



**UNIVERSITY OF
GREENWICH**

Part of London and South
East University Group

Technical Services Competency and Recognition Framework

Job Family, Career Framework & Governance



Job Family, Career Framework & Governance

This integrated framework supports the discussion with stakeholders at the University of Greenwich to help formalise the structure, career pathways, and governance model for Technical Services across the university. Spanning grade levels SG3/4 through to SG9 and five Service Areas, it provides a consistent model for organising, developing, and advancing technical roles across all Faculties and schools.

It is aligned to the National Technician Development Centre (NTDC) Education Technical Professional (ETP) Pathway and the University Professional Services Competency Framework. This document has been informed by other Technician bodies. This enables clear career progression, cross-Faculty benchmarking, strategic workforce planning, and fair, equitable development for all technical staff. The framework is governed through the Technicians Steering Committee and People Board.

STRATEGIC FRAMEWORK

CAREER DEVELOPMENT

TECHNICAL SERVICES

WORKFORCE PLANNING

NTDC ETP ALIGNED

Mapping Technical Excellence: Our Competency Pathway

By aligning our Technical Career Frameworks with the Professional Services Competency Framework, we ensure that our Technicians enjoy a career pathway that promotes growth in a fair, equitable, and sustainable manner. This framework maps Greenwich's internal grades to the nationally recognised NTDC Education Technical Professional (ETP) Pathway, creating a clear and aspirational journey from apprentice to strategic leader.



Enhanced Clarity

Clear expectations for growth at every level - from SG3 apprentice through to SG9 strategic head - removing ambiguity and empowering staff to own their development.



Targeted Development

Personalised plans for skill acquisition and advancement, underpinned by objective, grade-level competency descriptors that make progression tangible and achievable.



Knowledge in Action

Empowering technicians to deliver high-impact teaching and elevate Research & Knowledge Exchange outcomes - connecting individual capability to institutional performance.



Fair & Equitable Growth

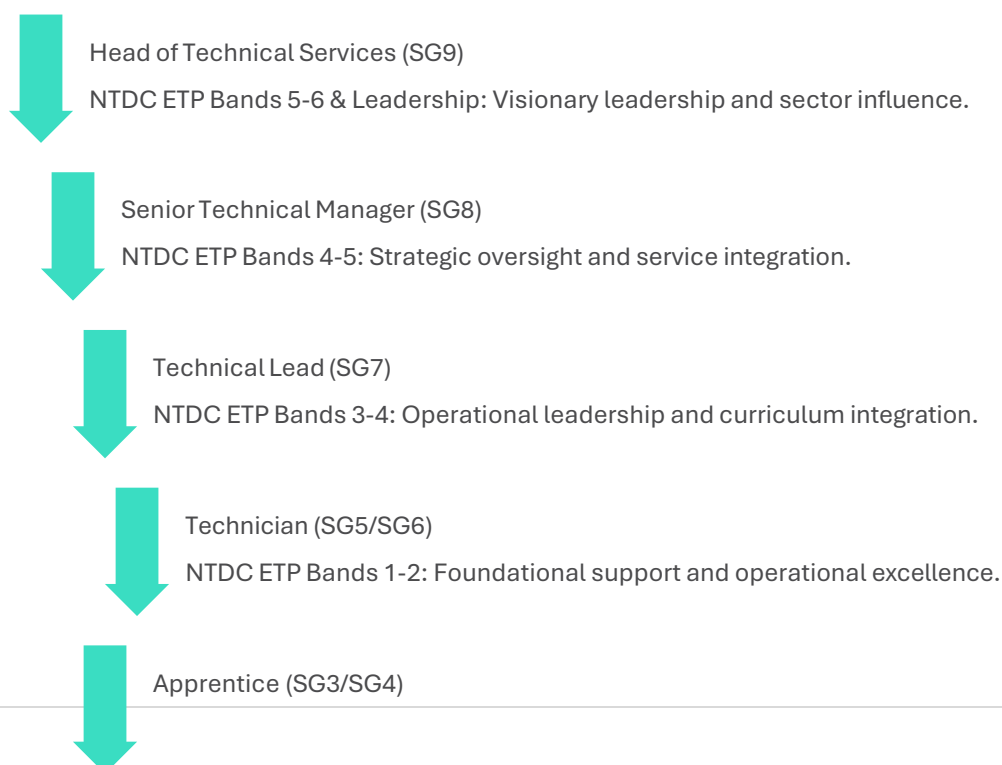
Objective benchmarks for all Technical Services - ensuring that recognition and reward reflect capability and contribution, not Faculty-level variation or historical accident.



Strategic Impact

Empowering staff to drive university goals and innovation - from apprentice technicians contributing to lab quality, through to strategic heads shaping sector-level policy.

NTDC ETP Pathway: Grade Mapping



NTDC ETP Entry Band: Developmental professional.

-  The NTDC ETP Pathway is a nationally recognised framework designed to support, develop, and elevate technical professionals working in education. By aligning internal roles with the NTCD ETP Pathway, Greenwich demonstrates its commitment to national standards of excellence - enhancing recognition of its technical professionals' capabilities not only within the institution but also across the UK education sector.

How to use Your Technical Career Framework

This framework maps out your career journey - from apprentice to strategic leader. Aligned with national standards and Greenwich's internal grades, it is designed to help you understand your current role, plan your development, and track progress across both Learning & Teaching and Research & Knowledge Exchange (R&KE). It is a shared language for career development: use it to guide structured conversations that build your capability, document your growth, and ensure you are ready when progression opportunities arise.

Identify Your Role

- 1 Find your current grade (SG4–SG9) and match it to the corresponding NTDC ETP band or equivalent body. This shows where you sit within the national pathway and what is expected at your level.

Understand What's Expected of You

- 2 The radar graphs in the framework are illustrative tools designed to help you visualise the breadth and balance of each role across key domains: Technical Expertise, Learning & Teaching, R&KE, CARE Leadership / Support and Delivery, and Operational Autonomy. Use them to reflect on your current strengths and identify areas for growth.

Track Your Progress

- 3 Use the Competency Progression Table to see how your skills should evolve from "Developing" to "Expert." This helps you reflect on growth, prepare for promotion, and identify the gaps you most need to address before your next progression conversation.

Plan Your Development

- 4 Check the "Focus Areas for Progression" and "Developmental Opportunities" sections for your grade. These show what skills to build, what activities to lead, and what evidence to collect. Use these to shape your personal development plan or apprenticeship goals.

Use It in Conversations

- 5 Bring this framework into your 1:1s and appraisals, mentoring sessions, promotion or progression discussions, and apprenticeship reviews. It is a shared reference point that makes career conversations structured, evidence-based, and forward-looking.

The radar graphs don't represent fixed boundaries or performance scores - they offer a snapshot of how responsibilities typically expand as you progress. If you're preparing for progression or mentoring others, these visuals can prompt meaningful conversations about development priorities and career direction.

The Roles in Focus: Strategic & Senior Leadership

The axes of each role profile represent core domains of professional practice, incorporating dimensions from the NTDC and The Higher Education Technical Taxonomy (HETT), made relevant to Greenwich through the inclusion of [CARE Leadership](#) — Technical Expertise, Learning & Teaching, R&KE, Operations, Autonomy, Student Experience, and University Citizenship. These profiles support career discussions and demonstrate how roles complement one another within a cohesive technical framework.

SG9

VISIONARY & SECTOR LEADERSHIP

SG8

STRATEGIC SERVICE INTEGRATION

i The dual pathway profiles at each grade level are **not either/or choices** — they illustrate how the same grade can be expressed differently depending on service need. All technicians are expected to develop awareness across both R&KE and Learning & Teaching, even where their primary contribution sits in one domain.

Head of Technical Services



This role provides visionary leadership for all technical services, aligning them with the university's mission. Responsibilities include policy formulation, driving commercial growth, and representing Greenwich at a national level. The SG9 role commands the broadest reach across all competency domains — from technical expertise through to CARE leadership and university citizenship — and is the primary interface between Technical Services and the institution's strategic agenda.

- Define and maintain a 3–5 year Technical Services Strategy
- Set workforce structure across SG3–SG8
- Represent Greenwich in national technical sector forums

- Drive commercial growth and external partnerships

Senior Technical Service Manager

Holds a critical operational and managerial role, overseeing the delivery of Technical Services across multiple areas. The focus shifts to managing leaders, optimising resources, and strategically integrating practical elements into academic programmes to align technical operations with faculty goals. At this level, CARE leadership and stakeholder engagement become primary differentiators of performance.

- Oversee multi-area service delivery and technical managers
- Manage Faculty-level budgets and resource allocation
- Lead cross-Faculty initiatives with significant strategic impact
- Report into Technical Services Board and People Board



The Roles in Focus: Operational Leadership

SG7

OPERATIONAL FOCUS

Technical Lead



Manages a sub-team of technicians, coordinating service delivery and providing expert technical guidance. This role marks a key transition from individual contribution to team leadership — overseeing lab operations and acting as the primary contact for technical issues within a specific area. SG7 is also the primary cross-boundary interface, responsible for both Faculty delivery and cross-University collaboration.

- Lead a sub-team of technicians across a defined service area
- Act as primary technical escalation points for academic staff
- Manage lab operations, H&S compliance, and equipment readiness
- Drive cross-Faculty mobility and cross-learning initiatives

Senior Technician (SG6)

R&KE Focus



Teaching & Learning Focus



Builds on the SG5 role by taking on slightly more responsibility for apprentice management and contributing more actively to research support, demonstrating increased autonomy within established procedures. At SG6, technicians begin to demonstrate their specialist direction — either deepening their research contribution or strengthening their teaching support expertise.

- Lead specific recurring laboratory setups and maintenance cycles
- Mentor apprentices with structured guidance and feedback
- Take independent ownership of defined technical processes
- Contribute actively to either R&KE or L&T service delivery

The Roles in Focus: Foundation & Entry Level

SG5

FOUNDATION TECHNICIAN

Technician (SG5)

R&KE Focus



Teaching & Learning Focus



Provides core operational support, preparing resources and assisting during practical sessions. This role emphasises hands-on technical proficiency and direct interaction with students and academic staff, ensuring smooth lab operations. SG5 technicians are expected to show growing autonomy, ownership of recurring tasks, and active participation in cross-training opportunities.

- Prepare laboratory resources and equipment for teaching sessions
- Provide direct support to students and academic staff
- Maintain H&S standards and equipment records
- Actively participate in cross-team learning and shadowing

Technician Assistant/ Apprentices (SG3/4)

R&KE Focus



Teaching & Learning Focus



An entry-level role focused on foundational learning and direct support under supervision. Developing Technicians gain practical experience in technical operations and contribute to the daily functioning of labs while developing essential technical skills. The radial graphs illustrate potential career trajectories. However, it is expected that individuals gain experience across both R&KE and Learning & Teaching to enable informed decisions about their future career direction.

- Contribute to day-to-day lab operations under supervision
- If applicable, complete formal apprenticeship training (20% off-the-job learning)
- Shadow SG5/6 technicians across different service areas
- Begin developing a personal development portfolio

Competency Progression

Our technical career pathway is aligned with Greenwich's [Professional Services Competency Framework](#), which comprehensively outlines Grades, Knowledge, Behaviours, and Tasks. The chart below illustrates the increasing level of proficiency expected for key competencies as technical professionals advance through the career pathway — from foundational to strategic leadership.

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 & Co-ordination	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 awareness · 2 = Foundational competence · 3 = Practitioner · 4 = Advanced · 5 = Expert.

Higher scores indicate greater expected proficiency. This tool is intended to support both individual development conversations and team-level capability assessment.

- This heatmap is a diagnostic and developmental tool, not a performance management instrument. It is designed to prompt conversation — between a technician and their line manager, or between a Technical Lead and their team — about where growth energy should be directed at each career stage.

Your Actionable Development Path

Internal access to resources is part of how we enable you to take charge of your own growth. Everything sits within our established University of Greenwich systems, meaning the tools, guidance and learning pathways are already woven into your everyday environment. This isn't something separate or optional — it's an integrated set of supports designed to help you build capability, deepen confidence and make informed, evidence-based progress in your role.

- [Coaching, Mentoring & Sponsorship](#)
- [Learning & Development](#)
- [Staff Benefits Hub](#)
- [Horizon Learning](#)
- [Apprenticeships](#)

Technician Assistant/ Apprentices (SG3/4) → Technicians

Progression is an active process — not something that happens to you, but something you build through deliberate effort, structured reflection, and the accumulation of credible evidence. At this first stage, the priority is building foundational competence, demonstrating reliability, and developing the confidence to operate with growing independence.

Focus Areas for Progression

Take ownership of routine, recurring tasks. Seek opportunities to learn about and operate different pieces of equipment. Actively participate in team meetings and ask clarifying questions. Practise basic problem-solving under supervision. Shadow Technicians (SG5/6) to observe their responsibilities across different Service Areas.

Developmental Opportunities

- 💡 HEaTED & Formal Apprenticeship Training
- 💡 Shadowing Technicians (SG5) in different areas to actively learn to operate different equipment safely and competently
- 💡 Leading on internal projects
- 💡 Formal mentorship programme
- 💡 Develop problem-solving skills by tackling basic issues under expert supervision

Measurable Outcomes & Evidence

- ✓ Successful completion of formal apprenticeship training
- ✓ Evidence of independent troubleshooting and problem-solving
- ✓ Feedback from internal stakeholders on direct support quality
- ✓ Participation in cross-training and knowledge sharing initiatives

Understanding Apprenticeships

An apprenticeship is far more than a training programme. It is a real job that allows individuals to earn while they learn, gaining nationally recognised qualifications. It is a powerful tool for people at any career stage to upskill or reskill, directly contributing to organisational growth. This is levy-funded — not drawn from your departmental budget.

The Off-the-Job Requirement

A mandatory and critical component of every apprenticeship is the requirement for 20% of contracted work time to be dedicated to off-the-job learning. This is not optional study time — it is structured, protected time for acquiring theoretical knowledge and skills. This equates to a minimum of 6 hours per week for a full-time apprentice, used for formal training, workshops (such as HEaTED), project research, or portfolio development.

Diverse Pathways to Technical Excellence

Apprenticeships offer specialised routes across various technical disciplines. Each pathway has distinct requirements, costs, and durations, tailored to the specific Knowledge, Skills, and Behaviours (KSBs) of the profession. Progression from SG3/4 to SG5 is tied directly to achieving higher-level apprenticeship qualifications — it is structured, not arbitrary.

From Apprentice to Technician

The journey from Apprentice (SG3/4) to full Technician (SG5) is a structured pathway of increasing competence and responsibility. Progression is not arbitrary — it is tied directly to achieving higher-level apprenticeship qualifications and demonstrating the following:

01

Complete Formal Training

Achieve the required apprenticeship standard for the technical discipline

02

Demonstrate Independent Capability

Evidence of troubleshooting and task ownership without constant supervision

03

Stakeholder Feedback

Positive feedback from academic staff and colleagues on reliability and quality

04

Cross-Training Participation

Active engagement in shadowing and cross-team knowledge sharing

Technician (SG5)→Senior Technician (SG6)

At this stage, the priority shifts from foundational learning to demonstrated ownership. An SG5 technician ready for SG6 is one who consistently leads on specific tasks, mentors others with purpose, and seeks out opportunities to contribute beyond the minimum expected of the role.

Focus Areas for Progression

Lead on specific recurring laboratory setups or equipment maintenance tasks. Take the lead in troubleshooting and resolving technical issues, escalating only complex problems. Actively contribute to process improvement discussions. Mentor apprentices with structured guidance and performance feedback. Seek opportunities for cross-training in different service areas to enhance versatility.

Developmental Opportunities

- 💡 HEaTED: Project Planning Essentials for Technical Staff
- 💡 Shadow Technician (SG5) in different areas
- 💡 Lead small, defined internal projects
- 💡 Formal mentorship programme (as mentee)
- 💡 Cross-training with other technical teams

Measurable Outcomes & Evidence

- ✓ Documented ownership of a technical process with evidence of reliability and accuracy
- ✓ Reflective account or feedback from cross-team collaboration demonstrating communication and initiative
- ✓ Evidence of independent troubleshooting and problem-solving
- ✓ Participation in cross-training and knowledge sharing initiatives

Senior Technician (SG6)→Technical Lead (SG7)

The SG6–SG7 transition is one of the most significant in the framework — a shift from technical practitioner to operational leader. The key differentiator at this stage is not deeper technical knowledge alone, but the capacity to lead others, manage resources, and take accountability for a defined area of technical operations.

Focus Areas for Progression

Seek opportunities to lead small projects or initiatives within the technical team.

Proactively identify and propose solutions for operational inefficiencies, taking ownership of implementation.

Practise conflict resolution and advanced team coordination. Take charge of a specific area of laboratory operations.

Develop a deeper understanding of resource allocation principles.

Developmental Opportunities

- 💡 HEaTED: Teaching & Learning Skills for Technicians
- 💡 HEaTED: Supporting Apprentices
- 💡 HEaTED: Project Planning Essentials for Technical Staff
- 💡 Shadow Technical Lead in different areas
- 💡 Lead small, defined internal projects
- 💡 Formal mentorship programme (as mentee)
- 💡 Cross-training with other technical teams

Measurable Outcomes & Evidence

- ✓ Documented contributions to process improvements (e.g., lab efficiency)
- ✓ Successful mentorship of apprentices (e.g., apprentice progress reports)
- ✓ Feedback from academic staff on direct teaching/research support
- ✓ Evidence of independent troubleshooting and problem-solving
- ✓ Participation in cross-training and knowledge sharing initiatives

Technical Lead (SG7) → Senior Technical Manager (SG8/9)

At this stage, the focus expands beyond Faculty-level delivery to cross-institutional influence. The SG7 leader ready for SG8/9 is one who can manage other leaders, engage external partners, and contribute meaningfully to strategic planning at Faculty and University level.

Focus Areas

Lead cross-area initiatives or projects within the Faculty. Engage with external partners (SMEs, HEIs) through networking or collaborative projects. Take responsibility for budget planning and resource allocation for a larger operational scope. Actively participate in Faculty-level committees, offering strategic insights. Mentor other Technical Leads, sharing best practices and fostering their growth.

Developmental Opportunities

- 💡 HEaTED: Coaching Skills for Technical Professionals
- 💡 HEaTED: Effective Communication & Networking Skills
- 💡 Lead Faculty-level initiatives or working groups
- 💡 Strategic project management training
- 💡 Deputise for Senior Technical Manager in relevant meetings
- 💡 Mentor junior Technical Leads

Measurable Outcomes & Evidence

- ✓ Successful integration of technical elements into academic curriculum (e.g., faculty feedback)
- ✓ Evidence of improved resource utilisation and efficiency within managed areas
- ✓ Positive outcomes from initiatives led (e.g., enhanced student experience data)
- ✓ Documented contributions to strategic discussions or planning
- ✓ Leadership in professional development of junior staff

Senior Technical Manager (SG8/9) → Strategic Head (SG9)

The transition to SG9 represents a shift from managing technical operations to shaping the future of technical services at an institutional and sector level. At this stage, the candidate must demonstrate not just strategic competence, but the visibility, credibility, and influence to lead from the front.

Focus Areas Represent Technical Services in institutional-level strategic forums. Lead cross-faculty initiatives or projects with significant strategic impact. Develop and present comprehensive business cases for new initiatives or resource allocations. Engage directly with senior university leadership (FOO, COO) on strategic planning. Lead the development of long-term strategies for sustainability and succession planning.	Developmental Opportunities 💡 HEaTED: Technical Service Structures and Restructuring 💡 HEaTED: Positive Influencing Skills 💡 Lead cross-departmental strategic projects 💡 Engage in university-wide committees and governance 💡 Pursue external partnerships/commercial ventures for technical services 💡 Formal mentorship with a senior university leader	Measurable Outcomes & Evidence ✓ Development and successful implementation of technical strategies and roadmaps ✓ Evidence of effective deputising for the Head of Technical Services in key forums ✓ Contributions to improved recruitment and training outcomes for technical staff ✓ Demonstrated impact on service integration and operational efficiency across multiple areas ✓ Successful management of complex technical projects (scope, budget, timeline)
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Technicians Commitment

Building a Stronger Future Together

This framework represents Greenwich's commitment to its technical professionals — a commitment to fair pathways, clear expectations, meaningful development, and a career structure worthy of the expertise that underpins everything the University delivers. Technical Services is not a support function. It is a strategic asset. This document is the beginning of treating it as one.

For Technical Staff

Clarity on where you are, where you can go, and exactly what it takes to get there.

For Faculty Leaders

A shared framework that enables better resource decisions, more consistent performance, and stronger teams.

For the Institution

A sustainable, scalable technical workforce aligned to national standards and Greenwich's long-term ambitions.

Glossary

ABOUT THIS GLOSSARY

Greenwich Technical Services – Enhanced Core Glossary

This glossary provides a concise, sector-aligned reference for key terms used across Greenwich's Technical Services Career Framework. It is designed to support consistent, forward-looking career conversations between staff and managers across all Faculties and Service Areas.

1

Framework Foundations

The shared structure for describing roles, grades and career development.

2

Role Structure

How roles are organised across Job Families, Service Areas and Domains.

3

Ways of Working

The combination of technical expertise, autonomy and leadership that defines how technical work is delivered, alongside the values and behaviours that shape how we work at Greenwich.

4

Development & Learning

How competency grows through vertical, lateral and cross-Faculty pathways.

5

Governance & Sector Alignment

Consistency, professional bodies and external frameworks that underpin the system.

Framework Foundations

The core concepts that underpin how technical roles are described, structured and developed across the University.

Technical Services Career Framework Greenwich's shared structure for describing technical roles, expectations and development. It brings together grades, Service Areas, Domains and development pathways so staff and managers can have consistent, forward-looking career conversations.	Career Planning Reflecting on your interests, strengths and future direction. It helps identify what you want to learn next and how your role could evolve over time.
Career Progression Developing capability, responsibility and confidence. Progression may involve deeper expertise, broader experience or preparing for future opportunities, not automatic promotion.	Grade (SG3–SG9) Defines the level of responsibility, autonomy and leadership expected. Grades are consistent across Faculties, even though the technical work itself varies.

Reading the Radar Graph

Technical Expertise The specialist knowledge and practical skills you use to do your technical work safely and effectively.	Learning & Teaching How your technical work supports teaching, practical learning and the development of students.
R&KE – Research & Knowledge Exchange How your technical skills support research, innovation and the sharing or application of knowledge.	Operations How you help keep technical services, equipment, spaces and resources running safely and effectively.

Autonomy How independently you work, make decisions, solve problems and take responsibility for your work.	Student Experience How your work contributes to a safe, supportive and effective experience for students.
CARE Leadership (SG6 and above) How you lead in line with Greenwich's CARE Model: Collaborate, Aspire, Realise Results and Empower. This includes working with stakeholders and teams, thinking strategically, managing change, delivering results, creating inclusion and developing others.	Support & Delivery (SG5 and below) How you contribute to the team, support colleagues and students, take responsibility for your work and help deliver an effective technical service.
University Citizenship How you contribute beyond your immediate role or team to the wider Greenwich community and University priorities.	

Role Structure

How technical roles are organised and defined across the University — from broad professional groupings to Faculty-specific detail.

Job Family

The broad professional grouping all technical roles belong to.
Ensures consistency in expectations, development and governance across the University.

Service Area

The type of technical work a role contributes to. A role may sit across more than one Service Area. The five Service Areas are:

- Teaching & Learning Technical Services – supporting practical teaching and student learning
- Research & Innovation Technical Services – supporting research, experimentation and knowledge exchange
- Technical Operations & Engineering Services – maintaining equipment, facilities and technical environments
- Digital, Media & AV Technical Services – supporting digital systems, media production and computing environments
- Specialist & Creative Technical Services – delivering deep expertise in specialist scientific, clinical or creative environments

Domain

Where the role makes an impact.
Domains describe contribution to Teaching & Learning, Research & Knowledge Exchange, Operations, Student Experience or University Citizenship.

Role Profile

The shared expectations for a grade. Explains what is expected of all roles at that grade, regardless of Faculty.

Technical Appendix

The faculty-specific context for a role. Describes specialist environments, equipment, methods and professional requirements unique to that Faculty.

Ways of Working

The key concepts describe how technical roles operate - from day-to-day delivery through to strategic influence. The combination of technical expertise, autonomy and leadership that defines how technical work is delivered - alongside the **values and behaviours** that shape how we work at Greenwich.

Technical Expertise The specialist knowledge and practical skills used in the role, operating equipment, applying specialist methods or solving technical problems.	Autonomy The level of independence in decision-making and delivery. Autonomy increases as experience and responsibility grow.	Individual Contributor A role focused on technical delivery rather than formal leadership. Individual contributors often hold deep specialist expertise.
Service Delivery Organising and delivering technical work effectively — coordinating activity, supporting colleagues and ensuring services meet user needs.	Operational Leadership Ensuring people, resources and activities work together smoothly. Operational leaders help maintain continuity, quality and safety across technical environments.	Strategic Leadership Shaping longer-term technical direction and advising on future needs. Strategic leaders influence planning, investment and workforce development.
Influencing Using technical expertise to inform decisions — advising on equipment, capability, risk or future requirements.		

Development & Learning

The terms and concepts that describe how capability grows — through experience, practice and planned learning activities.

Competency

The knowledge, skills and behaviours needed to perform effectively. Competencies grow through experience, practice and learning.

Competency Progression

How capability develops from foundational to advanced levels, from supported practice to independent delivery, and then to improving processes or supporting others.

Vertical Development

Growing towards roles with greater responsibility or leadership, such as preparing for SG6, SG7 or SG8 opportunities.

Lateral Development

Broadening experience across Service Areas, Faculties or environments. Builds versatility and transferable capability.

Cross-Faculty Learning

Planned opportunities to learn from technical teams in other Faculties, delivered through three stages:

- Observe: Watch and learn from colleagues in another environment
- Apply Skills: Use transferable skills under supervision
- Specialise: Build deeper expertise in a specialist area

Transferable Skills

Skills usable across multiple technical environments, such as equipment setup, maintenance, H&S practices and teaching support.

Development Opportunity

Activities that build capability: training, shadowing, mentoring or project work.

Development Plan

An agreed set of development goals and activities. Helps structure learning and track progress over time.

Evidence of Development

Examples showing growth in skills, knowledge or responsibility, completed work, feedback, problem-solving or mentoring others.

Governance & Sector Alignment

The structures, standards and external frameworks that ensure Greenwich's Technical Services Career Framework remain fair, consistent and aligned with national sector guidance.

Consistency Ensuring roles at similar grades have comparable expectations across Faculties, supporting fairness, clarity and staff mobility.	Governance How the framework is maintained, reviewed and applied. Ensures the framework remains accurate, usable and aligned with University priorities.	Professional Body External organisations providing standards or guidance relevant to technical work. Different technical disciplines may align with different bodies (e.g. ASPEE, engineering bodies, IT bodies).
External Framework Sector guidance used alongside Greenwich's framework, including NTDC, HETT or other professional standards.	NTDC / ETP Pathway National guidance informing technical career development in education. Greenwich draws on this guidance but adapts it to local context.	HETT Sector taxonomy describing types of technical work in higher education. Helps recognise the breadth of technical roles across the sector.

Governance of the Technical Services Career Framework is maintained biannually, led by Professional Services People Directorate Business Partners in partnership with Faculty Operating Officers and Technical Staff. All appendices require formal approval via the Technicians Steering Committee and People Board.