

Technical Inspection (TI) Group

Introduction This classification standard mapping tool has been developed to ensure consistency in applying the *Technical Inspection* classification standard to UCS-style work descriptions and to assist in identifying and collecting information that may be missing from these work descriptions.

Getting Started Before you begin, you will need to read the entire work description. The map will guide you to the UCS elements where you are most likely to find the information you need to evaluate the position for each of the factors in the classification standard. However, there may be relevant information elsewhere in the work description. You may also have to talk to the manager and consult other sources of information such as your human resources information system, or other documentation to gain a good understanding of the position being evaluated.

In the map below, you will find a list of the elements in the UCS-style work description that are relevant in applying the *Technical Inspection* classification standard, for each of the factors in the standard. The factors in the classification standard appear on the left. The map will also help you identify other information that is required to evaluate the work description, as well as where you can find this additional information. The UCS element(s) that are considered most relevant to the factors in the classification standard appear in **bold**.

| <i>Skill and Knowledge</i> | <i>UCS Element</i> | <i>What to look for</i> |
|----------------------------|-----------------------------------|--|
| | Information for the Use of Others | Responsibility for information may reflect the technical and administrative knowledge and skill required to perform the work |
| | Leadership of Human Resources | Relevant for knowledge and skill to manage staff |
| | Money | May have some relevance for knowledge and skill for financial management and administration |
| | Physical Assets and Products | Some relevance for knowledge of equipment used or subject to inspection/investigation |

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| <i>Skill and Knowledge</i> <i>...continued</i> | <i>UCS Element</i> | <i>What to look for</i> |
|---|--|--|
| | Ensuring Compliance | Responsibility for compliance will reflect technical knowledge and skill required to conduct or oversee quality assurance programs, technical inspections/investigations and carry out regulatory work |
| | Job Content Knowledge Application | Breadth and depth of expertise and its application indicate requirement for knowledge of, and skill in applying, principles, methods, technologies, etc.; also skill and knowledge to manage projects |
| | Contextual Knowledge | Application of contextual knowledge indicates requirement for knowledge of legislation, regulations, standards, policies, etc.; also relevant for administrative knowledge required |
| | Intellectual Effort | Provides a good indication of the variety, complexity and novelty of principles, technologies, inspection techniques, etc. applied to resolve problems |
| <i>Technical Responsibility</i> | Information for the Use of Others | Responsibility for information will reflect the scope for initiative and judgement, and impact of advice, recommendations, development of policy, regulations, standards, etc. |
| | Leadership of Human Resources | May have some relevance for effect on departmental resources (staff) |
| | Money | May have some relevance for planning and management of financial resources |
| | Physical Assets and Products | Relevant for the effect of inspection and investigative work on serviceability and safety of equipment |
| | Ensuring Compliance | Provides a good indication of scope for initiative and judgement and impact in terms of responsibility for implementing quality assurance programs, conducting technical investigations and carrying out regulatory work; provides an indication of extent of effective authority |

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| <i>Technical Responsibility</i> <i>...continued</i> | <i>UCS Element</i> | <i>What to look for</i> |
|--|---|---|
| | Job Content Knowledge Application | Breadth and depth of expertise and its application will reflect scope and impact |
| | Contextual Knowledge | Application of contextual knowledge reflects freedom to act within framework of legislation, regulations, standards, etc. (scope); reflects impact on departmental programs and industrial and commercial operations |
| | Intellectual Effort | Provides a good indication of scope for initiative and judgement in planning work, modifying established practices, developing/evaluating standards, regulations, procedures, etc.; some relevance for impact |
| | Other information required and where to find it | Organization chart and the manager may have further information on extent of authority of the position |
| <i>Working Conditions</i> | Physical Assets and Products | May indicate if personal protective equipment is required; as well, nature and variety of equipment used |
| | Physical Effort | Relevant for physical effort |
| | Work Environment | Relevant for type, variety, severity, intensity, duration or frequency of exposure to disagreeable conditions; also requirement to be away from home frequently or for significant periods |
| | Risk to Health | Relevant for potential exposure to injury |
| <i>Supervision</i> | Leadership of Human Resources | Good indication of nature of supervisory responsibility |
| | Job Content Knowledge Application | Relevant for managerial knowledge |