

Technicians Competency and Recognition Framework

A Staff guide to Radar
Profiles, Career
Development Discussion
& Cross-Faculty Learning



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Your Framework in 60 Seconds

Before we explore radar profiles and development conversations, here is a rapid recap of the three-layer structure that underpins every role.

THREE LAYERS



Grade (SG4-SG9)

Sets level of responsibility, autonomy & leadership. Consistent across ALL Faculties.

1



Service Area

Groups roles by technical environment & purpose — the Job Family equivalent. Applied consistently.

2



Domain (Tech Appendix)

Faculty-specific context: discipline, local kit, and delivery requirements.

3

FIVE SERVICE AREAS



Teaching & Learning

Lab sessions, studios, simulations, demonstrator roles



Research & Innovation

Analytical instrumentation, research labs, specialist media



Technical Operations & Engineering

Workshops, equipment lifecycle, stores, technical facilities



Digital, Media & AV

IT, electronics, creative digital, hybrid teaching, computing



Specialist & Creative

Sound & audio, clinical simulation, specialist creative & science

What Is a Radar Profile — and How Do You Read It?

A radar profile (or spider chart) gives you a visual snapshot of how a role is balanced across seven professional dimensions. It is not a performance score — it is a conversation starter.



The Seven Axes

Each axis represents a dimension of professional practice drawn from the NTDC ETP Pathway, HETT, and Greenwich's own CARE Leadership model: Technical Expertise · Learning & Teaching · R&KE · Operations · Autonomy · Student Experience · CARE Leadership.



Scale: 1 → 5

Each axis runs from 1 (developing awareness) at the centre to 5 (expert) at the edge. Profiles show the typical expected balance at each grade — not a maximum score on every axis.



Shape Tells the Story

A Teaching & Learning pathway profile will be wider on the L&T and Student Experience axes. A Research pathway stretches toward R&KE and Technical Expertise. Neither shape is 'better' — they reflect different contributions.



A Tool for Conversation

Overlay your own sense of strengths onto the profile for your grade. Where are you ahead? Where are the gaps? These are exactly the questions to explore in 1:1s and appraisals.

Profiles by grade entry SG3/4

Dual-pathway profiles at each grade are not either/or choices. They show how the same grade can be expressed depending on service need and Faculty context. All technicians develop awareness across both

R&KE and Learning & Teaching.

R&KE Focus

Broad foundations with early exposure to research environments. Core operations and technical basis



Teaching & Learning Focus

Practical session support, student-facing delivery, shadowing senior demonstrators, growing t&l weighting



Profiles by grade SG5

R&KE Focus

Stronger technical expertise and operational confidence. Growing autonomy and research contribution



Teaching & Learning Focus

Clear teaching support strength. Student experience becomes prominent alongside technical delivery



Profiles by grade SG6

At SG6 the profile begins to differentiate significantly by pathway. At SG7 a decisive shift occurs toward operational leadership — technical expertise remains high but CARE Leadership/ University citizenship and Operations surge.

R&KE Focus

Deep technical expertise and growing R&KE contribution. High autonomy for specific defined processes. Mentors apprentices



Teaching & Learning Focus

Strong T&L and student experience axis. Operations and teaching support are co-equal strengths. Leads recurring lab set ups.



Profiles by grade SG7

Technical Lead

The profile broadens across all axes. Care Leadership and operations become defining. Primary cross-faculty interface. Manages a sub-team.



Profiles by grade SG8 and SG9

At SG8 and SG9, individual technical depth gives way to institutional breadth, CARE Leadership and Autonomy dominate. The leader shapes the conditions in which others develop.

SG8- Senior Technical Manager

Operations and CARE leadership are peak axes.
Managing leaders, not just technicians. Cross-faculty strategic integration.



SG9- Head of Technical Services

Full breadth profile. Autonomy at maximum.
Technical expertise maintained but expressed through strategy, policy and sector influence



From Profile to Plan: A Step-by-Step Conversation Guide

The framework turns an abstract career discussion into a structured, evidence-based dialogue. Here is how to bring it into your next 1:1 or appraisal.



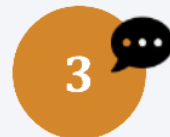
Locate yourself

Open the framework at your current grade. Find your Service Area. Note the radar profile for your grade and pathway (R&KE or L&T).



Self-assess against the radar

For each of the seven axes, place yourself honestly on a 1–5 scale. Where are you at or above the expected level? Where are you below? Capture this before your conversation.



Name the gaps — and the strengths

Gaps are development priorities. Strengths are evidence for progression. Both matter. Come with two or three specific examples that demonstrate your current level on each axis.



Co-create a focus plan

With your line manager, agree on one or two axes to focus on before the next conversation. Link each to a concrete activity: a cross-Faculty rotation, a HEaTED course, leading a lab induction.



Record and review

Document your agreed focus areas and the evidence you will collect. Review progress at the next scheduled conversation — typically quarterly or at mid-year appraisal.

What Good Development Conversations Look Like

The framework replaces vague catch-ups with structured dialogue grounded in evidence. Here is the contrast.

WITHOUT the Framework

- Generic feedback: doing well, keep it up — no specific competency reference.
- No reference to specific skills or competencies.
- Progression feels political or opaque — staff unsure what they need to do to get promoted.
- Development activities are ad hoc or driven by course availability, not identified need.
- No consistent language between technician and manager.
- Cross-Faculty opportunity not visible or discussed.

VS

WITH the Framework

- Conversation opens with the radar profile for the technician's grade and pathway.
- Manager and technician review the same seven axes together — shared reference point.
- Manager can say: Your Autonomy axis is ahead of grade — here is the evidence. Progression is visible.
- Development activities are tied to specific axis gaps: a cross-Faculty rotation for Operations; a HEaTED course for L&T.
- Language is consistent: grade, Service Area, Domain, pathway — used by both parties.
- Cross-Faculty learning is surfaced as a structured opportunity, not an afterthought.

The Cross-Faculty Learning Model — What Makes It New

This is one of the most novel aspects of the framework. Cross-faculty learning at SG4 and SG5 is not optional enrichment — it is a governed, structured component of the role that directly enables progression to SG6.



OBSERVE

All Faculties — Safe Exposure

Shadow senior technicians across all Faculty technical environments.

- No risk — maximum learning breadth
- Exposure to labs, studios, simulation suites
- Understanding how service delivery differs by discipline
- Structured observation periods with brief reflection logs



APPLY SKILLS

Where Transferable — Controlled Activity

Active contribution where core technical skills transfer directly.

- Equipment setup and maintenance
- H&S compliance and safety practices
- Teaching support and student interaction
- Stock, logistics, and resource management
- Managed under appropriate supervision



SPECIALISE

Restricted Areas — Earned Access

Specialist environments requiring Faculty-specific qualification or sign-off.

- Clinical simulation (FEHHS)
 - Creative specialist roles (FLAS)
 - Advanced analytical instrumentation (FES)
 - High-risk equipment environments
- Access is earned through demonstrated competency, not assumed from grade.

How Cross-Faculty Learning Reshapes Your Profile

Three radar profiles showing what happens to a technician's profile as they move through the SG4 → SG5 → SG6 cross-learning journey. The shape evolves — becoming broader before it becomes deeper.

SG3/4

Entry Point



SG5

After Cross-Learning



SG6

Informed Specialisation



Key Principle: Cross-faculty learning at SG5 is not optional enrichment — it is a structured, governed component of the role that directly enables progression to SG6. FOOs are accountable for operationalising it.

10

Why This Is Different from What Came Before

Cross-faculty technical working is not new. What IS new is that it is now governed, documented, progressive, and explicitly linked to career progression.



Institutionally Governed

Faculty Operating Officers are explicitly accountable for ensuring SG4 and SG5 technicians have access to all three zones — Observe, Apply, and Specialise. This is confirmed in each Faculty's Implementation Checklist. It is not left to local goodwill.



Linked to Progression

Successful completion of the cross-faculty model at SG5 is a prerequisite for progression to SG6, not a bonus. The framework makes this explicit. Completion produces documented evidence — reflections, feedback, activity logs — that become part of your progression case.



Lateral Movement Preserved

Cross-Service Area mobility does not change your grade or pay. An SG6 Senior Technician in Digital & AV who develops skills in Teaching & Learning transfers horizontally — carrying grade, pay, and seniority. This dramatically increases workforce flexibility.



Resilience by Design

The framework is explicitly designed to reduce Faculty siloing. Core technical skills become portable across Service Areas — reducing vulnerability to specialist attrition and enabling the University to redeploy expertise where strategic need is highest.



Informed, Not Arbitrary, Specialisation

Technicians who complete the cross-learning model arrive at SG6 specialism having genuinely tested their interests and strengths across environments. Specialisation becomes a grounded choice, not an accident of which team first hired them.



Built into Your Development Plan

Cross-faculty activities appear in Focus Areas and Developmental Opportunities at SG4 and SG5 grades. Line managers and technicians are expected to reference these explicitly in 1:1s and appraisals — they are not extras, they are the curriculum.

Development Conversation Prompts by Grade

Use these question sets to structure your next 1:1 or appraisal. They are designed to open up the seven radar axes and surface cross-Faculty learning opportunities.

SG3/4

- Which Service Area environments have you observed so far?
- What equipment have you learned to set up independently?
- What did you notice about how technical services works differently across Faculties?
- What apprenticeship evidence are you building this term?

SG5

- Which of the seven axes feels strongest to you right now? What is your evidence?
- Where have you led on a lab setup or equipment process without prompting?
- Which cross-Faculty placements have you completed in the Observe or Apply zones?
- Are you leaning toward an R&KE or L&T pathway for SG6? What has informed that?

SG6

- Can you show me an example of your autonomous ownership of a defined technical process?
- How are you mentoring the SG4/5 staff in your area? What feedback have they given?
- Which axis on your radar needs the most attention before you're ready for SG7?
- Have you contributed to cross-Faculty initiatives or cross-team training this year?

SG7+

- How are you enabling the cross-faculty learning model in your team?
- What cross-Faculty initiatives have you led or co-designed this year?
- How have you developed the career conversations within your sub-team?
- What is your own development focus at this level — and how does it show in your radar?

Competency Progression at a Glance

This heatmap shows expected proficiency across ten core competencies at each grade. Use it alongside your radar profile to identify where your energy should go next.

Competency	SG3/4	SG5	SG6	SG7	SG8	SG9
Technical Expertise	2	3	4	5	5	5
Equipment Management	1	3	4	4	3	3
Health & Safety	2	3	4	5	5	5
Project Management	1	1	2	4	5	5
Admin & Coordination	3	5	2	2	1	1
Stakeholder Engagement	1	2	3	4	4	5
Leadership & Supervision	1	1	2	4	5	4
Strategic Planning	1	1	1	3	4	5
Cross-Faculty Collaboration	1	2	3	5	5	5
Support & Delivery	1	1	5	5	3	3

Scale:  1 — Developing  2 — Foundational  3 — Practitioner  4 — Advanced  5 — Expert

This heatmap is a diagnostic and developmental tool, not a performance management instrument. Use it to guide conversation about where growth energy should go.

What This Framework Means for You



Your radar is your map

It shows where you are, where you are expected to be at the next grade, and — importantly — that different shapes are valid for different pathways.



Every conversation is an opportunity

Bring the framework to 1:1s. Reference your grade. Name the axes. Ask for specific feedback against the competency table. Make development evidence-based.



Cross-faculty learning is a right and a responsibility

At SG4 and SG5 you are entitled to structured cross-faculty experience. It is also expected. Engage with the Observe, Apply, and Specialise zones actively.



Progression is visible and achievable

The framework makes clear what it takes to move from SG4 to SG9. No hidden criteria, no Faculty-level variation in expectations. Fair, transparent, and yours to own.

A photograph of three students standing on a waterfront promenade, looking out over a harbor filled with boats. The student in the foreground is a young man with dark curly hair, wearing a dark blue hoodie, leaning on a metal railing with his hands clasped. Behind him are two young women, one in a black top and the other in a white top and a red and green patterned skirt. The background is a blurred harbor scene with various boats and buildings.

Thank you

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