



University  
of Glasgow

# JOB FAMILY ROLE PROFILES





# CONTENTS

## INTRODUCTION TO JOB FAMILIES

6-7

### RESEARCH & TEACHING

8-17



### MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE

18-37



### TECHNICAL & SPECIALIST

38-55



### OPERATIONAL

56-71





# FOREWORD



Dear Colleagues,

Our **University Strategy** places us at its heart, inspiring and empowering us to contribute to the achievement of University ambitions. Our **People Strategy** focuses upon enabling, developing and supporting us to deliver on the key strategic themes and objectives outlined in the Strategic Plan, to successfully operate in a globally competitive environment.

A conducive infrastructure and environment is fundamental to the attraction and retention of world leading talent, as is our capacity to offer appropriate and relevant learning, development and career opportunities for all who play a part in achieving our vision.

Our **Job Family Profiles** provide the platform from which we determine the locus and nature of particular job roles within the University and represent one of a range of tools and frameworks available to us for this purpose. Job Family Profiles define groups of jobs which share similar characteristics and undertake similar work; while the level of skills, competency and responsibility differ between each level, the core nature of activities carried out is similar across all levels in the job family. Within each family, there are a number of role profiles (generic grade descriptors) against which individual jobs can be matched. Role profiles are used to match posts to levels within job families and, ultimately, to grades on the single pay spine.

The Job Family Profile concept originally came to fruition as part of the modernisation of terms and conditions of employment in higher education, and was formally introduced in August 2006. Working in partnership with our trade union colleagues, the Job Family Profiles are regularly reviewed to ensure they are relevant, accurate and fit for purpose, and remain underpinned by a job evaluation methodology.

These profiles provide a framework that is transparent, fair and demonstrates equality of opportunity for development, offering clear signposts for career progression. We are confident the profiles will continue to offer flexibility and consistency to inspire and empower us to maximise our contribution, whilst enabling us to develop and progress within the University.

**Christine Barr**  
**Director of Human Resources**



## TRADE UNION STATEMENT

This revised Job Family Profile document complements and builds on the work undertaken in 2006 and safeguards equal pay for work of equal value as central to the University's reward strategy. Transparency and equivalence across grades and job families is essential in ensuring that the University's pay structures are fair while enabling staff to identify opportunities for development and career progression.

These Profiles, along with the University's promotions and regrading policy represent a significant piece of partnership working between University management and the campus trade unions. Their implementation and use will be closely observed to ensure that fairness, transparency and equality are maintained at all times.

University of Glasgow Joint Union Liaison Committee

# INTRODUCTION TO JOB FAMILIES

Job Families provide an efficient means for matching individual posts to levels or grades and can help to articulate career and development routes. They can also be used in performance and development reviews, in considering any training needs and when writing job description and person specifications.

Four Job Families have been developed in partnership with and agreed by the trade unions, representing broadly distinctive groups of staff in which the main features of the roles share similar characteristics.

They are:

<b>1</b> RESEARCH & TEACHING	<b>2</b> MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE
<b>3</b> TECHNICAL & SPECIALIST	<b>4</b> OPERATIONAL

### 1. RESEARCH & TEACHING

Roles in this family are wholly or mainly focused on research and teaching. They may combine elements of research, teaching and administration or management, however the relative emphasis on these elements and the nature of the contribution will vary. Some roles will be more orientated towards research, while others will tend to concentrate on teaching, administration and/or management activities. In the higher levels, there will be considerable reputation in the UK and internationally, with a significant impact on the subject discipline and research income.

### 2. MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE

Roles in this family are engaged in the provision of professional, managerial and/or administrative support services to University staff and students and sometimes to the wider public. The work might involve clerical or administrative support, developing and implementing policy and processes, providing specialist/expert advice and support, or carrying out project management and support. All roles require an understanding of the University's systems and processes and many at higher levels will also require specialist or professional skills. The higher levels often combine professional qualifications, managerial experience and involve a substantial role in the management of functions within the Institution.

### 3. TECHNICAL & SPECIALIST

Roles in this family provide technical, specialist IT and/or scientific support to research, teaching and support services. They offer research support to academic staff and students, for example by setting up and operating equipment, running analyses and tests, providing technical design services and giving technical advice. They support teaching, meetings, lectures and seminars, by setting up and operating equipment, and providing technical input to teaching programmes. Roles may provide specialist technical/ IT support to the University's Management functions and support services. Working as part of a support team is a common feature. At higher levels the roles involve either highly specialised technical/expert advice and support or management responsibility for a substantial technical service or group.

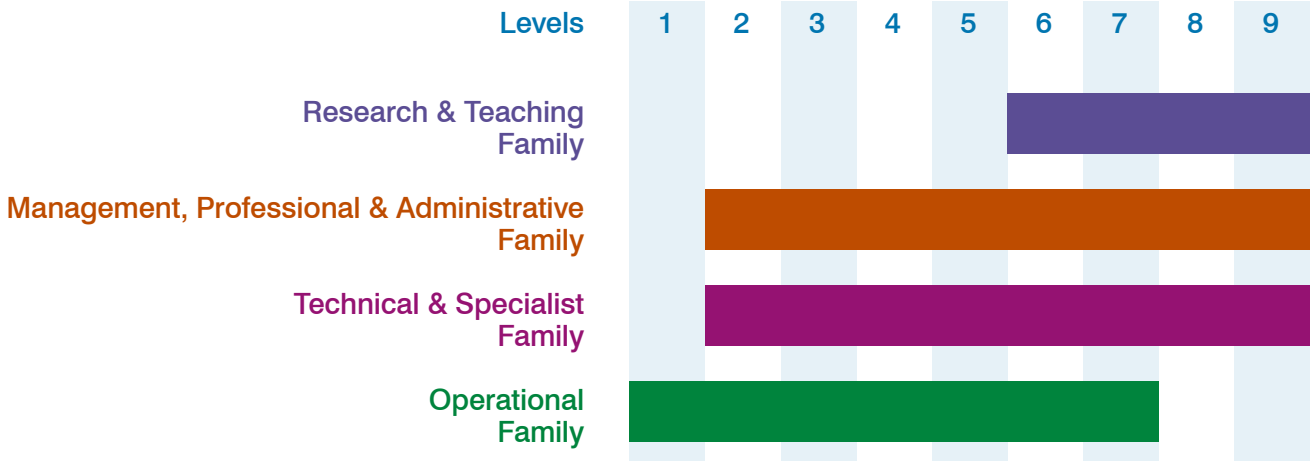
### 4. OPERATIONAL

Roles in this family are concerned with operating and running the facilities and services of the University. They involve direct or indirect service provision for students and staff, through maintenance, grounds, security, portering, residences, catering, cleaning and other site services or sporting activity and related services. Some roles are about providing these services personally; others enable or manage the services.

## JOB FAMILY LEVEL PROFILES

Each family has up to nine broad levels, which demonstrate career pathway options for staff and provide an efficient means of matching posts to levels and grades.

Posts that fit within each level, regardless of family, are broadly of a similar job size. An outline of the job family levels is detailed below:



Each level of work within each job family has a description summarising the representative work activities, key responsibilities and outputs required as well as detailing the level of knowledge, qualifications, skills and experience required for the role.

Each level captures the key elements that differentiate and/or distinguish between work at the different levels based on a summary description of the relevant features of work at that level.

Job family level summaries are generic rather than specific in describing any particular role and it would not normally be expected that staff would carry out all of the activities described at a particular level. In addition, staff may carry out a small number of duties which are not explicitly described within a job family level descriptor to which they appropriately match.

It is assumed that the descriptions of activities and the requirements for roles at the lower levels are subsumed into higher levels, and are therefore not explicitly stated in the higher levels.

Through a process of job matching, each member of staff will be matched into a job family and level. This will involve comparing job descriptions to the level profiles as described above.

The object of the job matching process is to establish a "best-fit" match, and where elements of a post could straddle two job family levels, a "best-fit/ majority approach will be taken, using a 75-80% rule. Job matching should largely focus on the duties and responsibilities comprising the role as opposed to the inputs a postholder may bring i.e. Core Knowledge, Qualifications, Skills & Experience. However Core Knowledge, Qualifications, Skills & Experience information has been included to assist the job matching process.

A detailed chart showing where to find each family and level in the booklet is shown above.



# RESEARCH & TEACHING





# RESEARCH & TEACHING FAMILY

## LEVEL 6

Role holders will be further developing skills and knowledge of teaching/ research methods and techniques.

Tasks are likely to be clearly prescribed, however role holders will possess sufficient breadth and/or depth of specialist knowledge in the specialist subject/discipline and of teaching methods/techniques to work within the subject area.

### REPRESENTATIVE WORK ACTIVITIES:

- Assist and contribute to pre-determined, prescribed individual or joint research objectives (under supervision and in accordance with a specified project or as a research team member).
- Contribute to elements of teaching within a clear and established programme.
- Manage individual workload activities in a timely and efficient manner within the framework of the agreed research/teaching programme.

In research focused roles, role holders will contribute to research through:

- Planning and conducting assigned research.
- Preparing, setting up, conducting and recording outcomes of experiments and field work, conducting literature reviews, database searches and desk based research.
- Developing questionnaires and conducting surveys.
- Analysing and interpreting data/research sourced.
- Documenting, contributing to writing up research findings and drafting papers, where appropriate.

In teaching focused roles, role holders will contribute to learning and teaching through:

- Assisting and contributing to pre-determined, prescribed teaching and assessment within the subject area, as a member of a team, within a clear and established course/module (with assistance and support as required).
- Contributing to the delivery of elements of an established programme.
- Supporting classroom/laboratory activities and practical work in specific areas according to established procedures and guidelines.
- Monitoring student progress and providing formative feedback, as appropriate.
- Assisting with the administration and marking of assessments.
- Assisting with the preparation of course materials.



### QUALIFICATIONS:

Scottish Credit and Qualification Framework level 10 (Honours Degree).

May be working towards post-graduate qualification such as a Masters (Scottish Credit and Qualification Framework level 11) or PhD (Scottish Credit and Qualification Framework level 12).

Or Equivalent professional qualifications in relevant academic/research discipline, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Sufficient breadth and/or depth of knowledge in specialist subject/discipline and of research/teaching methods and techniques to work within the subject area.
- Ability to communicate effectively both orally and in writing at a level appropriate to the activity.
- Ability to analyse and organise resources.
- Proven initiative and judgement to resolve problems independently and/or as part of a team.
- Clear understanding of the pre-determined standards and regulations for the conduct and output of the role and/or team.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.

# RESEARCH & TEACHING FAMILY

## LEVEL 7

Roles at this level may represent the early stages of an academic career, before progression to level 8, and may be a combination of research and teaching. Role holders will possess sufficient breadth and/or depth of specialist knowledge in the relevant discipline to work within established teaching/research programmes and will be expected to engage in continuous professional development, to enable progression to Level 8. Role holders will regularly update their subject related knowledge and its application to research and teaching.

### REPRESENTATIVE WORK ACTIVITIES:

- Developing and progressing individual or joint research objectives/projects with the support of a mentor as required.
- Conducting teaching and assessment as a member of a teaching team in accordance with specified requirements.
- Role holders will take responsibility for the organisation and delivery of their work activities, the management of allocated resources and will contribute to the wider organisation of the subject area.

In research focused roles, role holders will contribute to research through:

- Writing up research findings/outcomes for publication in leading journals for dissemination as appropriate, identifying potential sources and contributing to funding applications as an individual or team member.
- Taking responsibility for a core element of planned research, contributing to the refinement of methods and analytical approaches; planning and developing a line of research activities including identifying future funding sources.
- Contributing to the development of theory and practice in the field of research.

In teaching focused roles, role holders will contribute to learning and teaching through:

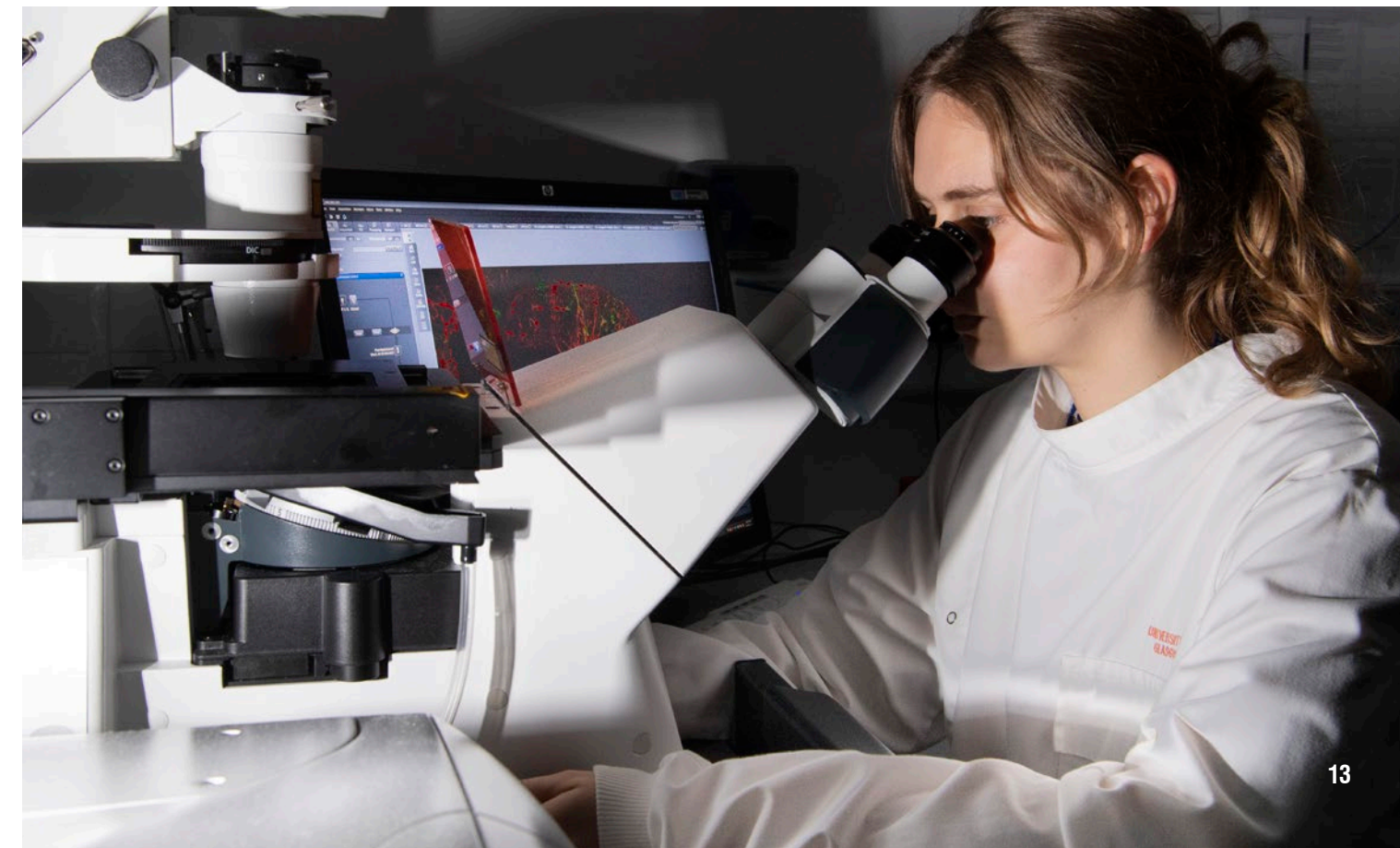
- Contributing to course development and curriculum delivery, applying appropriate teaching and assessment approaches to meet defined learning outcomes.
- Contributing to the development of teaching, learning and assessment in the subject area.
- Developing and deploying learning and teaching materials in the subject area.
- May include team leadership where appropriate.

### QUALIFICATIONS:

For teaching focused roles, normally Scottish Credit and Qualification Framework level 12 (PhD) and be working towards recognition at Descriptor 2 of the UK Professional Standards Framework in Higher Education with some research and/or teaching experience. For research focused roles, normally Scottish Credit and Qualification Framework level 12, or alternatively possess the equivalent in professional qualifications and experience, with experience of personal development in a similar or related role(s).

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Sufficient breadth and/or depth of knowledge in the specialist subject/discipline and of research/teaching methods and techniques to work within the subject area.
- Ability to communicate material of a specialist or highly technical nature and to be effective both orally and in writing at a level appropriate to the activity.
- Experience of planning and progressing work activities within professional guidelines or organisational policy, applying initiative and independent judgement.
- Thorough knowledge and ability to apply policy, practice and procedures including broader University/sector/external (e.g. commercial) awareness.
- Up-to-date knowledge and specialist understanding in the field with an ability to engage the interest and enthusiasm of students to inspire learning and to provide pastoral care to students within the subject area.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.





# RESEARCH & TEACHING FAMILY

## LEVEL 8

Roles at this level may span research, teaching and/or management, and whilst the relative importance of each of these strands will vary, all roles will reflect a developing academic reputation.

Roles at this level represent extensive experience in teaching and/or research, often following progression from Level 7, reflecting an established reputation in research and/or teaching.

Role holders will possess sufficient breadth and depth of knowledge in the specialist subject/discipline to develop research/teaching programmes and methodologies/learning support gained over a number of years.

### REPRESENTATIVE WORK ACTIVITIES:

- Responsibility for student supervision and supporting/coaching early career staff in the relevant subject/research area, providing specialist advice, support and academic leadership, where appropriate.
- Accountability for the delivery of research, teaching and academic management activities and other projects within area of responsibility.
- Role holders will actively contribute to the effective management and administration of the College/School/Research Institute/Service, assuming responsibility for the management of allocated resources and contributing to the wider organisation of the subject area.

In research focused roles, role holders will contribute to research through:

- Pursuing and delivering independent research proposals and/or collaborative research projects, project managing research activities, supervising and taking responsibility for the research team.
- Disseminating and publishing research findings in appropriate publications and at conferences, and where appropriate undertaking knowledge exchange activities.
- Developing approaches which enhance intellectual understanding and innovation in the field.
- Securing external resources to support research individually and/or jointly, as appropriate to the subject area.
- Contributing to the development of College/School/Research Institute research strategy.

In teaching focused roles, role holders will contribute to learning and teaching through:

- Designing and delivering a range of courses/modules across a subject area at all levels.
- Taking a leading role in all aspects of learning and teaching, enhancing teaching quality in the subject, School/Research Institute/Service or College.
- Involvement in the development of subject based pedagogy, where appropriate and applying knowledge derived from research and/or scholarship to teaching.

### QUALIFICATIONS:

Scottish Credit and Qualification Framework level 12 (PhD) in related discipline with a growing reputation in research; and/or relevant teaching experience within the subject area along with recognition at Descriptor 2 of the UK Professional Standards Framework in Higher Education.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Role holders will have a track record of published research and/or development and delivery of teaching, and a proven ability to develop and devise teaching and research programmes, techniques and methods.
- Breadth and depth of knowledge in the specialist subject/discipline to develop teaching/research programmes/methodologies/learning support.
- Experience and achievement in the relevant field reflected in an expanding personal academic portfolio.
- Proven ability to design, review and enhance learning, teaching and assessment and/or research programmes.
- Experience of developing and demonstrating teaching and research methods and devising models, approaches, techniques, critiques and methods.
- Ability to communicate complex or conceptual ideas to those with limited knowledge and understanding, and develop early career academic colleagues.
- Continuing engagement with current practice and developing knowledge.
- Ability to contribute to broader leadership and management activities along with an awareness of current and future priorities of the University/College/School/Research Institute/Service.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# RESEARCH & TEACHING FAMILY

## LEVEL 9

Roles at this level will predominantly focus on research, teaching and/or academic leadership, although some roles may involve a combination of all three, along with an established reputation internationally.

Roles at this level reflect extensive academic or professional experience, leading, developing and co-ordinating a substantial teaching/research/leadership activity of strategic importance to the College/School/Research Institute/Service.

Role holders will possess a thorough understanding of their subject specialism to enable the development of new knowledge and understanding within the field.

### REPRESENTATIVE WORK ACTIVITIES:

- Leading student supervision and mentoring/coaching early career staff in the relevant subject/research area, providing specialist advice, support and academic leadership.
- Responsibility for academic leadership and management of research and teaching, and setting standards and monitoring progress.
- Developing and managing significant research or teaching activities.
- Managing staff and other resources efficiently and effectively.
- Contributing to the academic leadership and management of the School/Research Institute by chairing committees and leading on key processes.
- Representing the University externally within subject area.

In research focused roles, role holders will contribute to research through:

- Leading the development and implementation of individual and/or joint research projects and participating actively in the development of College/School/Research Institute research strategy; acting as principal investigator or project leader on major research projects with a portfolio of research activity and publications of high quality and impact.
- Leading major funding bids and related activities, including Knowledge Exchange, which develop and sustain support for the subject area and recognised excellence for the institution.
- Actively contributing to the subject specialism through learned societies, professional bodies, broader review and editorial processes.

In teaching focused roles, role holders will contribute to learning and teaching through:

- Leading the development, application and maintenance of academic standards in a defined area of work and acting in a senior role within the College/School/Research Institute/Service to advance student academic development.
- Maintaining a portfolio of teaching activity of high quality, reputation and impact.
- Developing approaches to teaching and learning which are innovative in the subject area and reflect best practice.
- Participating actively in the development of subject based pedagogy and teaching, learning and assessment strategies.
- Contributing to the development of teaching and learning policy and practice locally, nationally and/or internationally.

### QUALIFICATIONS:

Scottish Credit and Qualification Framework level 12 (PhD) in related discipline with an extensive and established reputation in research; and/or teaching experience within the subject area and have achieved recognition at Descriptor 2 and be working towards recognition at Descriptor 3 of the UK Professional Standards Framework in Higher Education.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Recognised expertise in subject discipline/specialism to develop new knowledge and understanding within the field.
- Role holders will have a substantial track record of published research and/or development and delivery of teaching, and proven track record of developing and devising teaching and research programmes, techniques and methods.
- Internationally recognised excellence and reputation in subject area.
- Proven ability to plan and lead staff and efficiently deploy resources in support of major research and/or teaching activities.
- Proven ability to develop and devise teaching and research programmes, techniques and methods.
- Track record of student supervision and development/mentorship/coaching of early career academic colleagues in subject area/research team.
- Ability to disseminate conceptual and complex ideas to a wide variety of audiences to promote understanding.
- Academic leadership of groups/activities with substantial impact on finance and other resources.
- A thorough understanding of, and track record in, contributing to broader academic leadership and management at School/Research Institute/Service/College level.
- Sustained engagement with current practice and developing knowledge.
- Engagement with the current and future priorities of University/College/Research Institute/Service strategies, aims and ambitions.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE





# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 2

Roles at this level will perform routine and repetitive tasks following clearly defined instructions with direct supervision. Such tasks may include record keeping, filing, word processing, processing of forms, database entry, etc.

### REPRESENTATIVE WORK ACTIVITIES:

- Receive and respond to everyday enquiries from/to customers, referring requests outside one's knowledge base to the appropriate person/area to provide a timely and effective service to others in the provision of standard information.
- Carry out administrative and/or support activities to contribute to the smooth operation of an office or work area.
- Make simple arrangements and bookings according to detailed instructions and be involved in the preparation of straightforward materials to assist in the effective organisation of external and internal activities.
- Carry out defined tasks (according to detailed instructions) under direct supervision to ensure work is completed to time and to an appropriate standard.
- Communicate with colleagues to provide a timely and effective service in the provision of standard information.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Minimum Scottish Credit and Qualification Framework level 3 in English and Mathematics (National 3) or equivalent.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Basic numeracy and literacy skills.
- Ability to follow clear instructions to the required standard
- Ability to exchange basic information verbally and in writing.
- Basic familiarity with standard office software such as Microsoft Office, E-mail and the Internet.
- Ability to gain knowledge of work routines and utilise office equipment, where appropriate.
- Familiarity with procedures and service requirements relative to the role, gained through induction.
- Accurate keyboard skills.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.





# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 3

Roles at this level will typically work as part of a team to provide administrative or procedural support through working on a broad range of routine activities within well established procedures and under regular supervision. The range of tasks can be varied and will therefore require some understanding of office/work routines. As a consequence, some planning and organising of own workload is required to ensure that workflow is maintained. The nature of planning and organising in roles at this level is essentially about timing and sequencing of assigned tasks – i.e. working out the most effective way in which to carry out particular tasks or make sure the deadline is met.

### REPRESENTATIVE WORK ACTIVITIES:

- Receive and respond to enquiries from/to customers to provide a timely, courteous and effective service to others.
- Prepare documentation/information following standard format/templates or running straightforward reports.
- Make routine arrangements and bookings, in accordance with clear instructions, involving the preparation and organisation of straightforward information.
- Responsible for the day-to-day operation of systems and equipment necessary for the successful completion of all assigned tasks.
- Some planning and organisation of workload is required to ensure delegated School/Research Institute/Service workflow is maintained, however the nature of planning is essentially about timing and sequencing of assigned tasks.
- Use discretion to identify and resolve issues, referring to line manager for assistance, as necessary.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post gained through working in a similar role.

Or: Scottish Credit and Qualification Framework level 4 in English and Mathematics (National 4) or equivalent, and some experience of working in a similar role.



### KNOWLEDGE, SKILLS & EXPERIENCE:

- Competent numeracy and literacy skills.
- Competent written and/or oral communication skills.
- Working knowledge of relevant systems, equipment, processes and procedures including standard software packages, with limited use of non-standard software.
- Familiarity with own work priorities and those of colleagues.
- Understanding of policies and procedures relative to the role.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 4

Roles at this level will be responsible for delivering a range of administrative and/or customer services in support of existing systems: reporting issues, trends and conclusions into College/School/Research Institute/Service information and decision making authorities. There will be minimal supervision, but clear guidance.

### REPRESENTATIVE WORK ACTIVITIES:

- Provide an effective service and advice to colleagues and customers, planning and prioritising work activities and reacting to challenging issues/priorities as required.
- Resolve issues, applying sound judgement based on experience, largely without reference to others to provide an effective service and clear advice to colleagues and customers.
- Set short term priorities or work schedules, assigning straightforward and routine tasks to others to ensure operational efficiency.
- Deliver a range of administrative and/or customer services in support of existing systems or processes to an agreed standard or specification to maximise service quality and continuity.
- May include limited supervisory responsibility.
- Prepare documents, presentations and other materials to a clear brief, using established formats and standard software packages.
- Prepare straightforward analysis, manipulation and interpretation of data.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 5 or 6 (National 5 or 6, Scottish Vocational Qualification level 2 or 3) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Ability to undertake assigned tasks in a timely manner and to an acceptable standard.
- Detailed knowledge of relevant systems, equipment, processes and procedures including software packages.
- Initiative and judgement to resolve problems independently.
- Ability to communicate clearly, clarifying requirements, responding to colleagues and customers.
- Numeracy skills competent.
- Effective planning, organising and prioritising skills.
- Ability to supervise staff, where appropriate.
- Ability to plan or schedule work days and weeks ahead, and to respond to changing pressures or requirements.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality standards and outputs required.



# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 5

Roles at this level will be responsible for providing or contributing to the provision of support services to an agreed quality standard or specification. Roles at this level will require initiative to handle complex processes and casework and devise solutions based on experience and judgement. Some roles will involve the supervision of staff and may support specialist activities in the provision of broad, comprehensive administrative services.



### REPRESENTATIVE WORK ACTIVITIES:

- Act as main point of contact in the provision of an effective service and provide clear advice to colleagues and relevant others, filtering issues and seeking resolution, planning and prioritising work activities and adjusting priorities as required.
- Resolve issues, applying sound judgement based on experience largely without reference to others, following well established processes or procedures.
- Deliver a range of administrative and/or customer services in support of existing systems or processes to an agreed standard or specification to maximise service quality and continuity.
- May supervise staff, delegating and allocating work, monitoring progress and performance as appropriate.
- Monitor and take responsibility for resources within defined parameters and procedures.
- Prepare documents, presentations and other materials to a clear brief, using established formats and standard software packages.
- Analyse, present and draw conclusions from relatively straightforward data and information, identifying trends and patterns.
- Determine short-term priorities, planning and scheduling work activities for weeks ahead to ensure operational efficiency.
- Implement improvements to service provision and be responsible for overseeing specific activities and processes to ensure services continue to meet agreed quality standards, guidelines and procedures.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 7 (Advanced Higher / Scottish Vocational Qualification level 3, Higher National Certificate) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Ability to undertake assigned tasks in a timely manner to an acceptable standard.
- Detailed knowledge of relevant systems, equipment, processes and procedures including software packages.
- Initiative and judgement to resolve problems independently.
- Effective planning, organising and prioritising.
- Ability to supervise staff, where appropriate.
- Ability to communicate clearly orally and in writing to ensure effective reporting and customer service.
- Effective IT and numeracy skills.
- Well-developed analytical and problem solving capability.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 6

These roles will implement plans for the work area to ensure effective day to day operation, reviewing and monitoring service objectives and standards. Roles may involve line management responsibility for a team operating within the work area, maximising individual contribution and exercising considerable initiative and judgement to resolve operational issues. Roles will normally require detailed knowledge and experience of relevant policies and procedures or software and/or equipment, gained through significant practical experience and/or formal qualifications.

### REPRESENTATIVE WORK ACTIVITIES:

- Deliver a range of specialist services, resolving issues independently and, where appropriate, recommending alternative courses of action to maximise service quality, efficiency and continuity.
- Provide advice on area of specialism to ensure compliance with University procedures, regulations, legislation and/or to influence operational decision making, as appropriate.
- Responsible for monitoring service objectives, planning and prioritising work for the months ahead and, where relevant, short and medium-term team targets.
- Where appropriate, deploy assigned resources and devolved budget responsibility to ensure operational and cost efficiency.
- Perform detailed manipulation and analysis of data, highlighting and prioritising issues for further investigation and preparing reports to support decision making.
- Research, collate, organise and edit material for inclusion in reports/documents, as appropriate.
- Manage staff, where appropriate, allocating and prioritising their work to deliver a range of services.

### QUALIFICATIONS:

Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills through personal development and progression in a similar role(s).

Or: Scottish Credit and Qualification Framework level 8 (Scottish Vocational Qualification level 4, Higher National Diploma) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Detailed knowledge and experience of specialised equipment, software, policies and procedures relevant to the role.
- Experience of working independently and resolving unforeseen issues and challenges.
- Ability to demonstrate an understanding of the operational requirements, including conceptualising and interpreting service requirements.
- Effective written and communication skills.
- Management skills along with the ability to work with others and manage the performance of team members.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 7

Roles at this level will be highly effective in their professional or specialised field and their work will involve contributing to policy development and responding effectively to changing institutional priorities and emerging themes. Roles will normally lead a team and provide advice and support to work units based on a full understanding of a professional or specialised field, planning and continuously improving service provision within established procedures and clearly defined University policy.

### REPRESENTATIVE WORK ACTIVITIES:

- Provide specialist/professional advice and recommendations within specific parameters and professional guidelines to meet service requirements.
- Design and/or deliver a variety of service improvements to maximise service quality, efficiency and continuity.
- Plan and organise workload priorities, determining individual and/or team objectives and activity scheduling in order to meet targets.
- Conduct analysis, present results and put forward recommendations through briefings, presentations or written reports to inform decision making.
- Monitor and maintain records/reports to meet both internal and external requirements.
- Oversee resource allocation, including delegated responsibility for projects/budgets to support the achievement of objectives, where appropriate.
- Liaison, communication and relationship building with other University units and projects/working groups to support the achievement of University objectives, initiatives and changing priorities.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar or number of different roles.

Or: Scottish Credit and Qualification Framework level 9, (Ordinary Degree, Scottish Vocational Qualification level 4), or equivalent (including professional accreditation with relevant formal training), and experience of personal development in a similar or related role(s).



### KNOWLEDGE, SKILLS & EXPERIENCE:

- Experience of planning and progressing work activities within professional guidelines or organisational policy, applying initiative and independent judgement.
- Thorough knowledge and understanding of work practices policies and procedures relevant to the role, which may include broader sector/commercial awareness.
- Detailed operational knowledge of systems relevant to the profession and/or specialism in terms of functionality and capability and/or detailed knowledge of the work area.
- Analytical and problem solving capability.
- Highly effective communication and interpersonal skills.
- Proven people management skills.
- Ability to manage and control assigned budgets in accordance with University policy and procedures, where appropriate.



# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 8

Roles at this level will be responsible for providing professional, specialised or technical expertise and leading advice and will be involved in and/or managing a large or diverse team and significant resources in the delivery of effective and efficient service(s). Roles will typically be accountable for the quality and professionalism of service delivery and may apply discretion in co-ordinating activities in accordance with operational policies and precedents. Work will often involve interpreting or assessing customer needs, identifying trends generating ideas and solutions which may have a broad (e.g. University wide) impact.

### REPRESENTATIVE WORK ACTIVITIES:

- Apply professional/specialist/technical expertise and judgement to deliver a quality service and meet service standards and requirements.
- Identify service shortfalls and coordinate the design and delivery of solutions to maximise service quality, efficiency and continuity.
- Plan and organise individuals and, where appropriate, a team of employees/specialists undertaking similar work to ensure work is integrated and co-ordinated in line with broad operational plans.
- Advise on the analysis and interpretation of data, identify trends, test solutions and report on progress to support the resolution of issues.
- Plan and organise individual and team activity for the long-term, ensuring plans and actions complement broader operational/strategic plans.
- Manage resources/budgets within allocated project/area, where appropriate, to ensure maximum value is delivered for resources deployed.
- Manage, monitor and maintain records to meet both internal and external requirements.
- Contribute to the formulation of policy to improve the quality and effectiveness of service provision, taking into account, where relevant, legislative changes.

### QUALIFICATIONS:

Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary professional knowledge and management skills in a similar or number of different specialist roles.

Or: Scottish Credit and Qualification Framework level 9,10 or 11 (Ordinary/Honours Degree, Post Graduate Qualification), or equivalent, including being professionally qualified in relevant discipline, with a broad range of professional experience in a management role(s).

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Direct managerial/professional track record.
- Experience of managing the activities of self and/or others.
- Authoritative knowledge of specialist work practices and/or professional guidelines relevant to the work area, including broader sector/commercial awareness.
- Project and/or people management skills gained through previous experience.
- Continuing engagement with current practice and developing knowledge.
- Awareness of the current and future priorities of the University and the relevant work area.
- Proven analytical and problem solving capability in a specialist area or across a broad range of management functions.
- Proven high level communication skills obtained through representational, influencing and/or negotiating activities.
- Experience of managing and controlling budgets.
- Member of professional body where necessary.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.





# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 9

Roles at this level will be professionals/specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent responsibility and discretion, working to broad parameters and policy guidance. Role holders will typically be managers of functional areas or senior individual contributors shaping long-term strategic direction of an area of activity, tackling planning and operations over a timescale of a number of years. They will be expected to set quality and professional standards and manage service delivery and will have significant influence on the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

### REPRESENTATIVE WORK ACTIVITIES:

- Apply broad and/or deep knowledge and experience to provide advice/guidance to others or to address significant problems, some of which will be multi-disciplinary in nature.
- Evaluate existing service provision, keeping abreast of feedback and broader developments to ensure appropriate developments and solutions are actioned to enhance and maximise service quality, efficiency and continuity.
- Ensure compliance with current and future work area objectives, service level agreements, regulations and national codes of practice.
- Interact at all levels within the University.
- Network with fellow professionals in the wider community and represent and promote own work area/activity on internal and external platforms.
- Shape strategic direction of own area of activity, leading planning and organising activities of others, considering the implications now and in the longer term to support work area objectives.
- Identify trends, strengths, weaknesses, opportunities and threats in specialist area of responsibility that may have an impact on the University/work area to enable appropriate and timely action to be taken.
- Manage a group of administrative/specialist/professional staff across a function, or as a significant part of a wider function.
- Develop/improve the capability of staff within work area, motivating and mentoring staff to meet current and future requirements.
- Implement proposed changes to current work processes and where relevant, develop and define proposals for University policy, to improve quality and effectiveness, taking account of legislative impacts.
- Maintain Continuing Professional Development in own field and with University developments and strategic direction.

### QUALIFICATIONS:

Ability to demonstrate the necessary strategic competencies required to undertake the duties associated with this level of post having acquired the necessary professional knowledge and leadership experience in a similar or number of different specialist roles.

Or: Scottish Credit and Qualification Framework level 9,10 or 11 (Ordinary/Honours Degree, Post Graduate Qualification), or equivalent, including being professionally qualified in relevant discipline, with a broad range of professional leadership experience in strategically important specialist areas.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Experience of managing and developing either/or
  - a significant team or teams containing experienced professionals;
  - a complex project or activity with strategic influence and significant impact upon organisational resources.
- Experience of working with and influencing senior management.
- Experience of managing and controlling budgets/resources/funding and understanding of financial management procedures.
- Experience of developing innovative solutions and contributing to strategic planning.
- Highly developed knowledge of the principles, theory and practice of field of work, as well as an awareness of broader developments relevant to own area.
- Strong interpersonal skills including motivational negotiating, motivating, influencing and relationship building.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# MANAGEMENT, PROFESSIONAL & ADMINISTRATIVE FAMILY

## LEVEL 10

Roles at this level will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified specialists across major activities of strategic importance to the University. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the University meets both internal and external requirements. Individuals will initiate and establish policy changes to tackle major new issues and situations. Roles will review and address performance and will influence and shape the available resources as appropriate to meet the current and future needs of the University. Roles at this level will make a significant impact on long-term direction, strategy and objectives.

### REPRESENTATIVE WORK ACTIVITIES:

- Review performance over time in the area of responsibility and compare it to best practice in the sector, identifying areas of improvements in structure, practices, policies and technology
- Review the needs of relevant others now and in the future and ensure services are shaped to meet them
- Develop and lead the implementation of strategies and plans for work area, which support and take forward University strategy. Contribute to debate on University strategy and policy
- Lead major projects and initiatives which have significant resources and strategic impact
- Ensure financial plans are developed and that services operate effectively, within budget
- Explore ways of improving efficiency and effectiveness and promote improvements in service delivery.
- Work with colleagues from all areas of the University, with committees and external bodies, providing high level advice.
- Represent the University externally in sector groups and in negotiations.
- Lead and manage staff in a major functional area or service grouping.
- Maintain a continuous review of quality and of external benchmarks to promote the best possible service.

### QUALIFICATIONS:

Ability to demonstrate the necessary strategic competencies required to undertake the duties associated with this level of post having acquired the necessary professional knowledge and leadership experience in a similar or number of different specialist roles.

Or: Scottish Credit and Qualification Framework level 9,10 or 11 (Ordinary/Honours Degree, Post Graduate Qualification, Masters Degree), or equivalent, including being professionally qualified in relevant discipline, with a broad range of professional leadership experience in strategically important specialist areas.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Breadth of vision gained from extensive experience in field of expertise.
- Experience of developing innovative solutions and practical implementations for strategic change.
- Experience of managing and controlling substantial budget/resources/funding and an understanding of financial management procedures.
- Highly developed knowledge of the principles, theory and practice of a field of work, as well as an awareness of broader developments relevant to the University.
- Aware of likely effect of change in economic, social and governmental and technological environment. Well-developed knowledge of systems/services for own area and across functions and how they relate to national and international developments. Well-developed understanding of regulations and procedures and the implications of non-compliance.
- National and international awareness and understanding of the activities, objectives and strategic direction of the University, both current and future.
- Strong interpersonal skills including motivational, negotiating, influencing and networking nationally and internationally.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.





# TECHNICAL & SPECIALIST





# TECHNICAL & SPECIALIST FAMILY

## LEVEL 2

Roles at this level work as part of a team to provide scientific and/or technical support to staff, students and more senior colleagues working on straightforward tasks with well-established routines and procedures with guidance from a supervisor, as required.

### REPRESENTATIVE WORK ACTIVITIES:

- Carry out a range of activities within a routine or established process.
- Operate a range of equipment to undertake specified tasks.
- Carry out routine equipment maintenance according to detailed instructions.
- Amend own routines to take account of particular situations, workload and circumstances.
- Role holders will be expected to follow clear guidance to construct and/or set up basic equipment.
- Carry out basic routine record keeping and filing.
- Inform supervisor when stock levels or consumables and basic equipment require replenishment.
- Liaise with colleagues to ensure that the service provided meets expectations.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Minimum Scottish Credit and Qualification Framework level 3 in English and Mathematics (National 3) or equivalent.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Working knowledge of relevant systems, equipment, processes and procedures.
- Competent written and oral communication skills.
- Basic standard of numeracy, literacy and IT skills.
- Familiarity with work priorities and those of colleagues.
- Prior experience of undertaking technical support activities
- Ability to plan or schedule workdays ahead.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.





# TECHNICAL & SPECIALIST FAMILY

## LEVEL 3

Roles at this level may work as part of a team to provide scientific and/or technical support to staff, students and more senior colleagues. Support may be provided to one or more specific areas or to the University as a whole. Roles at this level determine the schedule of their own work with clear procedures. The range of tasks performed is specific and the role holder will have some latitude to decide how the work needs to be done and what equipment/machinery/tools to use.

### REPRESENTATIVE WORK ACTIVITIES:

- Carry out equipment maintenance, following detailed instructions.
- Ensure workshop/laboratory/work area is maintained to the standard required to deliver the appropriate level of service.
- Provide instructions and advice to colleagues and/or customers.
- Carry out record keeping, filing, data inputting, cataloguing, logging and maintenance of databases to ensure accurate records are maintained.
- Use discretion to identify and resolve first line problems or difficulties, referring to a supervisor/line manager for assistance as necessary.
- Assess the range and volume of work to be undertaken for the day or days ahead and plan accordingly.
- Replenish stock of consumables, stores or basic equipment following set procedures.
- Receive visitors and provide/request basic information.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 4 in English and Mathematics (National 4) or equivalent, and some experience of working in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Working knowledge of relevant systems, equipment, processes and procedures.
- Ability to exchange work related information effectively.
- Basic level IT skills.
- Experience of undertaking a range of technical support activities without constant guidance.
- Ability to plan or schedule workdays ahead.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# TECHNICAL & SPECIALIST FAMILY

## LEVEL 4

Roles at this level may work as part of a team to provide scientific and/or technical support to staff and/or students, working on a range of activities within well-established procedures. Support may be provided to one or more specific areas or to the University as a whole. The range of tasks involve some timing and sequencing in order to deliver the services specified for the week or weeks ahead. This implies a broader understanding of the work objectives of the unit than at Level 3 so that timing and sequencing of tasks will support the work of others effectively.



### REPRESENTATIVE WORK ACTIVITIES:

- Operate a range of specialist machinery and equipment.
- Carry out a range of equipment maintenance and servicing according to instructions
- Ensure that the workshop/laboratory/work environment is maintained to the standard required to deliver the appropriate level of service.
- Allocate work to colleagues and provide basic guidance.
- Provide technical instruction and advice to colleagues and/or customers as required.
- Devise technical solutions to a range of practical problems to facilitate effective learning, teaching and support services.
- Clarify work requirements with colleagues, manager or customers, identifying and resolving any immediate problems, and referring most complex to manager.
- Perform work activities to appropriate time and quality requirements, following established procedures.
- Analyse and interpret data/test results, using a range of standard procedures and present findings accurately.
- Work will involve identifying and rectifying faults/problems with equipment and protocols and/or diagnosing and solving IT faults and problems.
- Follow set procedures relating to purchasing of supplies.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 5 or 6 (National 5 or 6, Scottish Vocational Qualification level 2 or 3) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Detailed knowledge of relevant systems, equipment, processes and procedures.
- Understanding of relevant policies and procedures relative to the role, and the quality standards and outputs required.
- Familiarity with a range of software packages including bespoke and specialist programmes.
- Ability to exchange technical information effectively.
- Effective planning, organising and prioritising skills.
- Ability to use initiative and judgement to resolve problems independently.
- Ability to coach staff, where appropriate.
- Ability to plan or schedule work days and weeks ahead, and to respond to changing pressures or requirements.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# TECHNICAL & SPECIALIST FAMILY

## LEVEL 5

Roles at this level require specific technical or practical skills and a well-developed working knowledge of technical or scientific practices and procedures acquired through specialist education in a technical discipline along with substantial experience. Work will involve the application of skills and knowledge to provide specialist technical support services to one or more areas, to the University as a whole and/or the wider public.

### REPRESENTATIVE WORK ACTIVITIES:

- Will typically be involved in the development, testing and construction of new equipment, systems and/or techniques.
- Assist and advise students and staff in the preparation and use of equipment, systems and techniques and advise on specific aspects of work within own specialism.
- Support students or colleagues' learning through the development and demonstration of equipment and techniques applying specialist technical expertise.
- Independently undertake teaching support including: design, processing and evaluation of continuous assessment and examination materials; timetabling of laboratories and experiments; provision of student feedback on assessments.
- Prepare and carry out a range of equipment maintenance, repairs and servicing.
- Provide guidance and support to colleagues through on-the-job training/coaching in own area, in the use of equipment and techniques.
- Extract, analyse and interpret data/test results and present findings accurately.
- Investigate and devise technical solutions to a range of technical problems to facilitate effective learning, teaching and support services.
- Monitor technical standards in area of work, highlighting and prioritising issues as appropriate.
- Determine requirements for stock and equipment, prepare costings and procure as necessary.
- Supervise staff, delegating and allocating work, monitoring progress and performance as appropriate.
- Exercise initiative and judgement within pre-determined guidelines and technical remit to ensure effective service delivery.
- Contribute to short-term projects within work area/section or contribute as part of a larger project team.



### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 7 (Advanced Higher / Scottish Vocational Qualification level 3, Higher National Certificate) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Detailed technical knowledge and experience in relevant scientific or technical specialism.
- Experience of, and ability to understand and interpret, the technical requirements of staff and students.
- Proficient user of specialist software packages.
- Well-developed analytical and problem solving capability.
- Supervisory or line management skills, where appropriate.
- Effective interpersonal and communication skills.
- Planning, organising and prioritising skills.
- Ability to use initiative and judgement to resolve problems independently.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# TECHNICAL & SPECIALIST FAMILY

## LEVEL 6

Roles at this level will display an in-depth knowledge of technical, engineering or scientific practices, methods and procedures. The work may involve delivery of technical services through a small team of skilled staff. Roles may include the development of specific technical/IT skills leading to the roleholder becoming widely recognised as an expert in the skills area in the support of research and teaching.

### REPRESENTATIVE WORK ACTIVITIES:

- Set and monitor technical standards for self and, where appropriate, a small team taking action to improve quality of service where required.
- Contribute to the development of new or improved methods/techniques/equipment systems.
- Adapt and refine work practices in own area.
- Diagnose and rectify faults/problems with equipment, systems and procedures.
- Monitor and maintain a safe working environment for self and others.
- Manage and deliver a range of teaching support activities and facilities using specialist technical expertise, ensuring continuous improvement as teaching requirements evolve.
- Manage teaching equipment and consumables budgets ensuring replacement as necessary.
- Carry out complex quantitative and qualitative analyses then interpret the results and recommend solutions/conclusions.
- Plan and oversee the technical running of a work area/laboratory/research project/system or technical service, allocating resources and providing technical guidance to staff and students to ensure services are delivered to the required standard.
- Prepare work rotas and activity schedules for own work area.
- Determine requirements for current and future stock and equipment.
- Advise on the purchasing of equipment/apparatus/software following consultation with appropriate staff members.
- Communicate and liaise with the wider University body as well as users of the University's services and/or external consultants/suppliers, where appropriate.
- Advise and assist staff, students and external consultants in the development, design, preparation, construction, assembly and application of equipment or systems, the setting up of experiments and/or deployment of particular techniques.
- Dissemination and implementation of University procedures/best practice.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 8 (Scottish Vocational Qualification level 4, Higher National Diploma) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Depth or breadth of knowledge in a particular area of technical expertise and recognised as a technical expert in this area.
- Experience of and ability to understand, conceptualise and interpret the technical requirements of staff, students and other customers.
- Expertise with relevant software packages.
- Ability to motivate staff and manage performance.
- Initiative and judgement to resolve problems independently and/or through a support team.
- Financial skills, sufficient to monitor budgets, where appropriate.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# TECHNICAL & SPECIALIST FAMILY

## LEVEL 7

Roles at this level will have a recognised technical, engineering or scientific expertise and may have supervisory responsibilities for a technical service team, where the primary focus will be on planning, overseeing and reviewing the work of the team. Roles with little or no supervisory element will operate as individual technical advisers, delivering a service to one or more areas of the University or to the institution as a whole supporting teaching, administrative, commercial or research activity.

### REPRESENTATIVE WORK ACTIVITIES:

- Plan, define and allocate work and responsibilities to colleagues.
- Ensure work is carried out and performed to the required standard, taking the necessary follow-up measures to ensure effective performance.
- Monitor and review the work of contract and other external staff to deliver project work
- Take responsibility for the security of buildings/plant/machinery in own area.
- Ensure compliance with legal, health and safety standards.
- Advise students and staff in the application, techniques and use of laboratory, systems and other equipment.
- Work with students, staff and external parties to develop novel techniques and systems to enhance efficiency and enable complex research or experimentation.
- Undertake detailed quantitative and qualitative analysis and interpretation of experimental results.
- Role holders may be leading their own research projects, contributing to grant/contract applications and writing papers for publication.
- Review systems and processes in own area of work, analyse areas for improvement and recommend or put in place revised working practices, systems, equipment or processes.
- Contribute to developments in policies/procedures/plans in own area of work. Advise on future physical resource requirements – general, specific, equipment, apparatus, space, etc.
- Monitor allocated budgets, ensuring that area of responsibility operates effectively within budget constraints, maintaining appropriate financial records, e.g. expenditure, purchasing, equipment.
- Maintain stocks of equipment and consumables with pre-set levels of expenditure.
- Liaise and communicate with other University Schools/Institutes/Services as well as external bodies.
- Advise and assist students and staff in all aspects of technical support services, either personally or through delegation to an appropriate team member.



### QUALIFICATIONS:

Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 9, (Ordinary Degree, Scottish Vocational Qualification level 4), or equivalent (including professional accreditation with relevant formal training), and experience of personal development in a similar or related role(s).

### KNOWLEDGE, SKILLS & EXPERIENCE:

- In addition to the requirements of Level 6, experience of planning and progressing technical/scientific work activities within general, professional guidelines or organisational policy, using initiative and independent judgement.
- Full understanding of a broad and/or complex technical or scientific field.
- Proven analytical and technical/scientific problem solving capability.
- Proven communication and interpersonal skills.
- Supervisory/management experience, where appropriate.
- Ability to manage and control assigned budgets in accordance with University policy and procedures.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# TECHNICAL & SPECIALIST FAMILY

## LEVEL 8

Roles at this level will have a recognised or emerging national reputation for delivering advanced technological and specialist services. They may have management responsibility for a diverse specialist technical service area comprising significant numbers of staff.

They will provide both strategic and functional leadership operating in a specialist area through management or by being a senior individual specialist responsible for managing major services and/or projects acting with a significant degree of independence.

They will develop novel techniques or systems and lead on policy development with a significant influence upon strategy, structure and development of activity within their area. Role holders will be recognised for the development and delivery of leading edge techniques and practice.

### REPRESENTATIVE WORK ACTIVITIES:

- Develop and deliver leading edge techniques and practices through innovative design of complex apparatus/equipment/systems or usage/application of specialist machines equipment.
- Formulate new techniques and/or systems to deliver enhanced technical services, enabling complex experimentation or research to be conducted or to deliver efficiencies and value.
- Present research methodologies, data and findings at national/international level and make a leading contribution to publications within specialism.
- Demonstrate a degree of leadership by developing research questions within a specific context, conducting individual research and generating original ideas by building upon existing concepts.
- As a member of the management team develop a vision and strategic plans for the operational activities in line with College/University objectives.
- Manage the provision of operational services and resources including space and facilities with the aim of providing a high quality learning and teaching environment and an efficient and collaborative research environment.
- Securing external resources to support research individually and/or jointly, as appropriate to the subject area.
- Make a leading contribution to shaping the research group's plans.
- Hold responsibility for the planning, management and operation of significant technical services.

- Contribute to the management of the School/Institute/Service as a whole through membership of relevant committees and groups.
- Determine priorities and allocate resources to meet planned objectives and requirements.
- Develop/improve the capability of staff within area of work, motivating and mentoring staff to better meet the current and future requirements of the work area.
- Actively contribute to subject specialism through learned societies, professional bodies, broader review and editorial processes.
- Provide recognised expert guidance to other technical specialists.
- Identify strengths, weaknesses, opportunities, threats and future trends in specialist area of responsibility.
- Shape strategic direction, leading and facilitating change management to optimise the efficiency and effectiveness of the function.
- Oversee a significant number of complex and collaborative projects to ensure each project is managed and delivered to time and budget to support world leading research.
- Make a significant expert contribution to major funding bids and related activities.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary professional knowledge and management skills in a similar or number of different specialist roles.

Or: Scottish Credit and Qualification Framework level 9, 10 or 11 (Ordinary/Honours Degree, Post Graduate Qualification), or equivalent, including being professionally qualified in relevant discipline, with a broad range of professional experience in a management role(s).

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Full understanding of a broad and/or complex technical or scientific field.
- Proven analytical and technical/scientific problem solving capability gained over a substantial period of working at progressively higher levels of technical complexity and influence.
- For management roles, must have substantial supervisory/management experience and financial experience to manage budgets.
- Recognised as an expert and authority in a technical field.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# TECHNICAL & SPECIALIST FAMILY

## LEVEL 9

Roles at this level will be specialists with a deep conceptual understanding and a recognised or emerging international reputation for delivering advanced technological and specialist services, exercising a substantial degree of independent professional responsibility and discretion. They will typically be senior individual contributors who are regarded as the University's leading experts in a technical, technological or specialised field and may have management responsibility for a diverse range of specialist technical services areas comprising significant numbers of staff.

Leading and shaping the medium to long term strategic plan and objectives for a specialist functional area, role holders will shape the structure and development of their area of activity, pioneering the technological capabilities of the functional area to deliver highly innovative next generational solutions to fit broader functional and University strategy.

### REPRESENTATIVE WORK ACTIVITIES:

- Have overall leadership and independent responsibility for the management and direction of a functional service on a significant scale.
- Lead and shape the strategic direction of the service and ensure the highest level of quality for all direct service activities.
- Make a leading expert contribution to the management of the School/Institute/Service as a whole through membership and leadership of relevant committees and groups.
- Lead the provision of expert guidance to other specialists as the University's leading functional expert.
- Identify future strengths, weaknesses, opportunities, threats and trends, in specialist area of responsibility, facilitating change management to optimise the efficiency and effectiveness of service quality of the function.
- Overall responsibility for a significant number of complex and collaborative projects to ensure each project is managed and delivered to time and budget to support world leading research.
- Make a significant expert contribution to major funding bids and related activities and attain independent funding for research focused roles.
- Make a leading expert contribution to subject specialism through learned societies, professional bodies, broader review and editorial processes.
- Manage allocated budget/resources effectively and control all related expenditure to ensure delivery of service within budgetary constraints.

- Pioneer leading edge techniques and practices through innovative design of complex apparatus/equipment/systems or usage/application of specialist machine equipment.
- Formulate new techniques and/or systems to deliver enhanced technical services, enabling complex experimentation or research to be conducted or to deliver efficiencies and value.
- Represent the functional area of the University in external forums, groups or consultative committees.

### QUALIFICATIONS:

Either: Ability to demonstrate the necessary strategic competencies required to undertake the duties associated with this level of post having acquired the necessary professional knowledge and leadership experience in a similar or number of different specialist roles.

Or: Scottish Credit and Qualification Framework level 9,10 or 11 (Ordinary/Honours Degree, Post Graduate Qualification), or equivalent, including being professionally qualified in relevant discipline, with a broad range of professional leadership experience in strategically important specialist areas.

Extensive vocational experience demonstrating professional development through involvement in a series of progressively more demanding influential work/roles.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Experience of managing and developing:
  - A significant team or number of teams.
  - A significant project or number of projects.
- Experience of working with and influencing senior management.
- Experience of managing and controlling budgets/resources/funding and an understanding of financial management procedures.
- Experience of developing innovative solutions and contributing to strategic planning.
- Highly developed knowledge of the principles, theory and practice of field of work as well as an awareness of broader developments relevant to own work area.
- Well-developed knowledge of systems/services for own work area and across other functional units and how they inter-relate.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.
- Extensive experience and demonstrable success in the delivery of advanced technological design and associated service delivery.
- Deep conceptual understanding of specialist area with the ability to transfer this knowledge to benefit research and/or teaching.
- Substantial degree of independent professional responsibility.



# OPERATIONAL





# OPERATIONAL FAMILY

## LEVEL 1

Roles at this level provide services in support of students and staff, often as part of a team engaged in similar tasks. The tasks are generally routine and supervision is always available.

### REPRESENTATIVE WORK ACTIVITIES:

- Perform a limited number of simple or repetitive tasks within a straightforward routine or process.
- Operate common, standard, single purpose equipment in a simple/repetitive way to achieve the required standards.
- Carry out simple record keeping, filing, data entry, etc., to ensure accurate records are maintained on a day-to-day basis.
- May act as first point of contact with students, staff and members of the public to receive enquiries.
- Perform basic equipment maintenance according to clear and detailed instructions.

### QUALIFICATIONS:

Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- The focus of jobs at this level is often on discovery and developing aptitude and capabilities through academic study and/or learning on the job.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.
- Basic numeracy and literacy skills.
- Ability to exchange basic information verbally.





# OPERATIONAL FAMILY

## LEVEL 2

Roles at this level provide services in support of students and staff, often as part of a team engaged in similar tasks. The procedures and routines are well established and supervision is normally available if required. The range of tasks at this level is typically broader and more varied than at Level 1.



### REPRESENTATIVE WORK ACTIVITIES:

- Carry out a range of activities within a routine or established process.
- Work to established procedures and routines under regular supervision, with work priorities being allocated by a supervisor/manager.
- Operate simple and straightforward processes, utilising equipment to achieve the required tasks. This may include carrying out basic equipment maintenance as required or transporting goods and equipment according to clear instructions.
- Some planning and organisation of workload is required to ensure delegated service workflow is maintained, however the nature of planning is essentially about timing and sequencing of assigned tasks.
- Carry out routine and straightforward record keeping.
- Assess customer needs and respond flexibly to demand, where appropriate.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Minimum Scottish Credit and Qualification Framework level 3 in English and Mathematics (National 3) or equivalent.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Basic familiarity with relevant IT systems, where appropriate.
- Numeracy and literacy skills, where required.
- Ability to follow general instructions.
- Courteous and effective exchange of basic information.
- Manual handling skills, where appropriate.
- Knowledge of simple equipment and/or machinery.
- Understanding of relevant health and safety policies and procedures relative to the role and the quality outputs and standards required.



# OPERATIONAL FAMILY

## LEVEL 3

Roles at this level deliver services in support of students and staff, either through their individual contribution or through the coordination of a team engaged in similar activities. The roles at this level develop their schedule of own and/or others' work within clear procedures. The range of tasks is typically broader and more varied and/or higher than Level 2 and flexibility is required regarding the tasks undertaken.

### REPRESENTATIVE WORK ACTIVITIES:

- Develop a schedule of work, sometimes for a period up to weeks ahead, allocating tasks to colleagues to ensure resources are in place to deliver standards of operation.
- Provide routine supervision to colleagues, including instruction and guidance, as required.
- Interpret work instructions and procedures, amending the work schedule of self and others to take account of specific circumstances.
- Operation of specialist equipment to achieve a range of semi-skilled outcomes.
- Carry out routine record keeping e.g. accidents, recording of student/staff information, crime incidents, food hygiene regulations, etc.
- Take action to resolve work problems independently, referring complex problems to senior colleagues where appropriate.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 4 in English and Mathematics (National 4) or equivalent and some experience of working in a similar role.



### KNOWLEDGE, SKILLS & EXPERIENCE:

- Working knowledge of relevant systems, equipment, processes and procedures.
- Competent numeracy and literacy skills.
- Competent written and/or oral skills.
- Ability to plan or schedule workdays ahead.
- Ability to give clear instructions and guide other staff, where appropriate.
- Ability to exchange basic information effectively.
- Familiarity with work priorities and those of colleagues.
- Understanding of relevant health and safety policies and procedures relative to the role and the quality outputs and standards required.



# OPERATIONAL FAMILY

## LEVEL 4

Roles at this level provide operational and practical skills and services based on training and/or experience. This may involve planning and scheduling the work of self and/or team, choice of methods or tools and accountability for the quality of an end product or service. There may be a requirement to guide and plan the work of others and/or to make efficient use of materials and equipment.



### REPRESENTATIVE WORK ACTIVITIES:

- Assess the work to be carried out, the resources required and determine an appropriate work plan, undertaking work through to conclusion to meet quality standards and responding to changing priorities as required.
- Activities may involve: planning and scheduling of work with responsibility for others; diagnosing problems or issues then selecting and applying solutions; appropriate monitoring/review of the quality of work to agreed deadlines.
- Provision of supervision to colleagues including training, instruction and guidance to deliver operational standards effectively.
- Resolve work problems independently without reference to senior colleagues in the provision of an effective service.
- Ensure that the work environment, machinery and equipment in area of responsibility are maintained to the standards necessary to comply with regulations and deliver optimal operational efficiency.
- Operate a range of specialist equipment and machinery requiring a high standard of expertise.
- Receive and respond to enquiries to/from customers and those escalated by staff, taking appropriate action to ensure a resolution and to deliver a courteous and effective service.
- Deliver a range of customer services to an agreed quality standard or specification to maintain service quality and continuity.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 5 or 6 (National 5 or 6, Scottish Vocational Qualification level 2 or 3) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Detailed knowledge of relevant systems, equipment, processes and procedures.
- Ability to plan or schedule workdays and weeks ahead and to respond to changing pressures or requirements.
- Ability to communicate clearly, clarifying requirements and responding to customers, colleagues and contractors.
- Proficiency in the use and maintenance of specialist equipment requiring significant training and/or a certificate/licence.
- Ability to supervise staff, where appropriate.
- Ability to plan, organise and prioritise effectively.
- Initiative and judgement to resolve problems independently.
- Understanding of relevant health and safety policies and procedures relative to the role, and the quality outputs and standards required.



# OPERATIONAL FAMILY

## LEVEL 5

Roles at this level provide operational and practical problem solving, support and services. Non-supervisory roles at this level involve a higher level of technical proficiency than for roles at Level 4 through, for example, full diagnostic skills in their own role/trade. All roles will have some control over their own workload and priorities for some weeks or months ahead. In supervisory roles there will be some responsibility for workforce planning, including recommendations for additional staff resources and scheduling of work for months ahead. Roles at this level may coordinate work with the priorities and plans of other Services and functions within the University.

### REPRESENTATIVE WORK ACTIVITIES:

- Determine and agree operational standards to deliver defined services.
- Organise the delivery of effective and efficient day-to-day services/operations/facilities for a designated work area, taking account of customer needs and available resources and applying assigned resources towards defined objectives within specified limits.
- Review performance of staff, providing feedback and putting in place action/development plans where required.
- Plan own work, preparing for specific tasks and prioritising detailed requirements whilst responding to demands and changing service/team priorities.
- Liaise with service users and/or external suppliers/contractors to identify and review service requirements, monitoring customer feedback to improve service/operational delivery.
- Ensure work resources, including equipment and finances where appropriate, are efficiently monitored and maintained initiating corrective action as required.
- Monitor and review the quality of scheduled work that has been allocated to others.
- Monitor and review the quality of service and customer satisfaction within a given work area, including identifying by-term trends and taking action to maximise service quality.
- Clarify work requirement with colleagues, line manager or customer(s), aiming to resolve most problems and complete most tasks/jobs without reference to others.
- Coordinate own area of responsibility with other units to deliver, for example, major functions and events.
- Take responsibility for maintaining documentation and preparing standard reports.

### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 7 (Higher / Scottish Vocational Qualification level 3, Higher National Certificate) or equivalent, and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Detailed knowledge and experience in relevant specialism, demonstrated through significant training and/or through experience.
- Well-developed analytical and problem solving capability.
- Interpersonal and communication (written and oral) skills.
- Where appropriate, previous supervisory or line management skills.
- Ability to plan or schedule work and to respond to changing pressures or requirements.
- Initiative and judgement to resolve problems independently.
- Knowledge and awareness of external changes which impact on the role and ability to respond to these as appropriate.
- Understanding of the quality standards and outputs required.
- Understanding of relevant health and safety policies and procedures relative to the role and the quality outputs and standards required.



# OPERATIONAL FAMILY

## LEVEL 6

Roles at this level either manage operational services work of some volume or complexity or provide advice based on extensive practical learning. Dealing with people is an important aspect, whether this relates to staff supervised by the role holder, contractors, students or members of the public and there is often a budgetary responsibility. Supervisory roles may include responsibility for the provision of specialist maintenance or technical services through a team of skilled staff.

### REPRESENTATIVE WORK ACTIVITIES:

- Specify and agree operational service levels, taking into account service objectives and priorities.
- Deliver effective and efficient day-to-day services and/or operations/facilities for a designated site or work area, taking account of customer needs and available resources.
- Deploy available resources to achieve optimum efficiency.
- Oversee the coordination of own area of responsibility with other areas of the University to deliver, for example, major functions, events and the implementation of University policies and procedures.
- Responsible for project or contract management and for financial performance (at least cost control and possibly some aspects of income). All roles involve a wide range of contacts with others and act accordingly to improve service/operational delivery in consultation with senior managers.
- Plan and allocate work and responsibilities in the short-medium term, with an awareness of longer-term issues.
- Use discretion to determine priorities and resolve conflicts to meet targets and deadlines.
- Plan short-term projects in area of responsibility, or contribute to planning for work unit.
- Monitor, review and act accordingly to improve service or operational delivery in consultation with senior managers.
- Coordinate a range of communications to staff and colleagues.
- Provide advice to colleagues and customers based on in-depth knowledge and experience of practices and procedures.
- Specify service requirements on behalf of the University or the customer, e.g. for a maintenance or improvement programme.



### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar role.

Or: Scottish Credit and Qualification Framework level 8 (Higher / Scottish Vocational Qualification level 3, Higher National Diploma) or equivalent and experience of personal development in a similar role.

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Experience of, and ability to, understand, conceptualise and interpret operational and service requirements.
- Proven interpersonal and communication (written and oral) skills.
- Ability to motivate staff and manage performance.
- Financial skills sufficient to monitor budgets, where appropriate.
- Proven initiative and judgement to resolve problems independently and/or through a support team.
- Clear understanding of the pre-determined standards and regulations for the conduct and output of the role and/or team.
- Understanding of relevant health and safety policies and procedures relative to the role and the quality outputs and standards required.



# OPERATIONAL FAMILY

## LEVEL 7

Roles at this level either manage operational services work of some volume or complexity or provide advice based on extensive practical learning. Dealing with people is an important aspect, whether this relates to staff supervised by the role holder, contractors, students or members of the public and there is often a budgetary responsibility. Supervisory roles may include responsibility for the provision of specialist maintenance or technical services through a team of skilled staff.

Roles at this level involve either line management responsibility for a significant unit or analysis and advice drawing on extensive practical technical/specialist understanding, possibly including leadership of a small team. There may be responsibility for project or contract management and for financial performance. All roles involve a wide range of contact with others and some – the less technical roles – call for influencing and motivation.

### REPRESENTATIVE WORK ACTIVITIES:

- Lead the operational management of a significant support team within a large service.
- May develop and/or review new working practices and procedures for the service or work area.
- Apply full understanding of a specialist professional field to oversee relevant operational activities and/or provide specialist advice and guidance.
- Lead a team comprising support staff to deliver a professional service.
- Develop specifications for project implementation, where appropriate.
- Ensure core legal and health and safety requirements are met and fully understood by relevant others.
- Assess and advise on the viability of specific works, analysing complex work situations and/or testing individual solutions where they may not be obvious.
- Contribute to policy setting and service improvement discussions, helping to establish annual plans for the service area.
- Provide specialist advice/recommendations within specific parameters/professional guidelines to support informed decision making and delegated responsibility for projects/budgets to support the achievement of objectives.
- Resolve short-term conflicts in priorities and ensure longer-term problems are raised with more senior management.
- Prepare regular reports on systems, service and performance, including analysis, interpretation and recommendations for action, where appropriate.
- Work with customers, other services and external contractors, as appropriate, to review and develop the service or to seek specific expert advice.



### QUALIFICATIONS:

Either: Ability to demonstrate the competencies required to undertake the duties associated with this level of post having acquired the necessary knowledge and skills in a similar or number of different roles.

Or: Scottish Credit and Qualification Framework level 9, (Ordinary Degree, Scottish Vocational Qualification level 4), or equivalent (including professional accreditation with relevant formal training) and experience of personal development in a similar or related role(s).

### KNOWLEDGE, SKILLS & EXPERIENCE:

- Experience of planning and progressing work activities within general guidelines, using initiative and judgement without recourse to others.
- Thorough knowledge and understanding of the work practices, processes and procedures relevant to the role, which may include broader sector/commercial awareness.
- Detailed operational knowledge of systems relevant to one field of work in terms of functionality and capability and/or detailed knowledge of one service area and products/service available
- Proven ability to analyse and solve a wide range of practical problems with people, service performance and development.
- Clear understanding of the regulations and code of practice for the role.
- Knowledge of key internal and external contacts relevant to the defined work area.
- Proven communication and interpersonal skills.
- Proven staff management and supervisory skills.
- Ability to manage and control assigned budgets in accordance with University policy and procedures.
- Understanding of relevant health and safety policies and procedures relative to the role and the quality outputs and standards required.





# JOB FAMILY ROLE PROFILES