

Technical Career Framework

The Bristol Experience – Sue Christie



Many differing job roles

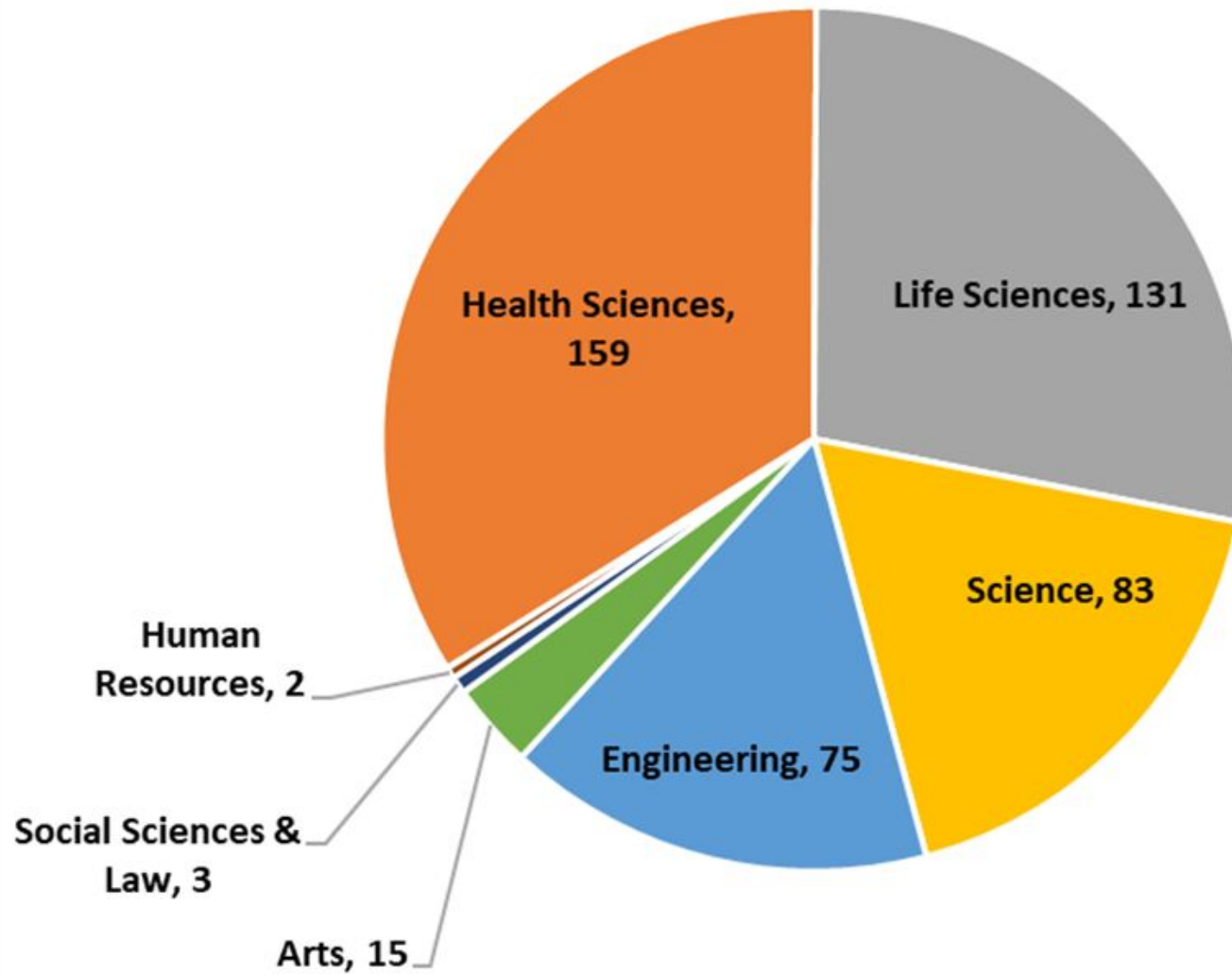
- The University employs c.470 staff in the Technical job family.
- The 'Technical Staff' are one of the most varied employee groups within the University.
- Post code lottery
- Levelling up required
- Recruitment hampered



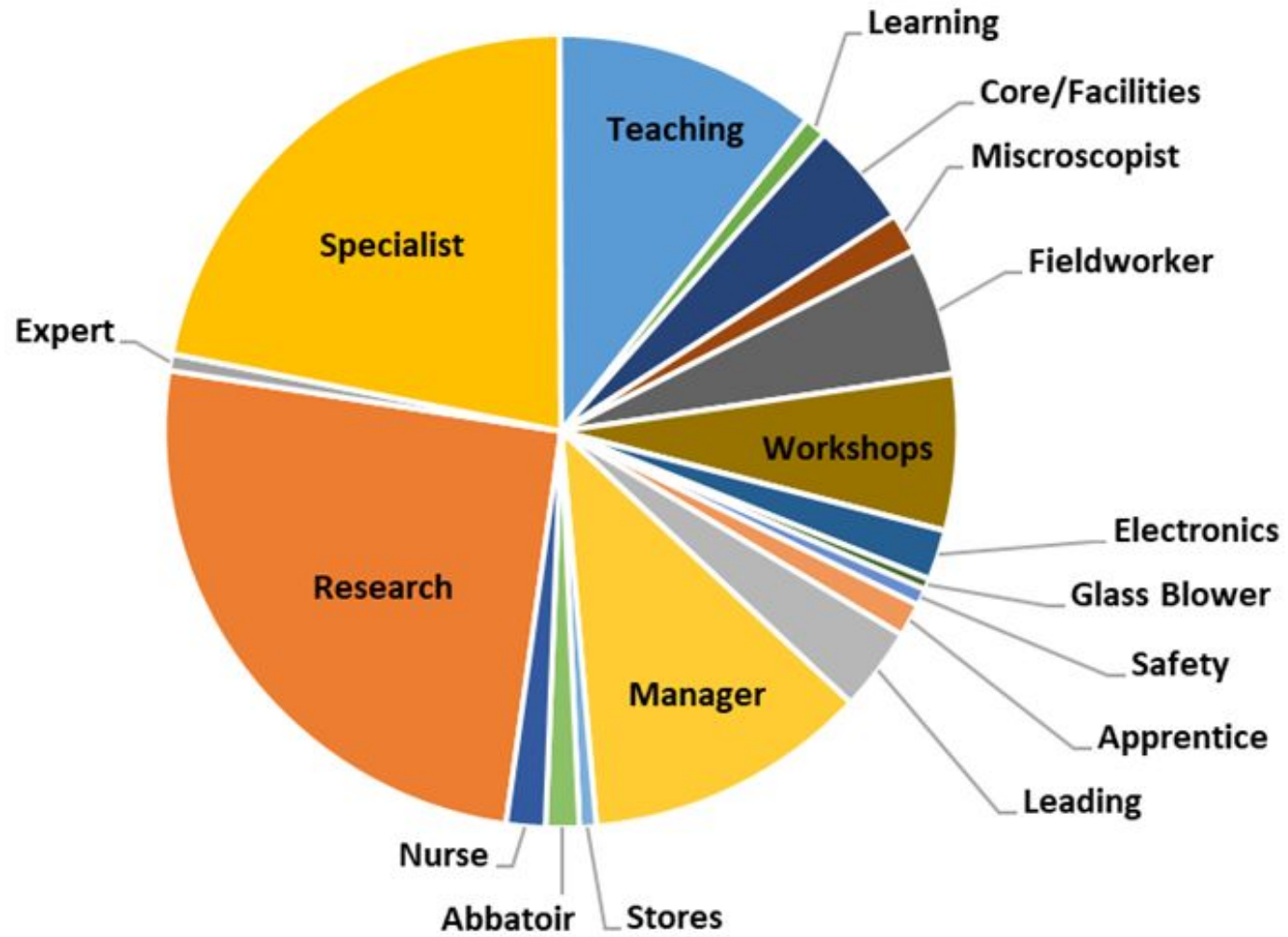
Funding

- Technical staff at Bristol are employed through 3 main funding sources
- 54% core funded
- 38% externally funded
- 8% jointly core and externally funded.

Technical Staff by Faculty/Division (468 total)

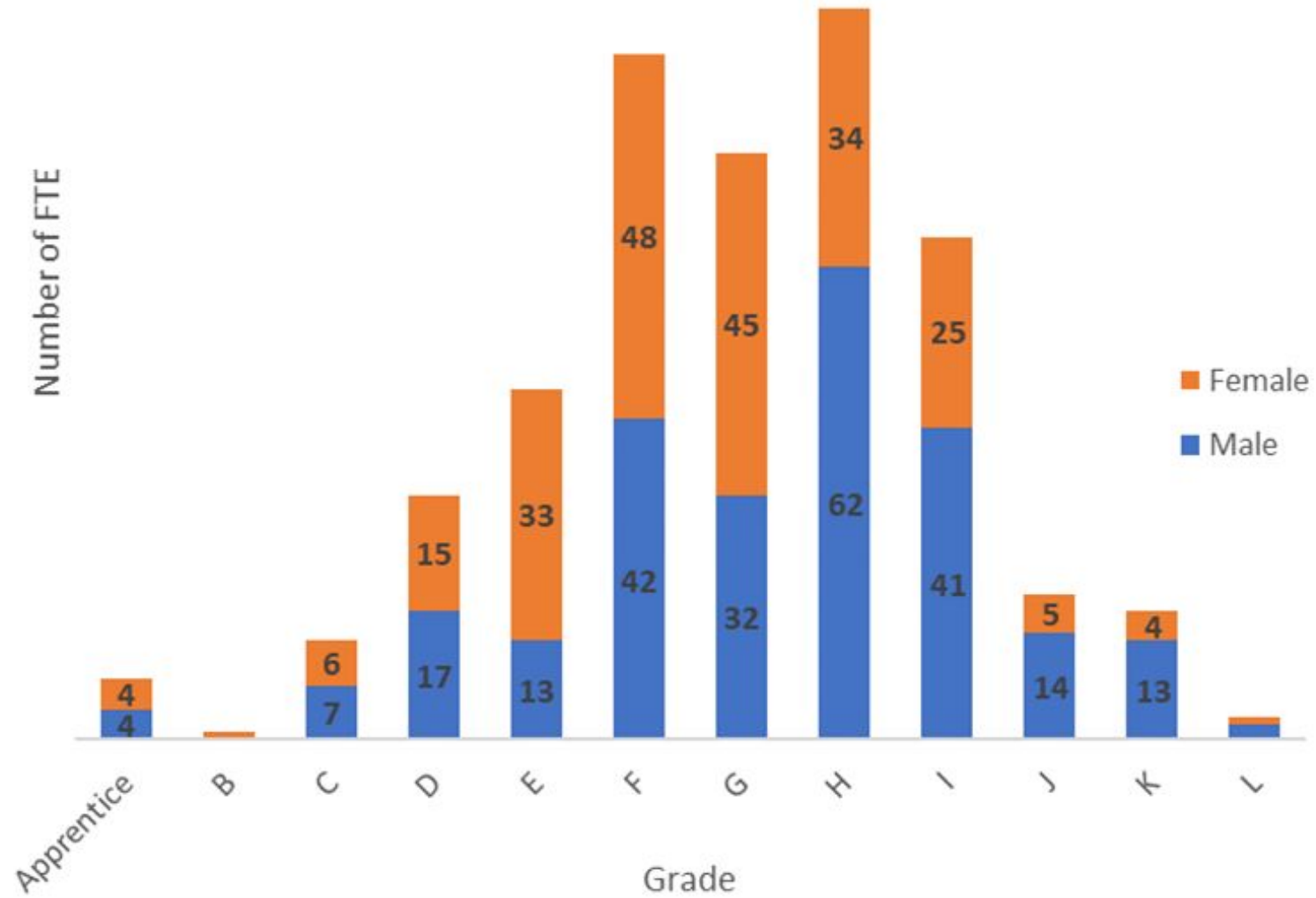


Technical Staff Role Types (some overlap in data)



Technical Workforce by Grade & Sex

Number of FTE



Female

Male

Grade



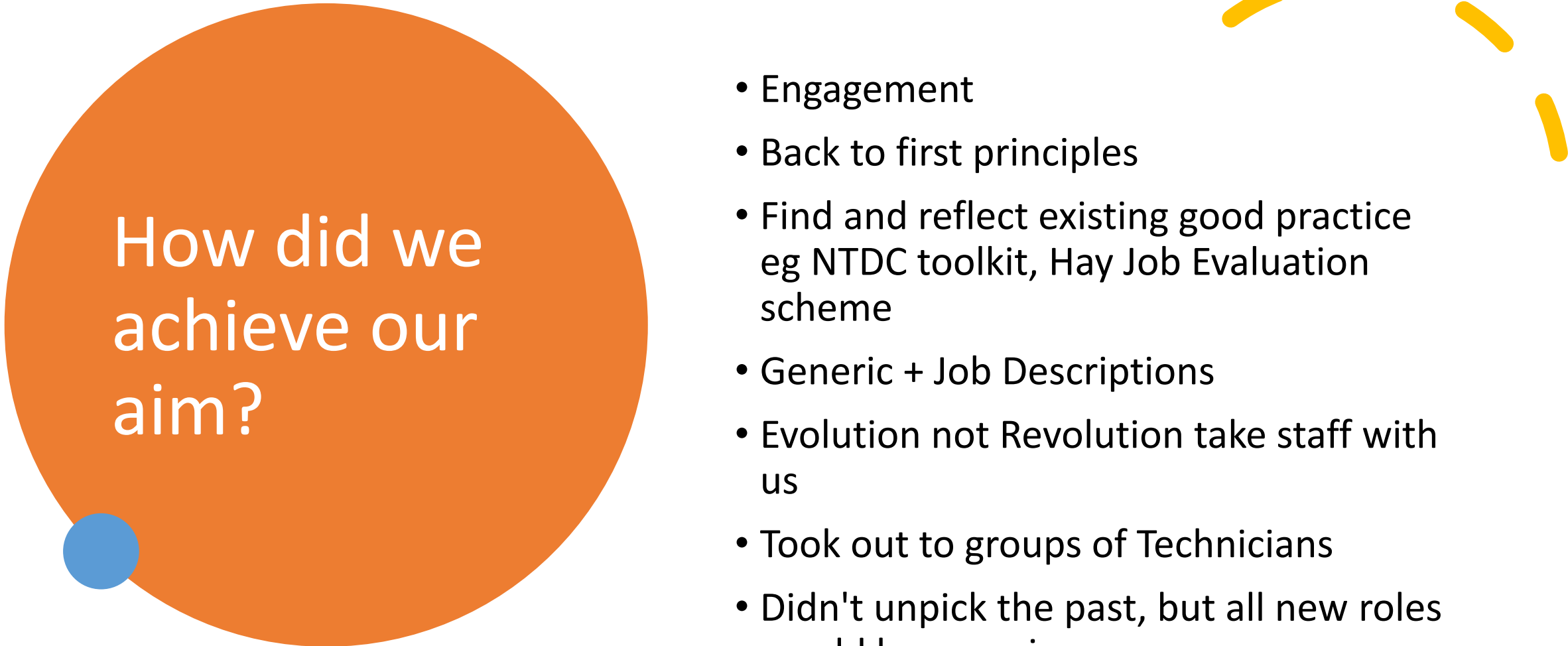
Why we needed one?

- 100's of inaccurate Technical Job Roles
- Many different job titles
- Job descriptions were too lengthy
- Equity of reward and opportunity
- Career choices and visibility of roles
- Aid recruitment and meet skills needs
- Remove unnecessary barriers to progression
- Efficiency



How Did We Start?

- We couldn't achieve it bottom up
- In 2014 Fred Hale drafted a paper outlining how we could 'do technical better'. This was sent to the Head of HR and the PVC for Research.
- We had successfully secured our Senior Team Champions
- Technical Strategic Group was established in 2015, Task and Finish
- One of the recommendations from this Group was the establishment of a Technical Career Framework.... worked on in 2017
- As well as HR, Faculty Manager, it was critical to have the support of the Unions, Staff Development as well as members of our original Technical Managers Group.



How did we achieve our aim?

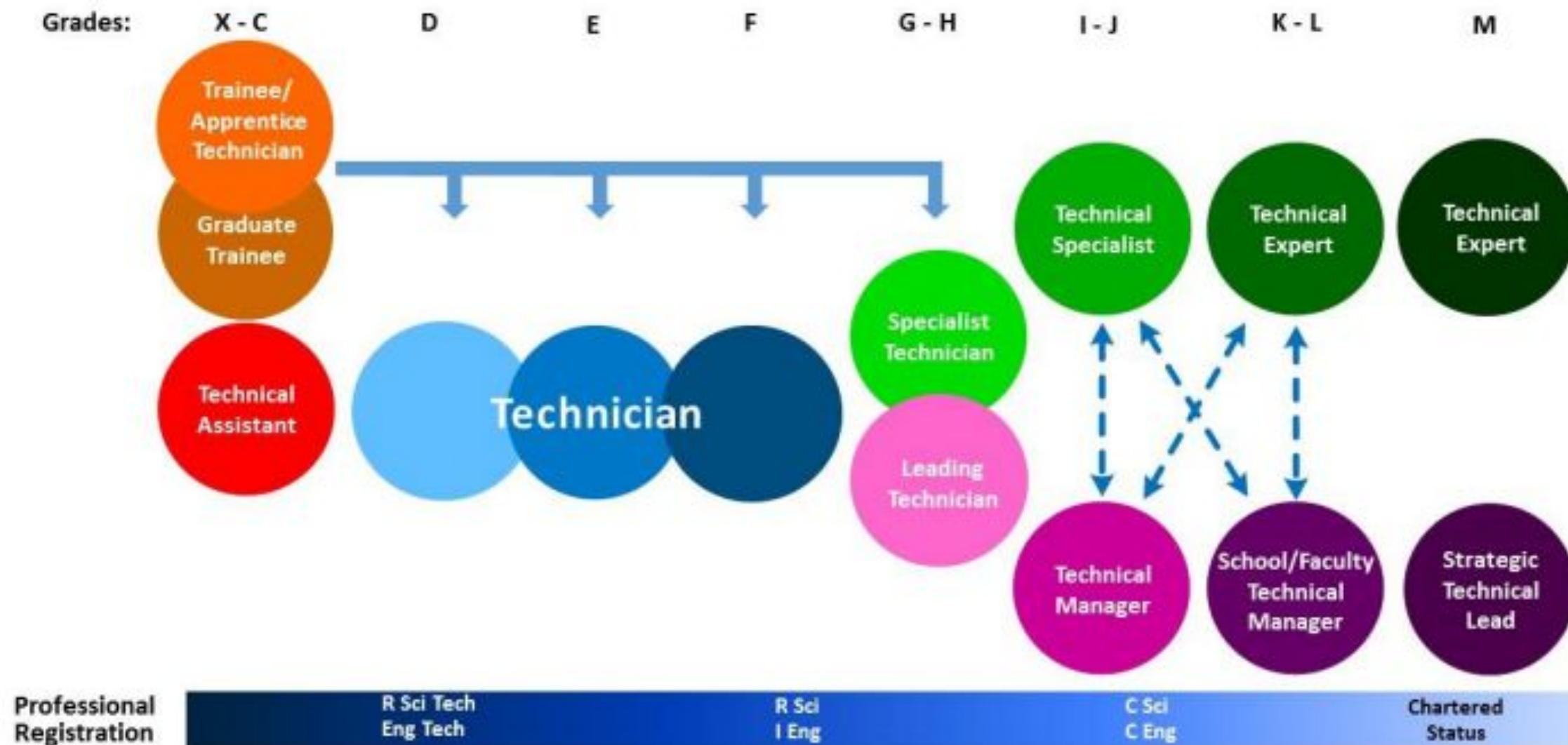
- Engagement
- Back to first principles
- Find and reflect existing good practice eg NTDC toolkit, Hay Job Evaluation scheme
- Generic + Job Descriptions
- Evolution not Revolution take staff with us
- Took out to groups of Technicians
- Didn't unpick the past, but all new roles would be generics
- Review and refine



Approval by UoB SMT

- The Technical Career Framework was approved by the University's Planning and Resource Committee in June 2017
- It has been gradually introduced over an extended period.
- Engineering and Life Sciences decided to migrate all their JDs to the new framework wholesale.

Career Framework for Technical Staff



Click on the links in the table below to access further information about each type of role

Grade:	B	C	D	E	F	G	H	I	J	K	L	M	
Broad Role Purpose	Research	Level 1 Technical Assistant	Level 1 Research Technician	Level 2 Research Technician	Level 3 Research Technician	Level 1 Specialist Technician (Research or Core Facility)	Level 2 Specialist Technician (Research or Core Facility)	Level 1 Technical Specialist (Research or Core Facility)	Level 2 Technical Specialist (Research or Core Facility)	Level 1 Technical Expert	Level 2 Technical Expert	Level 3 Technical Expert	
	Facilities		Level 1 Facility Technician	Level 2 Facility Technician	Level 3 Facility Technician		Level 1 Specialist Technician (Teaching)	Level 2 Specialist Technician (Teaching)	Level 1 Technical Specialist (Teaching)				Level 2 Technical Specialist (Teaching)
	Teaching		Level 1 Teaching Technician	Level 2 Teaching Technician	Level 3 Teaching Technician								
	Apprentice	Apprentice Laboratory Technician	Apprentice Engineering Technician										
	Safety						Level 2 Specialist Technician (Safety)	Level 1 Technical Specialist (Safety)					
	Management						Level 1 Leading Technician	Level 2 Leading Technician	Level 1 Technical Manager	Level 2 Technical Manager	Level 1 School Technical Manager	Level 2 Faculty Technical Manager	Strategic Technical Lead

Grade H Level 2 Specialist Technician (Research or Core Facility)	
<p>The purpose of this type of role is to be a primary source of specialist skills and expertise in the facility or laboratory, particularly for specified sophisticated techniques. Provision of specialist support for complex activities within a facility, laboratory or a designated suite of laboratories. They may train staff, students and other technical colleagues in such techniques or provide a specialist service. Using up to date specialist knowledge to achieve objectives for others in the specific environment in which they work.</p>	
Type of location	These roles are based in a wide range of technical environments, e.g. workshops, research laboratory, a designated suite of research laboratories, or other research or core facility.
Main responsibilities could include.....	
Professional Practice	<p><i>Typical duties could include:</i></p> <ul style="list-style-type: none"> Working with key stakeholders (e.g. Principle Investigators) to provide specialist services and/or plan and design research experiments Keeping accurate records of methods and results; analysing and interpreting data when required Operating, servicing, maintenance and calibration of specialist equipment Diagnose and rectify complex problems to find short and long-term solutions Sourcing and maintaining stocks of lab materials and consumables, as well as input into larger and more specialist purchases, liaising with relevant contacts and suppliers to ensure fit for purpose solutions and cost effectiveness Writing risk assessments and method statements/standard operating procedures (SOPs), ensuring compliance with all relevant guidelines Training others in specialist techniques, processes and procedures where necessary Respond independently using initiative and judgement to find solutions and take action Flexible and responsive based on service need. Give task direction to others when necessary
The Student Experience	Using specialist experience to provide extensive guidance, troubleshooting, support and training to students conducting research studies or projects
Planning & Organising Resources	<ul style="list-style-type: none"> Plan, manage and prioritise own workload while responding to the changing priorities and needs of a busy, dynamic environment Planning resource needs for area of responsibility within defined limits, to include managing access to equipment Consult, collaborate and influence by liaising and building relationships with key contacts/customers (internal and external)
Governance & Compliance	Use of expert knowledge to implement and review local rules, University Health & Safety policies and legislative requirements;



Technical Expert Roles

- Provides an alternative career path for someone NOT wanting to become an academic or Technical Manager.
- New roles created to acknowledge the technical specialist role.
- Supports staff writing grants and papers
- Aspire to parity with academic roles in terms of reward, esteem and recognition (*if this is at all achievable*)

Generic Plus
JD Level 3
Core Facility
Technician

- [5716 - Level 3 Core Facility Technician Grade F.docx \(sharepoint.com\)](#)






WHO CAN USE IT?

- Individual members of staff to plan out their careers
- Technical, Faculty and School Managers for resource planning
- Recruitment




Individual Members of Staff



To plan out their careers as it is a visible planning tool to support staff in developing their careers.

Identify transferrable skills




Technical
Managers and
their
Equivalents
*As a
workforce
planning tool*

- To help determine the size and shape of their teams to ensure we can meet current and future service demands by recruiting and developing staff.
- When identifying and planning how the knowledge and skills required to meet future demands will be developed or acquired, e.g. informing development discussions in staff review, or in recruitment decisions
- In succession planning, e.g. choosing appropriate entry routes, or in recruitment decisions



Recruitment

- 
- Simpler as the Framework allows batching of roles to JDs.
 - Job roles don't need to be written or panelled as they are ready to use.



The Future

- Periodic light touch review to ensure still relevant
- Maintain the support of the SMT, disappointingly, the Strategic Technical Lead role has not been maintained, however, the University Registrar, Professional Services lead, has become more proactive and meets monthly with the Faculty Technical Leads who provide the agenda for the meetings.
- Working with other areas of Professional Services (Admin Staff) to help them create own Career Framework and accompanying Generic Job Descriptions.
- Looking at language used....accessible language to attract local people who may not previously have considered the University as a place to work, but just to study.

Questions?

.....thank-you to Fred Hale who has been the driving force behind this piece of work