

APPENDICES

APPENDIX (i)

HEaTED framework for Technical Staff in Higher Education



THE FORM TO BE COMPLETED DURING THE REVIEW IS HERE

<https://www.heated.ac.uk/catts/>

Professional Practice

| Behavioural Indicators | Level 1 LEARNER | Level 2 EXPERIMENTALIST | Level 3 PRACTITIONER | Level 4 SPECIALIST | Level 5 EXPERT |
|---|--|--|---|---|--|
| USE INITIATIVE & PROBLEM SOLVE | <ul style="list-style-type: none"> Keeps a learning log of commonly occurring problems and the most appropriate solution(s) that have been found to work in practice and uses this as a reference guide. Is able to listen, record and then sift problems and identify when to refer problems to a more experienced member of the team. | <ul style="list-style-type: none"> Is able to recognise and resolve commonly occurring problems without reference to team members. With problems that require a less obvious solution is able to apply theory or research appropriate theories and apply logic to attempt a resolution, checking with more experienced team members or testing out ideas before applying to day to day practice. | <ul style="list-style-type: none"> Is able to provide creative solutions to less straightforward problems on a day to day basis and would only seek guidance on problems that require a solution that sets a precedent. Can apply theoretical models, formulas and test scenarios effectively to solve practical dilemmas or help others move conceptual ideas forward. | <ul style="list-style-type: none"> Act as point of contact for others in a particular field or subject specialism with regard to unique and rare problems. Majority of time is spent trying to resolve unusual and or complex problems and developing new or adapting existing methodologies to suit. | <ul style="list-style-type: none"> Is recognized as a sole source of problem resolution within the institution and or outside of the institution within a field or subject specialism. Spends a high percentage of time working within or leading teams where the purpose is to 'hot bed' new ideas and creativity is required over short periods for a specific aim that is considered highly original. |
| RESPONSIBILITY FOR MACHINERY OR EQUIPMENT | <ul style="list-style-type: none"> Works alongside other technicians to operate fairly straightforward equipment. Undertakes recognized and required training before being able to operate more complex pieces of equipment or machinery. Helps team members to strip down equipment and carry out basic maintenance tasks on equipment or machinery. | <ul style="list-style-type: none"> Operates equipment/machinery without the supervision of team members and is responsible for cleaning and first level maintenance. Provides demonstrations for others on set-up and running of equipment/machinery. Provides assistance and guidance to new users with equipment and machinery. | <ul style="list-style-type: none"> Is able to operate, maintain and repair specialist machinery or equipment as an experience and proficient user. Trains and supervises less experienced users and colleagues. | <ul style="list-style-type: none"> Designs, constructs and adapts machinery or equipment for specific and potentially original uses. Is able to manufacture or specify for others to manufacture spare parts or adaptations necessary to complete a task or mode of operation. | <ul style="list-style-type: none"> Provides professional guidance to others with the design and construction of machinery or equipment. Acts in the capacity of a consultant within and outside of institution with regard to creating specifications for the design and build of equipment and or machinery. |
| USE TOOLS AND INSTRUMENTS | <ul style="list-style-type: none"> Learns how to identify the correct tools and instruments to carry out specific tasks and how to use them safely. Carries out the cleaning and maintenance of tool and instruments according to instructions to keep them in working order. | <ul style="list-style-type: none"> Use a wide range of tools and instruments after undergoing training to reach a recognised level of proficiency. Is responsible for the maintenance and cleaning routines and care of tools and instruments. | <ul style="list-style-type: none"> Use a range of specialist tools and instruments after undergoing training to a recognised level of accuracy and proficiency. Is responsible for the security, maintenance and care of tools and instruments. | <ul style="list-style-type: none"> Is a recognized authority within the institution for the use of highly specialist tools and instruments for experimental, teaching and research purposes. Trains authorized users on the use and maintenance of highly specialized tools and instruments for experimental, teaching and research purposes. | <ul style="list-style-type: none"> Designs and adapts existing tools and instruments to carry out specific techniques or procedures. Designs and manufactures bespoke tools and instruments to carry out specific techniques or procedures. |
| INVESTIGATE, ASSAY & RESEARCH, MODEL AND IMPLEMENT | <ul style="list-style-type: none"> Assists team members to carry out investigations to establish the facts or achieve results in experimental situations. | <ul style="list-style-type: none"> Follows logical and methodical procedures to establish the basic facts or achieve a set of results for experimental purposes. | <ul style="list-style-type: none"> Uses recognized methodology in a variety of test situations to establish facts or achieve a set of results for experimental purposes. Adapts existing methodology and questions to test to establish facts or a set of results for experimental purposes. | <ul style="list-style-type: none"> Designs and adapts test situations and methodology to achieve a set of research objectives or desired end-points. | <ul style="list-style-type: none"> Acts as a consultant to students and staff with the design, set-up and testing of experimental methodologies and parameters. |
| GATHER, RECORD AND MANIPULATE DATA | <ul style="list-style-type: none"> Is able to record basic facts in a clear and methodical manner. Is able to carry out basic mathematical operations to order or sort data for others. Is able to take accurate readings from tools and instruments. | <ul style="list-style-type: none"> Use a wide range of tools, instruments and technologies to obtain data. Records data in a suitable format to enable reporting or evaluation of data for others. Carries out the evaluation of data from experimentation to draw defined and required outcomes. | <ul style="list-style-type: none"> Is able to gather data from straightforward to more complex situations, to cleanse, order and evaluate data and draw outcomes in an advisory capacity. Uses more complex mathematical and scientific scripts and formulae and conceptual thinking to analyse data. | <ul style="list-style-type: none"> Uses and trains others on a range of complex mathematical and scientific scripts and formulae and conceptual thinking to analyse data. Is able to make changes and create new research questions to test hypothetical situations. | <ul style="list-style-type: none"> Acts as a consultant to staff and students to create new and original research or test questions and methods of investigation to test hypothetical and complex practical situations. |
| PROVIDE CRITICAL INPUT & FEEDBACK | <ul style="list-style-type: none"> Learns how to provide appropriate feedback to staff. | <ul style="list-style-type: none"> Is able to provide feedback to others within own area regarding the use or application of resources for improvement purposes. | <ul style="list-style-type: none"> Has a certain amount of autonomy within an identified area, as such provides feedback, guidance and advice to staff and students. Helps others to problem solve by posing questions and encouraging others to think and develop ideas. | <ul style="list-style-type: none"> Provides mentoring to others to assist them in their own learning processes, or to help them develop new and original thought processes to realize projects and pieces of work. Provides feedback in a structured manner that will contribute to the informal or formal assessment of learners to a recognized standard. | <ul style="list-style-type: none"> Acts as a point of contact within the institution to provide feedback regarding highly specialist techniques and procedures and act as a catalyst to further the understanding of others. Puts together plans and identifies appropriate development routes for team members and individuals identifying key learning objectives and criteria. |

Student Experience Module

| Behavioural Indicators | Level 1 LEARNER | Level 2 EXPERIMENTALIST | Level 3 PRACTITIONER | Level 4 SPECIALIST | Level 5 EXPERT |
|---|--|---|---|---|---|
| INFORMATION TO STUDENTS OR SERVICE USERS INDEPENDENT OF LEARNING AND TEACHING ACTIVITIES | | | | | |
| PROVIDING INFORMATION AND ADVICE ABOUT PROCEDURES FOR USING EQUIPMENT OR RESOURCES | <ul style="list-style-type: none"> ▶ Is 'tuned' into the needs of service users and is able to supply appropriately pre-scripted information when required. | <ul style="list-style-type: none"> ▶ Explains booking or loan procedures clearly and succinctly and checks the understanding of service users to ensure they understand the parameters and timescales. | <ul style="list-style-type: none"> ▶ Considers the needs of service users and makes recommendations about the most appropriate equipment or resources to use and access to achieve required outcomes. | <ul style="list-style-type: none"> ▶ Defines guidance, advice and procedures provided to service users by self or colleagues regarding the availability and use of equipment and resources. | <ul style="list-style-type: none"> ▶ Creates the business case and advises senior staff within the organization about the optimum use of resources to achieve targets for student satisfaction. ▶ Provides guidance and advice to team and teams with regard to the implementation of resources and staffing to achieve key business plan objectives and maximize the use and efficiency of resources. |
| LEARNING & TEACHING ACTIVITIES | | | | | |
| PROVISION OF TECHNICAL SUPPORT WITHIN A SERVICE CENTRE OR ACADEMIC TEACHING OR RESEARCH AREA | <ul style="list-style-type: none"> ▶ Provides daily assistance to team members with guidance from senior team members. | <ul style="list-style-type: none"> ▶ Provides daily assistance to service users and students, with autonomy to practice within a specified area. ▶ This may include training, demonstration or instruction within the environment to staff or students. | <ul style="list-style-type: none"> ▶ Provides assistance and advice on more of an independent basis. ▶ Provides mentoring, training, instruction and gives feedback to learners as part of the support provision. | <ul style="list-style-type: none"> ▶ Has responsibility for determining and providing advice as a more senior level with regard to planning the provision of technical support. ▶ Engages with key stakeholders to ensure all needs are taken into consideration. | <ul style="list-style-type: none"> ▶ Takes responsibility for ensuring the technical support provision meets needs and criteria necessary to achieve organisational goals with regard to student satisfaction. ▶ Liaises with key stakeholders and builds extensive relationships to ensure service provision is comprehensive and fit for purpose. |
| TECHNICAL SUPPORT PROVIDED DURING SCHEDULED LEARNING AND TEACHING ACTIVITIES | <ul style="list-style-type: none"> ▶ Provides assistance to technical team colleagues with the preparation and provision of resources and equipment to service users. | <ul style="list-style-type: none"> ▶ Prepares and provides resources and equipment to service users, making sure they are aware of health and safety guidance for best practice. | <ul style="list-style-type: none"> ▶ Provides technical guidance to service users with the use and application of resources and equipment and information about risk assessments and best practice. ▶ Demonstrates the use of equipment and resources, taking time to prepare the script and order of presentation to ensure the user fully understands all health and safety considerations. | <ul style="list-style-type: none"> ▶ Is a point of contact for colleagues and service users regarding the most appropriate, safe and legitimate use of equipment and resources, explaining detailed risk assessments and critical best practice considerations. ▶ Provides training and instruction to service users, preparing the content and flow of the process and providing handouts and resources to support the presentation. | <ul style="list-style-type: none"> ▶ Proactively engages with academic colleagues and service users to ensure short-term and long-term needs regarding equipment and resources are thought through during the planning of activities and suitable alternatives or accommodations made. ▶ Provides training and the assessment of the activity to service users, to meet agreed curriculum specifications as identified with academic colleagues in advance. |
| SUPPORT PROVIDED WITH GUIDED INDEPENDENT STUDY | <ul style="list-style-type: none"> ▶ As above. | <ul style="list-style-type: none"> ▶ As above. | <ul style="list-style-type: none"> ▶ Provides support to service users in workshops, laboratories or studios and other specialist teaching facilities. ▶ Demonstrates the use of equipment or resources taking responsibility for observing and monitoring use in the absence of academic staff. | <ul style="list-style-type: none"> ▶ Takes responsibility for supervising service users with safe working and best practice in workshops, laboratories or studios and other specialist teaching facilities. ▶ Trains services uses, assesses their suitability and authorizes access to specialist equipment and facilities in the absence of academic staff. | <ul style="list-style-type: none"> ▶ Provides overall point of contact within a service area for advice and defines rules and policy regarding users and access to specialist equipment and facilities. ▶ Plans the use of specialist equipment and facilities with academic staff and arranges suitably qualified technical support to be available during self-directed study sessions. |
| SUPPORT PROVIDED WITH FIELDWORK | <ul style="list-style-type: none"> ▶ As above. | <ul style="list-style-type: none"> ▶ As above. | <ul style="list-style-type: none"> ▶ Provides support to service users in fieldwork sessions taking into account necessary accommodations to safe and best working practice and providing guidance to suit. | <ul style="list-style-type: none"> ▶ Takes responsibility for supervising service users translating needs to accommodate fieldwork conditions and acting as point of contact to problem solve where changes affect expected conditions and outcomes. | <ul style="list-style-type: none"> ▶ Take responsibility for forward planning fieldwork sessions requiring technical support, to define the nature and level of support required and determines and communicates protocols to technical staff involved in these sessions. |

Student Experience Module

| Behavioural Indicators | Level 1 LEARNER | Level 2 EXPERIMENTALIST | Level 3 PRACTITIONER | Level 4 SPECIALIST | Level 5 EXPERT |
|--|---|---|--|--|--|
| ASSESSMENT ACTIVITIES (OPTIONAL AND WHERE APPLICABLE) | | | | | |
| INVOLVEMENT WITH THE PREPARATION OF COURSEWORK AND OR CURATING. INVOLVEMENT WITH THE PRESENTATION OR EXHIBITION OF STUDENTS WORK FOR ASSESSMENT PURPOSES. | <ul style="list-style-type: none"> Assists technical team members with the construction of displays, mounting of coursework, artifacts and objects, using a range of simple tools and equipment. | <ul style="list-style-type: none"> Engages with team colleagues and service users to construct plinths, mounts, display boards and equipment to agreed specifications. | <ul style="list-style-type: none"> Provides guidance to service users with the planning and preparation of displays of coursework, helping users to optimize the impact and meet assessment guidelines. | <ul style="list-style-type: none"> Is a point of contact for service users when planning and preparing presentations and exhibitions of coursework for assessment purposes. Provides users with guidance about physical resources and spatial needs, helping to modify unreasonable or impractical ideas to ensure coursework is presented to meet required standards. | <ul style="list-style-type: none"> Establishes and cultivates long-term relationships with academic staff and technical team members to ensure presentations and exhibitions are planned down to the finest detail to ensure success. Creates an environment in which innovative, efficient and effective ways employed by the technical team flourish to ensure presentations and exhibitions reflect the values of the organisation and subject discipline. |
| INPUT TO INFORMAL ASSESSMENT | <ul style="list-style-type: none"> Not appropriate. | <ul style="list-style-type: none"> Not appropriate. | <ul style="list-style-type: none"> Provides feedback to service users regarding appropriate modifications and suitable replacements for restricted resources to achieve required coursework outcomes. | <ul style="list-style-type: none"> Is a point of contact for service users helping them to refine a number of options with regard to the successful achievement of specified assessment criteria. | <ul style="list-style-type: none"> Is responsible for liaising with academic staff to determine the parameters of input provided by technical staff to service users with the assessment criteria or coursework. |
| INPUT TO FORMAL ASSESSMENT | <ul style="list-style-type: none"> Not appropriate. | <ul style="list-style-type: none"> Not appropriate. | <ul style="list-style-type: none"> Not appropriate. | <ul style="list-style-type: none"> Provides critical feedback and assesses coursework as part of the formal academic assessment process. | <ul style="list-style-type: none"> Provides critical feedback and assesses coursework as part of the formal academic assessment process. Is responsible for liaising with academic staff regarding the appropriate assessment criteria that will be used where technical input feeds into the assessment of student work as part of an academic module or program of study. Co-authors research papers and contributes to the completion of academic research papers recognized by research bodies. |

Leadership & Management Module

| Behavioural Indicators | Level 1 LEARNER | Level 2 EXPERIMENTALIST | Level 3 PRACTITIONER | Level 4 SPECIALIST | Level 5 EXPERT |
|---|--|--|---|--|---|
| ROLE IN TEAM | <ul style="list-style-type: none"> ▶ Is a member of a team and works alongside other technicians. | <ul style="list-style-type: none"> ▶ Is a member of a team, with specific responsibilities and joint responsibilities with other team members | <ul style="list-style-type: none"> ▶ Is an experienced team member who works collaboratively with team members and others. | <ul style="list-style-type: none"> ▶ Works on their own within a team with specific responsibilities. | <ul style="list-style-type: none"> ▶ Works on their own as a proactive team member and acts of point of contact and mentors team members. |
| EXERCISE OF LEADERSHIP TO OTHERS | <ul style="list-style-type: none"> ▶ Not appropriate. | <ul style="list-style-type: none"> ▶ Takes responsibility for meeting requirements and objectives of own role. | <ul style="list-style-type: none"> ▶ Takes responsibility for own work and ensuring the work of others to meets team requirements and objectives. ▶ Provides guidance to others in the absence of more senior team members as a more experienced team member, team leader or supervisor. ▶ Acts as a role model to others within the team. | <ul style="list-style-type: none"> ▶ Takes responsibility for delivering key pieces of work, projects or leadership of team members within a significant area of resources. ▶ Communicates effectively and guides others to achieve key objectives within a significant area of resources or project. ▶ Acts of a point of contact to provide leadership and sets an example. | <ul style="list-style-type: none"> ▶ Provides strategic leadership in subject specialism within the technical team and leads a team or more than one technical team. ▶ Leadership skills ensures the engagement of all team members and aligning individuals and teams to business and team objectives. |

Planning & Organising Resources

| Behavioural Indicators | Level 1 LEARNER | Level 2 EXPERIMENTALIST | Level 3 PRACTITIONER | Level 4 SPECIALIST | Level 5 EXPERT |
|-----------------------------|---|---|---|---|--|
| OPERATIONAL PLANNING | <ul style="list-style-type: none"> ▶ Works to the direction of others with clearly identified priorities. ▶ Assist team members with the supply and booking of resources. | <ul style="list-style-type: none"> ▶ The work schedule may dictate most priorities, there is some scope to decide on the order or methods to be used. ▶ Operates a booking system and or dispenses resources and assists other with stock checks and maintenance of supplies. | <ul style="list-style-type: none"> ▶ Is responsible for planning own workload and plans joint activities with others and agrees objectives with a manager. ▶ Takes responsibility for maintaining and ordering stocks of resources, identifies suitable alternatives and keeping inventories. | <ul style="list-style-type: none"> ▶ Is responsible for planning own work and priorities, and may be involved with planning the work of others. ▶ Identifies resource needs for specific operations and budgets which includes sourcing and dealing with suppliers and maintaining inventories. | <ul style="list-style-type: none"> ▶ Translates strategic objectives into localized plans for a team or team. ▶ Manages budgets and authorizes large items of expenditure. |
| STRATEGIC PLANNING | <ul style="list-style-type: none"> ▶ Not appropriate. | <ul style="list-style-type: none"> ▶ Not appropriate. | <ul style="list-style-type: none"> ▶ Provides data and facts and contributes this information to the Line Manager as part of the team planning process. | <ul style="list-style-type: none"> ▶ Contributes to planning at School, Department or Faculty level alongside academic and administrative colleagues. | <ul style="list-style-type: none"> ▶ Is responsible for creating plans for projected staff and resource requirements as part of organizational business planning purposes. |

Governance & Compliance Module

| Behavioural Indicators | Level 1 LEARNER | Level 2 EXPERIMENTALIST | Level 3 PRACTITIONER | Level 4 SPECIALIST | Level 5 EXPERT |
|---|--|--|--|---|---|
| ORGANISATIONAL POLICY AND PROCEDURES | <ul style="list-style-type: none"> ▶ Learns and adheres to organizational policy within own area of work as advised by more senior team members. | <ul style="list-style-type: none"> ▶ Is able to identify all relevant organizational policy applicable to own area of work. ▶ Identifies any practical issues and improvements and notifies line manager or more senior team member. ▶ Reports or records data as part of monitoring process for policy and procedures. | <ul style="list-style-type: none"> ▶ Is conversant with all relevant organizational procedures and policies and ensures their implementation alongside team members. ▶ Reports and analyses data as part of monitoring process for policy and procedures, collates this data and ensures the appropriate people are notified of required action. ▶ Provides feedback within the team or to others outside of specific area of work, regarding potential improvements and conditions of use. | <ul style="list-style-type: none"> ▶ Provides guidance to others on team, or a significant area of practice with organization procedures and policy. ▶ Takes responsibility for ensuring other team members understand and are able to apply relevant organizational procedures and policy. ▶ Is responsible for monitoring data that records how systems, procedures and policy are being used and implemented. ▶ Receives reports from team members and takes appropriate action to rectify solutions which may involve taking direct action or reporting on to a more senior member of staff or line manager where of a critical nature. | <ul style="list-style-type: none"> ▶ Is responsible for ensuring all team members have access to policy and procedures relevant to individual and team working. ▶ Is responsible for ensuring that all team members understand the implications of best practice and any relevant learning needs are identified and met to ensure compliance with organizational policy and procedures. ▶ Acts as an authoritative point of contact within the team and outside of the team with regard to specialist knowledge or expertise on policy or procedural issues. |
| HEALTH & SAFETY | <ul style="list-style-type: none"> ▶ Is familiar with best practice with regard to H&S for own area of work. ▶ Learns how to promote safe working practice within their own environment and has basic knowledge of risk assessments and reporting paperwork. ▶ Is familiar with evacuation routes and drills required in the event of an accident or alarm. | <ul style="list-style-type: none"> ▶ Carries out the completion of risk assessments for specific and more generalist areas within own role, authorized by others. ▶ Is practiced and able to take remedial action to ensure a safe working environment for self and immediate team colleagues and students. | <ul style="list-style-type: none"> ▶ Takes responsibility for ensuring risk assessment documentation is completed correctly and reference copies are available to all those affected. ▶ Provides guidance to others regarding safe use and conduct in line with H&S guidelines. ▶ Is a recognized source of information or guidance in the event of an accident or alarm. | <ul style="list-style-type: none"> ▶ Takes responsibility for carrying out audits of working practice to ensure compliance with H&S guidelines and legislation. ▶ Reports and make recommendations to others with regard to modifications, alternations and actions necessary to ensure safe working practice in the event of an accident or serious incident. ▶ Regularly liaises with senior H&S staff within and outside of the organization to keep up to date with the latest updates and changes to H&S legislation. | <ul style="list-style-type: none"> ▶ Takes responsibility for team members within a particular area of work for the management and recording of H&S systems and procedures. ▶ Keeps abreast of all changes and impending changes to H&S legislation and provides guidance within the institution with the interpretation of such into working policy and practice. |

