



Technician Commitment



Technicians Career Framework Guide

Technicians Career Framework Guide

Contents

Technicians Career Framework Guide.....	1
1. About this Guide.....	2
2. Introduction.....	2
3. Introducing the Framework.....	4
4. What is the Technicians Career Framework?	5
5. Benefits of the Framework.....	6
6. Getting Started	7
6.1 Using the Framework as a Technician	7
6.2 Using the Framework to Plan Development.....	16
6.3 Using the Framework for Career Grade Role Development Plans.	17
6.4 Using the Framework to Manage your Career	18
6.5 Using the Framework for Technical Managers, Heads of Department and Principal Investigators	21
6.6 Planning and Recruiting to Vacancies	21
6.7 Developing your Team.....	21
6.8 Succession and Workforce Planning.....	22
7. Appendix 1 – Job Description Template	23
8. Appendix 2: Self-Assessment Grid.....	25
9. Appendix 3: Personal Development Plan Template	26

1. About this Guide

This guide provides information on the Technicians Career Framework at Lancaster University. It is intended to support individual Technicians, Technical Managers and Heads of Department in understanding:

- What the framework is.
- What the benefits of adopting the framework are to technicians, technical managers and Heads of Department, as well as the University overall.
- How to use the framework for personal development and career planning.

2. Introduction

Over 100 technicians work at Lancaster University, working across three Faculties in diverse roles. Technicians play a pivotal role at Lancaster University in supporting teaching and research activity. The following quotes from senior colleagues highlight the value of technicians, as a group, as well as personalised appreciation of your work and the importance of implementing this framework.

“It is a great pleasure to write in support of the Technicians Career Framework. When I think of technicians it is almost impossible to write something in general because the role can be so diverse ranging from wet lab technicians, to facility managers, supervisors, research technicians, teaching support technicians and so on, even to include cartographers in my case as a geographer. It is interesting to reflect on the importance of these roles and how integral, and indeed central, all of this work is to the proper functioning of a research-intensive University like Lancaster. I am delighted to see the launch of this excellent initiative for our technicians.”

Pete Atkinson, Executive Dean, Faculty of Science and Technology

“Technicians are the cornerstone of university teaching and research and it is wonderful their contribution is now becoming more recognised. From my own perspective I could not have explored the caves of Spain with student groups without high level technical support I trusted absolutely, or delivered research into contemporary water quality issues without technicians being prepared to break ice on lakes in January to collect samples, and others making precision measurements of pollutants. They are an integral part of any departmental team, owning the corporate memory of how it functions beyond the terms of transient HODs. Perhaps most importantly, when things go wrong be it through flood or pandemic, it is the technicians that help navigate the event and put things back together again. Thank you.”

Professor Phil Barker, Deputy Dean Faculty of Science and Technology and Technicians Commitment Steering Group Chair

“For an experimental physicist like me university life would be unthinkable without technicians. First, they teach and train us when we are students, and then if we are lucky we get to teach alongside them later in our careers. Second, none of our research in low temperature physics would have been possible without the teams of highly specialised technicians on whose experience and skill we rely.

They build and service custom cooling machines that money can't buy and make measurement instruments which far out-perform anything off-the-shelf. It was therefore a great honour to be asked by the Technician Commitment Steering Group to work with them on improving the visibility, recognition, career development and sustainability of this key workforce at Lancaster University, and to support the production of our Technicians Career Framework."

Professor Rich Haley, Physics, former Chair of the Technicians Commitment Steering Group

"My experience working alongside and managing technical staff over almost 25 years has given me a great understanding and appreciation of the skilled contribution they make to many areas of University life, teaching, research, engagement, outreach and safety, to name but a few.

It is vital that the University sustains a skilled technical workforce able to support these activities. The Technician Career Framework project is a welcome development which will help support career development and succession planning for technicians into the future."

Helen Quirk, Technical Director, FST

3. Introducing the Framework

Technical roles are often complex and specialist and in the past different job titles existed in different teams and role descriptor terminology varied. This can make it difficult for technicians, who wish to progress their career, to see the career options available to them and to understand how to go about planning their careers.

The Technicians Career Framework provides a clear picture of the different career paths available to technicians. That does not mean that one path must be chosen to the exclusion of others, they are interchangeable, and technicians could move from one to another over the course of a career.

The framework introduces consistent role titles and explains the generic expectations and skills, or competencies, for each role and grade, including the level of responsibility. These are set out in the template job description (JD), see Appendix 1.

Of course, there will always be specialist skills required in different roles, which will be added to individual JDs. However, having consistent, generic competencies clarifies the uniform expectations of the different roles that will help you in understanding what these transferable expectations are, regardless of the team or department. This provides openness, transparency and equity across all roles.

Learning and development opportunities, associated with the generic competencies, have also been mapped to the framework. This will help you and your manager plan your development, aligned to your role and career ambitions.

The framework and template JDs will also help Technical Managers and Heads of Department review the needs of their technical team, from time to time, if work activity changes, e.g., there is growth in student numbers.

This is all covered in more detail further on in this guide, in a step-by-step guide to using the framework whether you are a Technician, Technical Manager or Head of Department.



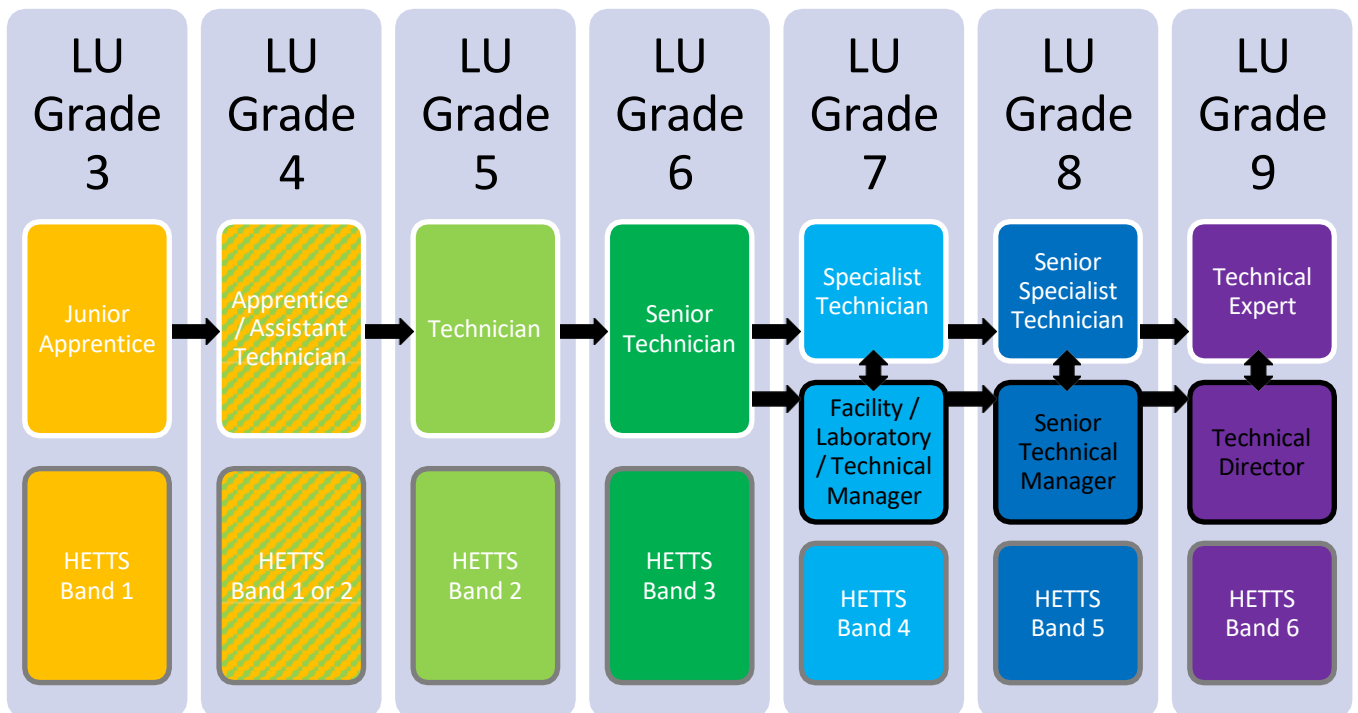
4. What is the Technicians Career Framework?

Lancaster University is a member of the [National Technicians Development Centre](#) (NTDC). The NTDC was established in 2017 by the Higher Education Funding Council for England, (now the Office for Students), to provide expertise and tools to the higher education (HE) and related sectors to create a sustainable future for technical staff and services. This includes increasing the visibility and recognition of technical staff nationally.

As NTDC members, Lancaster have adopted the [Higher Education Technical Taxonomy](#) (HETT) framework. The framework illustrates the career pathways for technical staff from entry to leadership level. Roles are arranged against incremental 'bands' with potential progression opportunities. A significant benefit of the Framework is that it focuses on technical skills and abilities, ensuring relevance and alignment to the work of technicians.

The Framework has been mapped against the Higher Education Role Analysis (HERA) and Hay role evaluation frameworks and has also been mapped to Lancaster University's grading structure. See Figure 1.

Figure 1: HETT Framework



5. Benefits of the Framework

The Technicians Career Framework shows the career pathways and progression route opportunities for faculty technical staff. The Framework can be used to inform individual role descriptions using the template job description. These can be used for all technical roles, in all Faculties and departments because they clarify the generic role competencies at all levels.

Development opportunities have been mapped to the generic competencies, providing the basis for development planning for Technicians in conjunction with their managers.

The Career Framework and template JD and PS provide clarity, transparency and equity in expectations of technical roles at all grades. The benefits of this being:

- The framework supports Technicians to plan their careers by understanding the expectations of roles at different grades and the development options available to support for both in-role development and career progression.
- By adopting a strategic approach to development planning, succession planning is aided for Technical Managers and Heads of Department. Enabling Technicians to develop the skills and experience required for more senior and specialist roles, in line with future vacancies and departmental needs, ensures Technicians are in a strong position to apply for roles when vacancies become available.

This aligns with the University's wider Equality, Diversity and Inclusion (EDI) ambitions, particularly in relation to gender equality. Typically, women do not apply for roles where they feel they do not meet all elements of the JD and PS. Providing transparency and consistency in role expectations supports female Technicians, in partnership with their managers, to more confidently plan their development and careers.

- By detailing the generic competencies, skills and expectations at different grades allows Technicians to recognise wider opportunities, potentially in different areas, for developing and progressing their careers internally. This could include sideways moves to gain a breadth of experiences and skills.
- The framework assists Technical Managers and Heads of Department to conduct workforce planning, by providing clarity with respect to key competencies, skills and levels of responsibility at all grades.
- The availability of the template job description achieves efficiency and standardisation when new technical roles are created. New roles can easily be benchmarked to the framework, with PSs written based on examples given in the matrix without the need for new roles to go through the full HERA role evaluation process and for discipline specific responsibilities to be added to template role descriptors. This saves time for managers, who no longer need to create additional documentation and expedites recruitment. Additionally, it ensures that new roles are graded correctly and fairly.

6. Getting Started

6.1 Using the Framework as a Technician

The Technicians Career Framework and the associated job descriptions, which describe the generic competencies and skills for each grade, can be used to support development planning in your current role and for career planning.

The framework helps you to assess your strengths and development areas in relation to the generic competencies, allowing you to take control of your professional development.

Existing technicians have the option to adopt a new job description, but this isn't mandatory. Transitioning to a new JD will enable you to plan your development in your current role and for potential future roles, that you aspire to progress in to, more clearly. (See how to plan development below.) The framework clarifies what is expected at the different grades, therefore enabling you and your manager to identify appropriate development. You will have the option to discuss adopting a new JD with your manager through the PDR discussions.

All new technical roles will adopt the framework and new JDs.

The framework comprises of eleven competencies, see Figure 2. (Not every competency is required at every grade, for example, management and development of staff is not an expectation of junior roles.) The framework gives practical examples at the different grades for each competency. Not every role will require every example, these are provided to tailor JDs to the different areas and roles. However, they will enable you to understand the level of responsibility required at the different grades and work examples for your current role and roles you may aspire to move into in the future. See Figure 3 for a description of the competencies at each grade and band. (See Appendix 1 for the template JD)

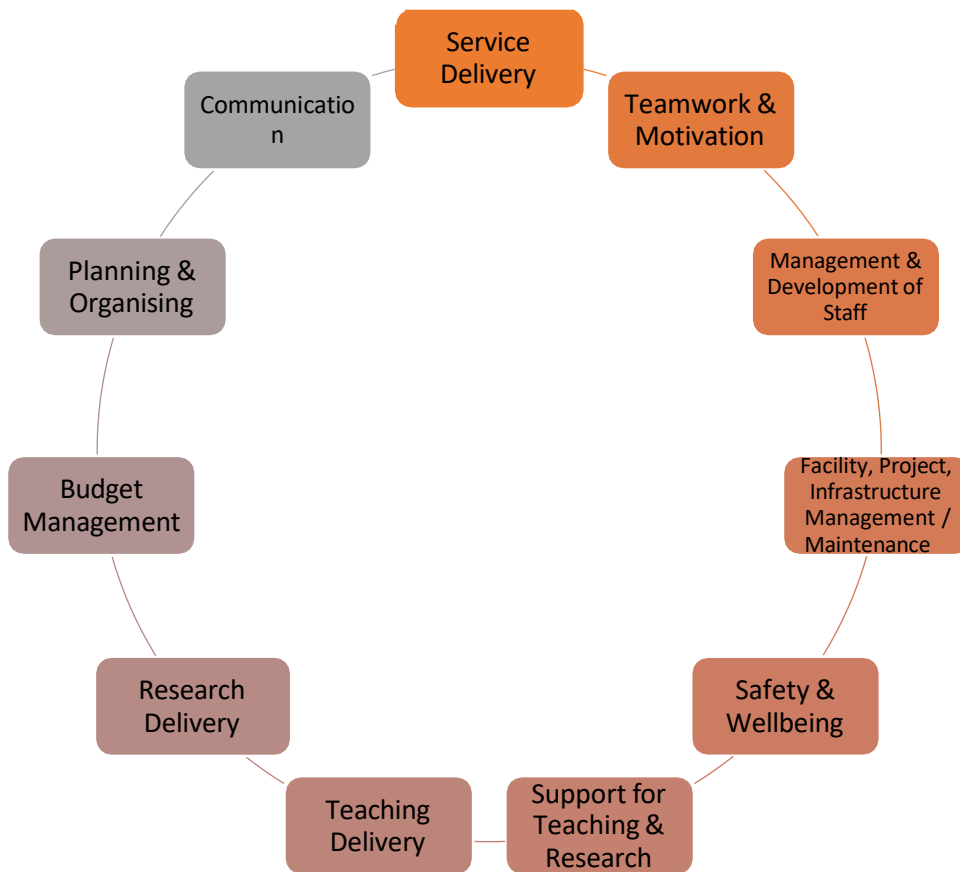


Figure 2: Technicians Framework Generic Competencies

Figure 3: Competency Descriptions at each Grade and Band (Link to Excel version of Competency Framework.xlsx)			
Grade 3 - 5, HETT Band 1 - 2			
LU Grade	3	4	5
NTDC Band	1	1 or 2	2
Career Path	Technical	Technical	Technical
Role	Junior Apprentice	Apprentice / Assistant (Descriptor) Technician	(Descriptor) Technician
Knowledge, Qualifications or Experience	Working towards completion of relevant Apprenticeship	Knowledge and understanding equivalent to a level 3 or 4 qualification gained through work experience and/or study.	Knowledge and understanding equivalent to a level 4 qualification gained through work experience and/or study.
Prof reg (Examples) and CPD	Working towards IST Rsci Tech (Registered Science Tech) or Eng. <i>Demonstrates understanding of role and competencies.</i>	IST Rsci Tech (Registered Science Tech) or Eng tech. <i>Engages with continuous improvement and development.</i>	As grade 4. <i>Demonstrate continuous specialist development by acquiring relevant skills and competencies.</i>
Service Delivery (Workspace Specific Duties)	Ability to solve simple problems, reports non-routine matters to a supervisor / manager.	<i>Expected to create a positive image by being prompt in responding to requests and referring the user to the right person if necessary. Has sufficient knowledge, expertise or experience to use predetermined procedures to deal with day-to-day issues, data or information without direct or continuous reference to others.</i>	Apply working knowledge of theory and practice. Reasoning is required to reach optimal solution to issues. Required to balance pros and cons of different approaches, identify and assess options and break issue down into component parts.
Teamwork and Motivation	<i>Supportive and encouraging of others. Works effectively with others. Works under close supervision of a relevant colleague. Not expected to work under own initiative. Tasks and priorities allocated by supervisor / manager. Supervision will reduce once competent</i>	<i>Contributes to building morale as an active participant. May work with minimal supervision.</i>	<i>Leads by example. Works mainly independently but understands when additional support is required. Provides advice to others for decisions with minor impact and liaises with appropriate colleagues for moderate impacts.</i>

Management and Development of Staff (including liaison and networking)	No management of staff. Supported networking and liaison with fellow industry contacts locally and within the University.	<i>Build relationships and contacts to facilitate future exchange of information.</i> No management of staff. Supported networking and liaison using established links within the organisation, or externally, in order to pass and receive information effectively and in a timely fashion.	May have oversight of project students using teaching or research space. Supported networking and liaison with fellow industry contacts locally and within the University. Initiate contact with internal or external partners and suppliers. Advise or guide others working in the same team on standard information or procedures.
Facility or Project Management / Infrastructure / Maintenance	<i>Assists under direction</i>	<i>As previous grade. Responsible for basic housekeeping and maintenance.</i>	<i>Oversight of a lab, management of specific equipment.</i>
Safety and Wellbeing	<i>Show sensitivity to those who may need help or are showing signs of obvious distress; initiate appropriate action by involving relevant people. Understand risk assessments and adhere to safety guidance. Work to appropriate codes of practice and safe working practices.</i>	<i>As previous grade. Lead by example.</i>	<i>Take local action within H&S guidelines to adapt environment. Understand how the work environment may impact on own or others work and act accordingly. Write safety documentation with authorisation from senior colleagues.</i>
Support for Teaching and Research	<i>Timely provision of requisites for practical sessions. Provide support during sessions in teaching, research and/or specialist laboratories and workshops.</i>	<i>Ability to understand and convey information to others which needs careful explanation or interpretation</i>	<i>Expected to work accurately to complete the task precisely as specified. Convey standard information, procedures or protocols to others. Liaise directly with colleagues to determine requirements for sessions. May have input into planning and testing of protocols and equipment.</i>
Teaching Delivery	No	No	No
Research Delivery	No	<i>May be required to analyse routine data or information using predetermined procedures.</i>	As grade 4. Complexity of information and range data sets increases.
Budget Management	No	No	May purchase standard consumables with oversight / advice from senior colleagues.
Planning and Organisation	No	<i>Plans, prioritise and organise own work.</i>	Manages own workload with indirect supervision. Operational Planning for delivery of work - resources, consumables, space, equipment etc.

Communication	<i>Able to communicate clearly and effectively using a variety of communication methods. Including oral, written and electronic.</i>	<i>Understand and convey information which requires careful explanation or interpretation in a clear and accurate manner. Chooses appropriate communication methods based on the individual and situation.</i>	As grade 4. Complexity of information and range of communication uses increases.
----------------------	--	--	--

Grade 6 – 7, HETT Band 3 - 4			
LU Grade	6	7	7
NTDC Band	3	4	4
Career Path	Technical	Specialist (Teaching or Research)	Manager
Role	Senior (Descriptor) Technician	Specialist (Descriptor) Technician	(Descriptor) Facility Manager, (Descriptor) Laboratory Manager, Technical Manager
Knowledge, Qualifications or Experience	Knowledge and understanding equivalent to a level 5 qualification gained through work experience and/or study. May require safety qualifications (e.g. IOSH)	Knowledge and understanding equivalent to a level 6 qualification gained through work experience and/or study. May require IOSH, NEBOSH or other safety qualifications.	<i>Knowledge and understanding equivalent to a level 6 qualification gained through work experience and/or study. May require IOSH, NEBOSH or other safety qualifications.</i>
Prof reg (Examples) and CPD	IST Rsci (Registered Scientist) or Eng / working towards IST Csci (Chartered Scientist) or CEng	IST Csci (Chartered Scientist) or CEng	IST Csci (Chartered Scientist) or CEng
Service Delivery (Workspace Specific Duties)	<i>Apply detailed knowledge of theory and practice. Identify methods of analysis according to the data and objectives. Investigate and produce novel designs for teaching and research. Advises on resource requirements for own area. Recognise and interpret trends and patterns, identify or source additional information.</i>	<i>Has advanced technical expertise in specialist area. Resolves problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options. Apply creativity to diverse varied situations. Requires a mastery of a range of techniques, methods and procedures.</i>	<i>Uses a breadth and depth of specialist knowledge and experience to show full proficiency and understanding of area. Implements solutions with due regard to the wider environment and broader context.</i>

Teamwork and Motivation	Works independently with own workload. Schedules, prioritises and monitors work and / or team performance. Applies transferable knowledge across all areas. Demonstrates productive working relationships and ability to resolve problems.	<i>Works independently. Authority to make decisions for self and team.</i> Required to make independent decisions, as well as provide advice or input for decisions that have moderate impact.	Expected to clarify the requirements and agree clear objectives for team members; organise and delegate work fairly according to individual abilities; help the team focus their efforts and motivate individual team members.
Management and Development of Staff (including liaison and networking)	May oversee work or resources for self and others within own area. Demonstrates expertise in the management or supervision of technical staff, operations or facilities. Self-initiated networking and liaison with fellow industry contacts locally and within the University.	<i>Participate in, initiate, develop or lead internal and external networks to disseminate information in a timely and appropriate manner to ensure work is done effectively. Networking and contact with local and national leads in specialist subject areas.</i>	Management/supervision of technical staff and operations.
Facility or Project Management / Infrastructure / Maintenance	Manage facilities and fundamental resources to support teaching / research. May plan and manage small projects, ensuring effective use of resources.	<i>Exercises responsibility for self and others. Implements solutions with due regard to impact of work on organisation & wider environment. Develop and implement new methods, protocols, processes and techniques.</i> Experience managing specialist technical facilities (may include staff and operations) e.g. cleanrooms.	Manage complex facilities & infrastructure (e.g. cleanrooms, low risk departments).
Safety and Wellbeing	<i>Write, review and authorise safety documentation. Follows standard welfare procedures and recognises when an individual should be referred elsewhere for professional help whilst respecting and maintaining confidentiality.</i> Oversee, promote and enforce safe working practices within area of responsibility.	<i>Develops and implements policies and protocols relating to quality, health, safety and sustainability. Manage complex hazards, develop and implement safe systems of work within facility or area.</i> May have specific departmental safety remit (e.g. radiation protection supervisor, biological safety officer).	<i>Understands variability in working environment and its potential impact on processes, H&S of self or others. Acts accordingly to manage risk in a significant unit, area, department or organisation.</i>
Support for Teaching and Research	<i>Make modifications to existing materials on the basis of the knowledge and experience of the learner(s).</i> Undirected teaching support e.g. problem-solving best approach to support academics / students.	<i>Direct & indirect support for teaching and research. Including fieldwork, research projects and consultancy.</i> Design content or learning materials within existing frameworks. Supervises UG and PGT project students. Well-developed analytical and problem-solving capabilities.	Managers may be asked for advice based on their depth of knowledge of equipment, methods or area, and be asked to train staff and students. May be required to use innovative processes to enhance the reputation or increase revenue.

Teaching Delivery	Some teaching with academic presence. No marking. Demonstrating / training / teaching of techniques, specific methods, underlying principles.	Dependent on role. Could be expected to have responsibility for UG or PGT project delivery, lecture, mark assessments, or lead workshops, tutorials or seminars on specialist subjects. May have input into module design and delivery.	No
Research Delivery	Role dependent. Time may be bought out on specific projects.	Role dependent. Time may be bought out as consultancy. May take an advisory role based on specialist knowledge and experience and lead independent research.	<i>Role dependent. Time may be bought out as consultancy.</i>
Budget Management	<i>Will purchase standard consumables and equipment. May have oversight of local budgets and develop charging models. Contribute to resource planning. requests.</i>	<i>Yes for their facility. Income generation - develop charging models. Plan and ensure resources for servicing, repairs and replacement equipment.</i>	As grade 7 Specialist
Planning and Organisation	Contribute to planning for facility/area of influence.	<i>Contribute to strategic planning for facility and dept. Scopes, plans and delivers projects. Excellent planning and organisation skills.</i>	As grade 7 Specialist
Communication	<i>Accounts for what to communicate and how best to convey the information to others. May be required to understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist.</i>	<i>Able to communicate with senior leaders and internal and external stakeholders on a range of complex issues and subjects. Demonstrates effective communication with specialist and non-specialist audiences.</i>	As grade 7 specialist

Grade 8 - 9, HETT Band 5 - 6			
LU Grade	8	8	9
NTDC Band	5	5	6
Career Path	Specialist (Teaching or Research)	Manager	Manager
Role	Senior Specialist Technician	Senior Technical Manager / Technical Operations Manager	Technical Director

Knowledge, Qualifications or Experience	As grade 7	As grade 7	As grade 7
Prof reg (Examples) and CPD	As grade 7	As grade 7	As grade 7
Service Delivery (Workspace Specific Duties)	<i>Recognised expert in area. Asked to present work and consult on activities and outputs.</i>	<i>As grade 7 Manager but breadth of control and influence expands to strategic priorities for department, school, Faculty or area.</i>	Drives university wide strategic planning concerning technical services. Develop innovative solutions for deployment across the institution.
Teamwork and Motivation	<i>Expected to manage workload and delegate work to others. Full autonomy and authority to make decisions for self and team. May have line management of a team.</i>	<i>Strategic responsibility for technical staffing, resources and facilities. Authority and autonomy to make independent decisions for school / department. Line management of a team and management of workloads.</i>	Expected to drive change at institutional level. Have knowledge of practices at competitor institutions and introduce policies and practices to encourage growth and development.
Management and Development of Staff (including liaison and networking)	<i>Liaison and networking with senior decision and policy makers in support of the University aims and strategies. May manage / supervise limited numbers of staff / students. Demonstrates effective leadership and develops positive and professional working relationships.</i>	<i>Liaison with HR and senior management (department, school, faculty and University) regarding current and future planning and resource requirements and strategic direction. Will manage and lead a team of staff within facility / department.</i>	As grade 9
Facility or Project Management/ Infrastructure / Maintenance	Responsibility for buildings, remote areas requiring specialist knowledge or expertise, or high risk/complex/high hazard areas.	<i>Responsibility for buildings, facilities, services, infrastructure within a complex or high-risk department.</i>	
Safety and Wellbeing	<i>Delegated responsibility for H&S & statutory compliance and ensuring adherence to. Perform accident & 'near miss' investigation. Undertake inspections and lead on progressing actions from Audits for own area.</i>	<i>As grade 8 Senior Specialist.</i>	<i>As grade 8. Ensure progression of actions from audits and inspections and develop and implement strategic plan for area of responsibility.</i>
Support for Teaching and Research	Indirect, line management of research support. May provide direct research support via consultancy.	Indirect through management and leadership of strategic planning and resource needs.	Indirect through management and leadership of strategic planning and resource needs.

Teaching Delivery	Dependent on role. <i>Will be expected to have responsibility for UG or PGT project delivery, lecture, mark assessments, or lead workshops, tutorials or seminars on specialist subjects. Will be required to have input into module design and delivery. Counted in TEF.</i>	No	No
Research Delivery	<i>Time may be bought out as consultancy. Expected to generate income through grant capture, project or team outputs. Contribute to REF. May be named as PI on grant proposals</i>	As grade 7 Manager	No
Budget Management	As grade 7. Budgets increase in complexity, size or number. May be required to balance other demands on budget.	Yes. May manage multiple budgets for whole department / facility.	Managing and controlling budgets/resources/funding for Faculty / Division.
Planning and Organisation	Lead area strategy and growth plan. Have oversight of wider strategy and aims.	Lead department or Faculty technical strategy within context of wider Department and Faculty plans and values. Translates strategic requirements into operational plans and programmes of work.	Lead strategy and policy changes within context of wider institution and translate these into effective action.
Communication	<i>High level strategic communication with a wide range of internal and external stakeholders. Ability to convey in an appropriate manner, and gain support for, the Faculty and University's strategic aims to varying audiences.</i>	As grade 8 Senior Specialist	As grade 8

6.2 Using the Framework to Plan Development

The generic competencies can assist with your development planning in your current role and career planning for future roles.

Firstly, use the framework to conduct a self-assessment.

Self-Assessment and Development Planning in your Current Role:

1. Read through the descriptors (see Appendix 1) for each of the generic competencies for your current role and grade.
2. Consider how competent you are now and how confident you feel for each of the competencies on a scale of 1 – 10. Put a mark against each competency, using the self-assessment grid below (Figure 4 and see Appendix 2 for a downloadable version), with 1 being, not at all competent / confident and 10 being extremely competent / confident. *For example, if you feel your service delivery skills (as described against your grade) are approximately 5.5, put a mark on the scale and shade in up to that point (see example below).*

Competency	1	2	3	4	5	6	7	8	9	10
Service Delivery										

When determining where you currently are on the scale, consider how you can evidence this, i.e., what activities are you currently doing that demonstrate your competency and confidence?

3. Once you have completed the self-assessment, you will have a visual representation of your areas of strength and potential development areas in your current role. Discuss your self-assessment with your manager, this can be part of your Performance Development Review (PDR) or during a 1:1 meeting. Your manager will consider your scoring and provide feedback.



4. Together you can consider what are the priority areas for development in your current role, aligned to the role requirements, and what development options might be appropriate (see Figure 5 for development options that have been mapped to the competencies).
Development does not always mean areas of weakness and / or gaps in your skills set, it maybe development to improve existing areas of strength.
When identifying development, always be clear about what will be different in terms of the increase in your skills and knowledge and how you will know i.e., how will you measure success? What will be different in terms of your performance?
5. You should also consider development appropriate to the specialist aspects of your role, i.e., skills, knowledge and behaviours that are specific to your role and fall outside of the generic competency framework. Again, identifying the appropriate development activity to best meet your needs.
6. You can now complete a Personal Development Plan (PDP), (see the downloadable template in [Appendix 3](#)) which allows you to record the development you have agreed, including timelines for completion and any additional support that has been agreed.

6.3 Using the Framework for Career Grade Role Development Plans.

The matrix is a key tool when creating a development plan for technicians appointed on career grades. Development objectives can be aligned directly with the competencies for the higher grade, as set out in the framework.



6.4 Using the Framework to Manage your Career

Using the framework to support your career progression is essentially the same process as described above to conduct a self-assessment in your current role, however, you would look at the JD(s) of the role(s) that you aspire to progress to.

You can also use the [Career Management](#) Toolkit in conjunction with the framework to assist with career planning. The Toolkit includes tools and resources, such as the [wheel of life](#) and [strengths finder](#) activities to help you recognise where your strengths lie and also the activities that are important to you in a role that you find motivating. This is important, progression is not just about getting to the next grade, it is finding a role that you will enjoy doing and find motivating, that plays to your strengths. It can be helpful to access [Coaching](#) too, to help you work through what is important to you in your work.

1. Conduct the same self-assessment as described above, however, you are self-assessing your competence and confidence against the competency descriptor for the different grade and role that you aspire to move into.
2. Again, discuss your self-assessment with your manager and consider how you can develop and gain experience of the competency with a higher level of responsibility.
3. Consider development activities such as deputising, project work etc., that will give practical experience that you can evidence during an interview, demonstrating that you can work at a higher level.

This will increase your prospects of securing a more senior role when one becomes available.

Figure 4: Self-Assessment Grid [Link to downloadable version](#)

Competency	1	2	3	4	5	6	7	8	9	10
Service Delivery										
Teamwork & Motivation										
Management & Development of Staff										
Facility, Project, Infrastructure Management / Maintenance										
Safety & Wellbeing										
Support for Teaching & Research										
Teaching Delivery / Research Delivery										
Budget Management										
Planning & Organising										
Communication										

Figure 5: Development Opportunities mapped to the Competencies

Competency	Development Opportunities
Service Delivery	<ul style="list-style-type: none"> - CPD Central resources - Work shadowing - HEATED courses - Probation / PDR expectations - OD workshops - Digital skills training - Project work
Teamwork & Motivation	<ul style="list-style-type: none"> - CPD Central resources - OD programmes and resources - OD Management E-Learning Resources - Coaching - Mentoring - Project work
Management & Development of Staff	<ul style="list-style-type: none"> - OD Management development - OD Management E-Learning Resources - HEATED courses - Coaching - Mentoring - Deputising
Facility, Project, Infrastructure Management / Maintenance	<ul style="list-style-type: none"> - OD Management development – Project Management - HEATED courses - Work shadowing -
Safety & Wellbeing	<ul style="list-style-type: none"> - Deputising - Safety Office Training Courses - HSE Health and Safety Training Courses - IOSH courses - NEBOSH
Support for Teaching & Research	<ul style="list-style-type: none"> - CEDA programmes - Work shadowing - HEATED courses - ATLAS - Project work
Teaching Delivery / Research Delivery	<ul style="list-style-type: none"> - CEDA programmes - HEATED courses - ATLAS

Budget Management	<ul style="list-style-type: none"> - On the job training - Support from Finance Partner, Technical Manager, HoD etc.
Planning & Organising	<ul style="list-style-type: none"> - OD Management E-Learning Resources - Coaching - Project work
Communication	<ul style="list-style-type: none"> - CPD Central resources - HEATED courses - Coaching

6.5 Using the Framework for Technical Managers, Heads of Department and Principal Investigators

Technical Managers, Heads of Department (HoDs) and Principal Investigators (PIs) can use the framework when:

- Planning and recruiting to vacancies,
- Developing your team,
- Succession and workforce planning.

6.6 Planning and Recruiting to Vacancies

When a vacancy arises for a technical role, whether a role becomes vacant or a new role is required, the framework will enable you to determine the appropriate grade for the role, particularly for new roles, and assist you and save you time in developing a job description. The following steps outline the process to adopt:

1. Consider and write down what you need the role holder to be doing, including the level of responsibility you would expect from them when undertaking these tasks, i.e., would you expect them to be identifying and undertaking tasks independently or under supervision of a more senior colleague?
2. Then map these expectations of the role holder against the framework, matching the level of responsibility and expertise to the most appropriate grade.
3. Adapt the JD according to the needs of the role. For the generic competencies select the appropriate tasks associated with each competency (approximately three for each competency) and delete the examples that do not apply.
4. Add in the additional, role-specific competencies that are required in that role.
5. Advertise and recruit to the role as normal.

6.7 Developing your Team

You can use the framework to determine development needs of a team overall, or for a smaller group and for individual development planning.

Using the process described in [6.2 Using the Framework to Plan Development](#), consider both the team collectively or a group of technicians with similar role expectations to identify any collective development needs and use Figure 5 to identify appropriate development activities to support these needs.

For individual development planning, in role, ask colleagues to complete the self-assessment process, described in sections [6.2](#) and 6.4. Then, review the self-assessment with them, providing objective feedback based on your observation of them in practice.

Identify priority development areas, either in-role or linked to their career progression and agree appropriate development activities (see Figure 5) for them to undertake.

Meet with them again after they have completed any form of development to discuss their learning and how they will apply the learning in their roles, including any additional support you can provide to enable them to build confidence and competence.

6.8 Succession and Workforce Planning

Succession planning is the process of planning for expected and unexpected turnover in critical roles within your department or team and developing plans for individuals to develop into these roles.

Expected turnover can arise when long-standing colleagues, who have specialist skills and expertise, approach retirement, for example. Unexpected turnover arises when colleagues in key roles leave.

In either scenario there is a risk to business continuity if planning is not put in place to ensure others can progress into these roles.

Work with your HR Partner to discuss the profile of your technical team. Consider various factors including age, gender and race to identify where the gaps and associated risks are.

Discuss individual career aspirations regularly with all members of your team. Do not just consider the grade below the roles that you have identified as critical. Understand their skills and aspirations and give honest feedback about their growth and development and gaps. Agree development plans to bridge the gap between an individual's current skills and knowledge and that required in the roles that you have identified as critical and 'at risk'.

Whilst colleagues will need to go through the recruitment process as and when a role becomes vacant, implementing development plans early, enabling colleagues to gain experience and increase skills, puts them in a strong position to apply and be appointed.

Similarly, workforce planning is the process of forecasting the workforce needs in line with strategic plans, i.e., ensuring that the right people, with the right skills, are in the right place at the right time. Based on forecasted changes in a department, e.g., growth in student numbers, workforce planning considers the skills and roles required within a department, including Technicians, to accommodate these changes.

7. Appendix 1 – Job Description Template (Link to [Downloadable Version](#))

Technician Commitment



JOB DESCRIPTION

Click here to enter text.

Job Title: Click here to enter text.	Present Grade: Click here to enter text.
Department/College: Click here to enter text.	
Directly responsible to: Click here to enter text.	
Supervisory responsibility for: Click here to enter text.	
Other contacts Internal: Click here to enter text. External: Click here to enter text.	
Purpose of role: <i>(Give a brief overview of the role including the main responsibilities and activities).</i> Click here to enter text. Key Competencies: <i>(Add the main requirements of the role under each competency. Delete, move or modify any that are not required. Refer to the Technicians Career Framework for example descriptors for each competency at the required grade).</i> Service Delivery / Workspace Specific Duties Click here to enter text. Teamwork and Motivation Click here to enter text. Management and Leadership Click here to enter text. Health, Safety and Wellbeing Click here to enter text.	

Teaching and Research

Click here to enter text.

Planning and Organisation

Click here to enter text.

Communication

Click here to enter text.

Other

Click here to enter text.

Career Grade Roles – delete this section if this is not a career grade role.

(For career grade roles a clear criteria and assessment process is required to progress from one grade to the next. This process should be outlined here. An example of evidence required to progress from grade 5 to 6 is given below)

Criteria to progress to the higher grade:

1. *Knowledge, understanding or qualifications equivalent to level 5.*
2. *Demonstration of safety competence through attainment of appropriate qualification.*
3. *Evidence of working autonomously (including independent decision making), appropriate handling of issues, and self-initiated networking and liaison with internal and external contacts.*
4. *Evidence of effective planning and maintenance of resources and facilities.*
5. *Evidence of providing support for, and advising on, teaching or research support (e.g. materials and delivery, provision of analysis) for relevant subjects.*
6. *Evidence of supervision, training, or development of others.*
7. *Feedback from the Department on sustained performance.*
8. *Evidence of continuous professional development.*

How it will be assessed

1. *Assessment will be made via the Performance and Development Review (PDR) process.*
2. *The FST Technical Manager / Faculty Manager / Chief Technician, together with the line manager will determine the submission timing based on meeting the criteria.*
3. *The Line Manager will provide written evidence to support their application as part of the PDR process. This will include evidence of continuous professional development.*
4. *The Faculty /School will assess the application based on the criteria and seek any additional information required.*
5. *The Faculty /School will make a recommendation to People and Organisational Effectiveness based on the needs of the Department and Faculty and available funds.*

8. Appendix 2: Self-Assessment Grid ([Link to downloadable version](#))

Competency	1	2	3	4	5	6	7	8	9	10
Service Delivery										
Teamwork & Motivation										
Management & Development of Staff										
Facility, Project, Infrastructure Management / Maintenance										
Safety & Wellbeing										
Support for Teaching & Research										
Teaching Delivery / Research Delivery										
Budget Management										
Planning & Organising										
Communication										

9. Appendix 3: Personal Development Plan Template ([Link to Downloadable Version](#))

Development Objective What competency, skill, knowledge do I want to develop?	Development Activity How will I achieve this? Detail the development activity/ies?	What will I be doing differently? How will I know I have been successful? What key differences will the development make?	Support Needed? What additional resources or support will I need? Who and/or what resources can help?	Date for Achievement Target Dates for review /completion

Date	Version	Changes and Responsible Person
Feb 24	V1	ARo – main document*- HQ – minor changes and links added.