specialisms, techniques or developments in the sector to deal with foreseen and unforeseen difficulties and achieve planned goals.

**Contribution to quality:** manages the measurement of progress, improvement in practices and processes; may lead enquiries and/or research activities related to quality and effectiveness of work.

**Skills:** uses a range of routine, advanced and specialised professional skills, techniques and practices; undertakes critical analysis, evaluation and/or synthesis of these.

**Knowledge:** draws on knowledge of the scope, defining features, main areas and boundaries of the sector; understands developments at the forefront of the sector in some specialist areas.

**Personal development:** keeps abreast of forefront developments in a specialist area and in professional codes and practices; is aware of own limitations and boundaries and the limitations of professional and ethical codes. Demonstrates an awareness of others' roles and responsibilities and their own impact on these.

## SCQF LEVEL 10 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level require the exercise of independence and initiative in relation to given responsibilities. The work could entail leading activities across work areas involving different specialisms. The job holder is likely to be expected to predict and deal with changing requirements and priorities. They may control assigned budgets. Some job holders may be more responsible for carrying out specialised research and analysis and advising senior managers than for managing teams.

**Representative tasks and duties:** These may include:

- undertaking long-term management of individual or team activities
- supporting operational planning for a department, division or organisation
- managing resources/budgets within allocated project/area where appropriate to ensure proper and effective allocation
- taking steps to improve the capability and expertise of team and/or self
- advising on the analysis and interpretation of data, identifying trends and testing solutions
- identifying service requirements and designing the delivery of innovative approaches to optimise the efficiency and effectiveness of services
- ensuring that professional and/or service standards are maintained within an area of work or across areas

**Knowledge and skills:** Jobs at this level will require operational knowledge of systems and services in an area of work requiring a clear understanding of relevant regulations and codes of practice and the implications of non-compliance. Jobs may require skills in managing people and projects, planning (including financial planning) and capacity building.

**Qualifications/experience normally required for entry:** The qualifications associated with entry to this level of work are Honours Degrees and vocational diplomas and awards at SCQF level 10 backed by considerable experience in the field of work.

### SUMMARY:

These job roles involve providing advice and support in specialised technical or professional fields to whole organisations, divisions or large departments. Job holders may be required to set up and carry out research, make recommendations and design and carry out projects to improve processes and services. They may have some responsibility for maintaining or improving capacity within the organisation.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** works on complex professional-level problems and issues in a range of unpredictable contexts; manages work which involves complex ethical and professional issues.

**Degree of autonomy:** works autonomously and uses initiative in professional activities; exercises significant managerial responsibility for the work of others and for a range of resources.

**Processes:** identifies and analyses complex professional-level problems and issues; offers insights, interpretations and solutions to problems and issues which show some originality and creativity; uses a range of established techniques of enquiry or research.

**Contribution to quality:** works under guidance in a peer relationship with specialist practitioners to bring about change, development and/or new thinking.

**Skills:** uses a wide range of the principal professional skills, techniques, practices and/or materials associated with the sector, a few which are specialised, advanced and/or at the forefront of the sector.

**Knowledge:** draws on knowledge that covers and brings together most of the principal areas, features, boundaries, terminology and conventions of work in a sector, including detailed knowledge and understanding in one or more specialisms some of which is at the forefront of developments in the sector.

**Personal development:** keeps abreast of forefront developments in a specialist area and in professional codes and practices.

## SCQF LEVEL 11 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level require the exercise of a significant degree of independence and initiative in relation to given responsibilities. The work may entail leading activities across whole organisations, divisions, large departments or highly specialised services. The job holder is likely to be expected to predict and react to changing contexts and market/technical developments.

**Representative tasks and duties:** These will depend on the size of the organisation. They may include:

- contributing to long-term and strategic planning/leading on areas of planning
- planning for personnel and resource requirements
- identifying and dealing with skills gaps and shortages
- undertaking work to develop novel approaches to the management of personnel and processes in the organisation/department
- ensuring that professional and/or service standards are maintained
- identifying organisational/departmental requirements and designing innovative approaches to address these
- leading on the analysis and interpretation of data, identifying trends and solutions

**Knowledge and skills:** Job holders at this level will have a critical understanding of systems and services in their organisation/department. They will have a full understanding of regulations and codes of practice in the sector and the implications of non-compliance. They will have advanced skills in managing people and projects, planning (including financial planning) and capacity building.

**Qualifications/experience normally required for entry:** The qualifications associated with entry to this level of work are Masters Degrees and vocational diplomas and awards at SCQF level 11 and SVQ5s backed by considerable experience in the field of work.

### SUMMARY:

These job roles may involve providing leadership in a specialised technical or professional field to whole organisations, divisions or large departments. Job holders may lead research projects and/or design and implement improvements to processes and services. They may be specialised technical roles. They may have responsibility for ensuring that the organisation has the capacity to achieve its goals.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** works in a wide variety of unpredictable contexts; manages complex ethical and professional issues not addressed by professional and/or ethical codes or practices.

**Degree of autonomy:** exercises substantial autonomy, initiative and leadership in professional activities; exercises significant managerial responsibility for the work of others and for a significant range of resources.

**Processes:** consolidates and extends knowledge, skills, practices and thinking; plans and executes significant research, investigation or development projects to address new and abstract problems and issues; applies a range of standard and specialised instruments and techniques.

**Contribution to quality:** makes an identifiable contribution to change and development and/or new thinking.

**Skills:** uses a significant range of professional skills and techniques including a range of advanced and specialised skills at the forefront of developments in the sector.

**Knowledge:** draws on critical understanding of most of the main areas, features, boundaries, conventions and issues of work in the main areas of a sector, and of a range of specialised areas; draws on knowledge at, or informed by developments at, the forefront of the sector.

**Personal development:** routinely reflects critically on role and role responsibilities and identifies areas for development.

## SCQF LEVEL 12 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS

### JOB ROLE

**Representative responsibilities:** Jobs at this level require the exercise of the highest degree of independence and initiative. The work will entail providing leadership across whole organisations or divisions of large organisations. The job holder will be responsible for the success of the organisation/division.

**Representative tasks and duties:** These will depend on the size of the organisation. They may include:

- undertaking long-term and strategic planning
- leading on planning for personnel and resource requirements
- appointing and appraising senior personnel
- ensuring that the organisation has a culture which is appropriate to the sector
- identifying organisational/divisional requirements and taking innovative approaches to address these
- leading on the development of novel approaches to the management of personnel and processes in the organisation/department

**Knowledge and skills:** Jobs at this level will require a critical understanding of the sector, its context and the factors affecting its development. They will require highly advanced skills in management.

**Qualifications/experience normally required for entry:** The qualifications associated with entry to this level of work are Doctoral Degrees and vocational diplomas and awards at SCQF level 12.

### SUMMARY:

These job roles involve leading whole organisations, or divisions of large organisations. They will have responsibility for strategic planning and ensuring the success of the organisation by overseeing the management of the main functions. They may require highly developed research or academic skills in combination with operational and/or leadership responsibilities.

### REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL

**Scope of work:** works in complex and unpredictable contexts where, typically, the information available to guide decision-making is incomplete, inconclusive or contradictory.

**Degree of autonomy:** exercises a high level of autonomy, initiative and leadership in professional activities; exercises significant managerial responsibility for the work of others at a senior level.

**Processes:** identifies, conceptualises and offers original and creative insights into new, complex and abstract ideas; plans and executes significant research, investigation or development projects to address new and abstract problems and issues; designs and executes research, investigations or development projects to deal with new problems and issues; generates new knowledge.

**Contribution to quality:** makes a significant development to change in the sector.

**Skills:** uses and enhances a range of complex professional skills and techniques at the forefront of developments in the sector; applies a range of standard and specialised instruments and techniques of enquiry and research.

**Knowledge:** draws on a critical overview of a sector, its specialised areas, and the factors affecting its development.

**Personal development:** reflects critically on role and role responsibilities, maintains currency and addresses issues.



## INDIVIDUAL SKILLS AUDIT TEMPLATE

|                                      |                      |
|--------------------------------------|----------------------|
| Surname                              | <input type="text"/> |
| First Name                           | <input type="text"/> |
| Job Title                            | <input type="text"/> |
| Employee No (if applicable)          | <input type="text"/> |
| Date of Audit                        | <input type="text"/> |
| Person performing/coordinating audit | <input type="text"/> |
| Line Manager                         | <input type="text"/> |
| Office/Section/Department/Team       | <input type="text"/> |
| Qualifications                       | <input type="text"/> |
| Other Information                    | <input type="text"/> |





| Job Competency/Task              | Skill required as per Person Spec | Existing Skills and evidence of skills | Rating of Skills<br>(Please circle as appropriate) | Skills/Gaps Identified |
|----------------------------------|-----------------------------------|--|--|------------------------|
|                                  |                                   |  | 1   2   3   4   5                                  |                        |
|                                  |                                   |  | 1   2   3   4   5                                  |                        |
|                                  |                                   |  | 1   2   3   4   5                                  |                        |
| <b>Future Skill Requirements</b> |                                   |  |  |                        |
|                                  |                                   |  | 1   2   3   4   5                                  |                        |
|                                  |                                   |  | 1   2   3   4   5                                  |                        |

1. Skills or Knowledge are not yet adequate to perform tasks in order to achieve performance;
2. Skills or Knowledge are limited and need some development in order to improve performance;
3. Skills or Knowledge are at an appropriate level in order to achieve performance;
4. Skills or Knowledge are above the level required to achieve performance;
5. Skills and Knowledge are excellent, incumbent can be utilised as a mentor in developing others at this level.





## ORGANISATIONAL SKILLS AUDIT TEMPLATE

|   |                      |
|---|----------------------|
| Person Completing Audit                                       | <input type="text"/> |
| Job Title   | <input type="text"/> |
| Employee No (if applicable)                                   | <input type="text"/> |
| Date of Audit   | <input type="text"/> |
| Business function/department subject to audit (if applicable) | <input type="text"/> |
| Number of employees within scope of audit                     | <input type="text"/> |
| Other Information   | <input type="text"/> |







| Competency/Task                  | Associated Roles | Existing Skills as Identified | Rating of Skills<br>(Please circle as appropriate) | Skills / Gaps Identified |
|----------------------------------|------------------|-------------------------------|--|--------------------------|
|                                  |                  |                               | 1 2 3 4 5  |                          |
|                                  |                  |                               | 1 2 3 4 5  |                          |
|                                  |                  |                               | 1 2 3 4 5  |                          |
| <b>Future Skill Requirements</b> |                  |                               |  |                          |
|                                  |                  |                               | 1 2 3 4 5  |                          |
|                                  |                  |                               | 1 2 3 4 5  |                          |
|                                  |                  |                               | 1 2 3 4 5  |                          |



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