

# OUR TECHNICIAN COMMITMENT

YOUR FUTURE, OUR FOCUS

WARWICK  
THE UNIVERSITY OF WARWICK

# FOREWORD

The Technician Commitment, launched at the University of Warwick in 2017, will be instrumental in ensuring that we highlight the vital role our technical staff play in our teaching, research and infrastructure, without which the institution could not operate.

Over the past year I have been tasked with leading the Technician Commitment Steering Committee, and with this formulating and delivering a 24-month action plan that addresses four key themes of visibility, recognition, career development and sustainability for our technical staff. We have listened to and acted on your feedback from events, focus groups and online submission. Here we outline the progress made to date and provide an overview of the career pathway for technical staff. We welcome feedback on how we can further develop each of the four key themes, to make Warwick an exciting, challenging and worthwhile choice for a technical career.

"I have tasked our Technician Commitment Steering Committee to develop Technician Job Family Profiles, to provide a framework which is transparent, fair and enables clear equality of opportunity for development and progression, through to Professorial-grade equivalent. This will take time to develop, but will provide the cornerstone for your future career development at Warwick."

*Professor Stephen Jarvis, Deputy Pro-Vice-Chancellor (Research)*

"At WMG, our aspiration is to improve the visibility, recognition and career progression of our technicians.

I strongly support the Technician's Commitment and am delighted we are making real progress on its objectives and are able to update you on the changes we are making. This work is essential to ensuring we recruit and develop the next generation of outstanding technicians.

In 2015, I had the honour of presenting the inaugural Papin Prizes to outstanding University technicians from across the country. I strongly believe the work being done in Warwick today will help develop the Papin Prize winners of tomorrow."

*The late Professor Lord Bhattacharyya Kt CBE FREng FRS, Regius Professor of Manufacturing*

# WHAT IS THE TECHNICIAN COMMITMENT?

The Technician Commitment is a university and research institution initiative, led by a steering group of sector bodies with support from the Science Council and the Gatsby Charitable Foundation's Technicians Make It Happen campaign.

The Commitment was launched in 2017 at the Higher Education Technicians Summit held at Warwick, where we were one of the 36 founding signatories. Each founding signatory was given until June 2018 to develop an action plan that tackles the key challenges for technicians working in their institution across all disciplines.

## THE COMMITMENT OUTLINED THE FOUR KEY AREAS AS:

### VISIBILITY

Ensure that all technicians within the organisation are identifiable and that the contribution of technicians is visible within and beyond the institution.

### RECOGNITION

Support technicians to gain recognition through professional registration.

### CAREER DEVELOPMENT

Enable career progression opportunities for technicians through the provision of clear, documented career pathways.

### SUSTAINABILITY

Ensure the future sustainability of technical skills across the organisation and that technical expertise is fully utilised



# OUR 24-MONTH ACTION PLAN

To ensure we make impactful progress with our Technician Commitment, the Steering Committee has set out ten actions that we will achieve by June 2020.

We've already implemented some of these actions - and we're monitoring their impact. Others will require significant work and consultation with our technical community, so we ask for your patience. We believe the improvements will be worth the wait.

We'll keep you updated on the TechNet website and at regular campus-wide events. If you have any feedback, you can talk to us at these events or get in touch with the Steering Committee through TechNet website.

## THE 10 ACTIONS ARE:

- 1** Increase visibility of technicians through regular campus-wide events.
- 2** Ensure effective delivery of Warwick's Technician Commitment by the Technicians Steering Committee, which is to be chaired by a Deputy Pro Vice Chancellor.
- 3** Provide a usable, informative and up-to-date online forum for the technician community at Warwick ([www.warwick.ac.uk/research/technicians/](http://www.warwick.ac.uk/research/technicians/)).
- 4** Design, build and test an on-line skills directory, to enable increased inter-departmental technician collaboration and mentorship.
- 5** Continue to promote Fair Attribution across campus, with regard to the acknowledgement of technicians on research outputs and grants.
- 6** Continue to support technicians in gaining recognition through professional registration.
- 7** Recognition of technicians through nomination for internal and external prizes.
- 8** Develop Technician Job Family Profiles, to provide a framework which is transparent, fair and enables clear equality of opportunity for development and progression, through to Professorial-grade equivalent.
- 9** Establish work shadowing and secondment opportunities both within Warwick and across Midland's institutions.
- 10** Invest in, and grow the number of staff on, degree apprenticeship programmes at Warwick.

So far we've made progress with actions 1, 2, 5, 6, 7 and 8. You can see our latest progress at [www.warwick.ac.uk/research/technicians](http://www.warwick.ac.uk/research/technicians)

## INTRODUCING THE TECHNICIAN JOB FAMILY AND CAREER PATHWAY

The following pages outline the work we've done to provide a transparent and fair framework for development and progression through the grades.

A job family is a collection of related jobs that require employees to have similar knowledge, skills and experience at differing levels.

We've built the Technician Job Family around the existing role profiles that were introduced for the Framework Pay and Grading Agreement in 2006. We looked at around 50 recently evaluated technician and managerial roles between Levels 1b and 8 across the Science Faculty departments, assessing the duties, qualifications, knowledge and skills at each level. This has resulted in a series of up-to-date profiles specifically for technical staff that will enable you to progress through the grades, which have been externally evaluated.

In addition to the Technician Job Family, we've also proposed a career pathway. This suggests that technicians will work in generic roles up to around Level 5 and then have a choice of career pathways to follow, either through a management stream or a specialised expertise stream. We recognise that there may also be a number of unique roles across the departments requiring a mix of management skills and expertise that don't fit into either stream.

We're also working on a skills development programme for technicians, which will indicate the skills required at each grade for progression. You can gain new skills in a variety of ways. Our Learning and Development Centre (LDC) has more information about some of the steps you can take.

While we're committed to developing all staff, we acknowledge that some people may not want to progress their careers right now. We also need to have a structure that supports the goals and business needs of a department/school - and this may not always provide career progression opportunities within a current role. If this is the case, you may be able to progress your career by moving to a different role in your existing department or to a role in another department.

In the following pages you'll find information about managing your career as a technician, our proposed career pathway and the nine Technician Job Family profiles.

# MANAGING YOUR CAREER

## BE READY FOR EVERY OPPORTUNITY

Technicians in the Science Faculty provide technical support across a range of departments, with varying levels of responsibility and a wide variety of duties – from looking after technical equipment to supporting scientific research in a laboratory, classroom, workshop, field or glasshouse.

At more senior levels, technicians work in a more specific field of technology, supporting the development of others and often leading teams of technical staff in the use of highly specialised equipment.

## MANAGING AND PROGRESSING YOUR CAREER AS A TECHNICIAN

Career progression isn't just about earning more money. It's also important that you enjoy your role, that it challenges you and gives you an interest you want to develop. If you're keen to progress your career, whether to a senior level or not, there are several things you can do to make sure you're ready when opportunities arise.

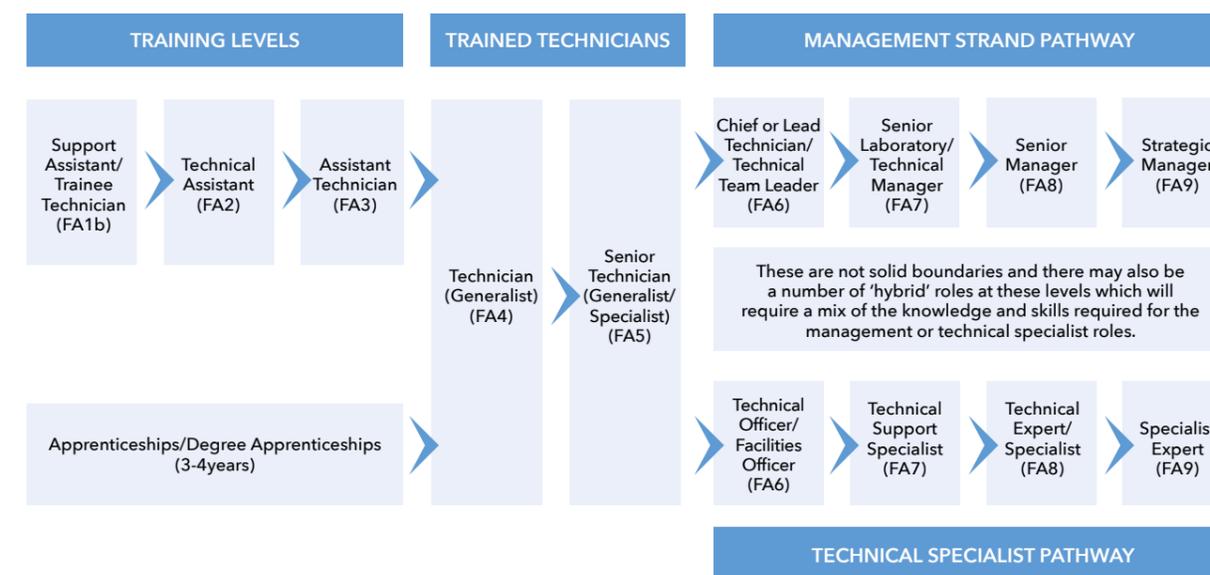
- **Understand your purpose and aims** – Know what you want to achieve in your working life and how quickly you want to achieve it. Have realistic goals – and take the initiative rather than waiting for others to approach you.
- **Evaluate your situation and performance** – To identify opportunities for development, think about how you can gain new skills and experience. In some cases, this may include a sideways move to help you progress.
- **Discuss your personal development** – Ask your line manager, career mentor and other people how to develop the skills and acquire the knowledge you need to progress. You can talk to your line manager throughout the year as well as during the PDR process.
- **Build a portfolio of evidence** – Document all the skills and experience you've gained through training, on-the-job learning and professional development, so you can demonstrate them to others.
- **Build a network** – Keep a record of useful contacts, including people who can support your development.
- **Research the career pathway you want to take** – Build your knowledge in this area and try to make contacts. Be curious about the roles of colleagues across campus and find out what other people are doing.

## THERE'S A NUMBER OF WAYS WE CAN SUPPORT YOU:

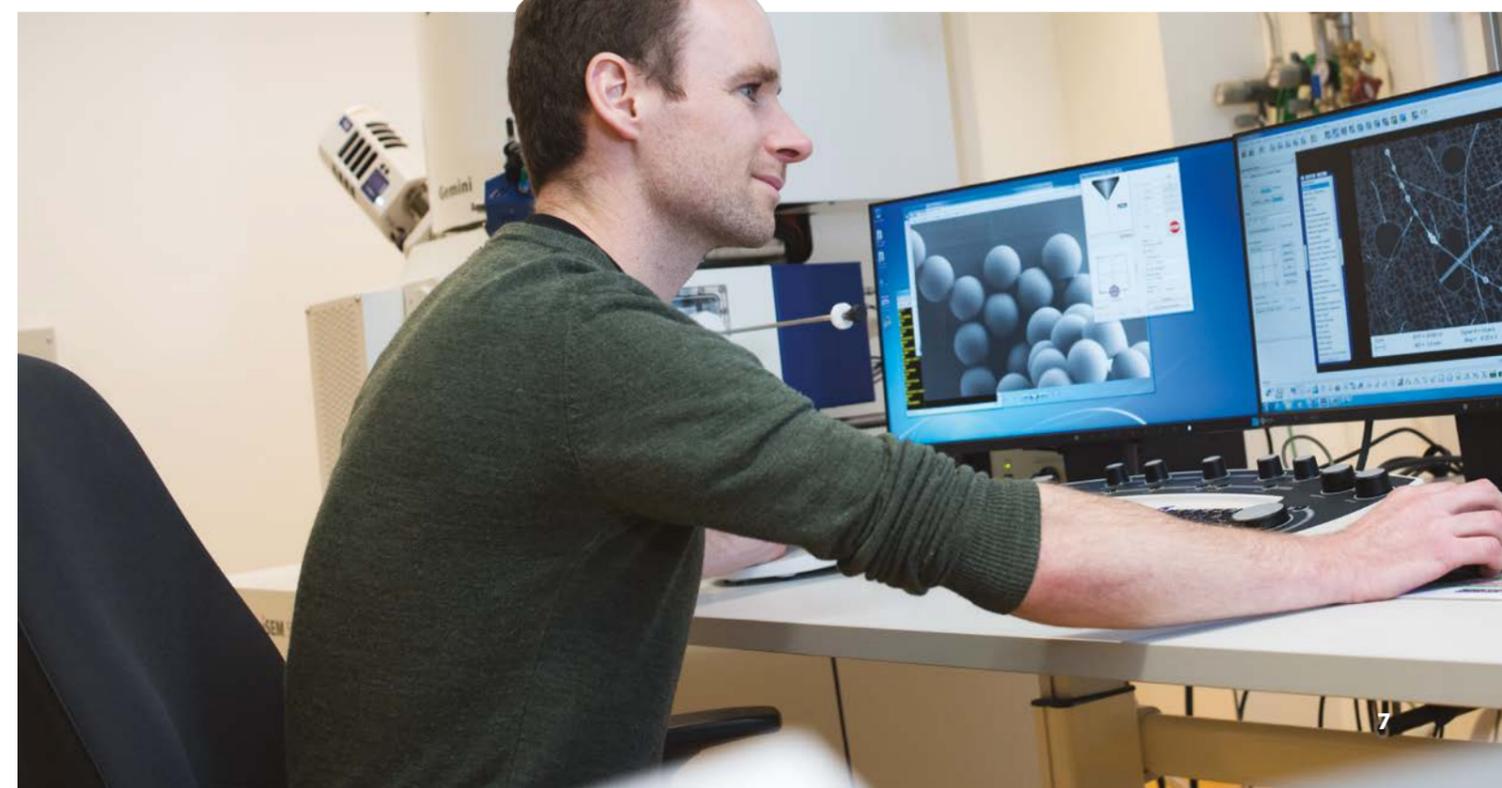
- **Courses and online help** from the Learning and Development Centre (LDC)
- **By providing a mentor** so you can discuss your aspirations with someone who has succeeded in their career progression
- **Possible work shadowing opportunities** to observe colleagues in your area of interest

# CAREER PATHWAY FOR TECHNICAL STAFF

We've outlined the typical technician career pathways from Levels FA1b to FA9. The roles at these levels correspond to the job family profiles in the following pages, giving you a clear overview of what's expected at each level – so you know what to focus on and you're able to prepare for opportunities that will arise in the future.



Professional Registration - there are a number of professional bodies across the sector offering support and registration at differing levels from Registered Science Technician (RSci Tech), Engineering Technician (EngTech) up to Chartered status. Professional registration establishes your proven knowledge, understanding and competence. Whilst this is not a requirement at all levels it demonstrates your level of knowledge and encourages continuous professional development.



# JOB FAMILIES LEVEL FA1B

Roles at this level work as part of a team, providing support within a specific area and undertaking routine tasks.

Supervision received from team members but should be able to prioritise own work tasks seeking guidance in difficult or unusual situations.

## EXAMPLES OF WORK TASKS

- Support in the setting up of apparatus/equipment with guidance.
- Assist team members with tasks and provide support for events.
- Processing of routine documentation and dealing with straightforward queries.
- Carry out straightforward interpretation of information, data and/or calculations.
- Accurately record and retrieve information.
- Provision of a service with ability to resolve general technical problems within own area.

## QUALIFICATIONS

Jobs at this level require vocational qualification NVQ Level 1, or education to GCSE level or equivalent, or experience in a similar or related role.

## KNOWLEDGE, SKILLS AND EXPERIENCE

- Ability to learn new processes or practices within own area.
- Basic level of written and verbal communication skills.
- Ability to interpret and follow instructions and guidelines.
- Knowledge of health and safety practices
- Operational IT skills.
- Cost consciousness



# JOB FAMILIES LEVEL FA2

Roles at this level generally work as part of a team, providing a service within a specific area and undertaking routine tasks.

Supervision received from team members but should be able to prioritise own work tasks requesting advice or guidance on difficult or unusual situations.

## EXAMPLES OF WORK TASKS

- Support in operation of, and setting up of, apparatus/equipment.
- Provide customers with information and assistance.
- Preparation, or processing, of routine documentation or information.
- Carry out straightforward and routine interpretation of information and data.
- Assist in the planning, organisation and provision of support to events.
- Accurately record, input and retrieve information.
- Monitoring and maintenance of stocks/supplies.
- Provision of technical service to customers.

## QUALIFICATIONS

Jobs at this level require vocational qualification NVQ Level 1 or 2 or education to GCSE level or equivalent, or experience in a similar or related role.

## KNOWLEDGE, SKILLS AND EXPERIENCE

- Ability to learn new processes or practices.
- Basic level of communication skills.
- Ability to operate and set up, specialist equipment.
- Ability to interpret guidelines, Standard Operating Procedures and Risks Assessments.
- Awareness of health and safety procedures and practices.
- Operational IT skills.
- Cost consciousness.



## JOB FAMILIES LEVEL FA3

Roles at this level generally work independently or as part of a team, providing a range of services and support with limited supervision.

Most allocated tasks and responsibilities would fall within a specialised area with the individual providing technical support in a research environment or assisting with the demonstration of practical skills in a teaching/laboratory environment. Supervision and guidance received from team members and line manager.

### EXAMPLES OF WORK TASKS

- Involved in the construction, operation, setting up and/or testing of apparatus/equipment.
- Provision of a technical service to customers.
- Support in the preparation and setting up of rooms/teaching laboratories.
- Involvement in the collection, interpretation, recording, analysis, summarisation and presentation of data and results to specified requirements.
- Provision of support to visits and events.
- Planning, monitoring and maintenance of stocks/supplies.

### QUALIFICATIONS

Jobs at this level require vocational qualification NVQ Level 2 or 3, or education to 'A' level standard or equivalent, or relevant experience in a similar work environment. An interest in, and good understanding of, own work area and how this links to the wider research undertaken within the Department is required.

### KNOWLEDGE, SKILLS AND EXPERIENCE

- Technical experience in a facility or laboratory environment.
- Ability to work on own initiative, or as part of a team.
- Good interpersonal, written and verbal communication skills.
- Customer service skills and experience.
- Ability to work to detailed specifications and interpret guidelines.
- Awareness of legislative requirements and health and safety practices and procedures.
- IT literacy and knowledge of specialist software packages.
- Attention to detail and ability to accurately review and record information.
- Awareness of budget responsibility and cost consciousness.



## JOB FAMILIES LEVEL FA4

Roles at this level generally work independently or as part of a team, providing a range of specialist technical services and support with limited direct supervision.

May provide support in a research environment or demonstration/training of practical skills in a teaching or laboratory environment. Supervision and guidance, as required, received from team members, line manager or academic leads.

### EXAMPLES OF WORK TASKS

- Assist in all aspects of design, construction and operation of apparatus/equipment/precision instruments.
- Provision of a technical service to customers.
- Manage resources/equipment and supplies.
- Undertake routine tasks/experiments.
- Provision of technical support to visits and events.
- Record, input and retrieve information.
- Supervision of trainees/students/contractors undertaking practicals/work tasks.
- Ensuring cleanliness of work area is kept to appropriate standards.

### QUALIFICATIONS

Jobs at this level will have completed an Apprenticeship and require vocational qualification NVQ Level 3, or HNC or education to 'A' level standard or equivalent, or relevant work experience in a similar environment. Knowledge in own work area and an understanding of how this links to the wider research undertaken within the Department is required.

### KNOWLEDGE, SKILLS AND EXPERIENCE

- Technical experience in a technical/research facility or laboratory environment.
- Ability to work on own initiative, or as part of a team.
- Good interpersonal, written and verbal communication skills
- Time Management skills
- Problem solving
- Awareness of specific legislative and health and safety procedures and processes.
- IT literacy and knowledge of specialist software packages.
- Attention to detail and ability to accurately review, analyse and record data/information.
- Financial awareness in order to monitor budgetary expenditure.



## JOB FAMILIES LEVEL FA5

Roles at this level work largely autonomously within a team or may lead a small team, train/coach others or support with the management of a technical facility.

Tasks and responsibilities within the roles generally fall within a specialised area, providing specialist technical services and support in a research environment or through demonstrating/training of practical skills in a teaching or laboratory environment. Minimal supervision, guidance as required, received from line manager or academic leads.

### EXAMPLES OF WORK TASKS

- Provide technical support to research activities and project work.
- Support the technical management of teaching laboratories.
- Collection, interpretation, recording, analysis, summarisation and presentation of data.
- Planning, organisation and provision of technical support to visits and events.
- Manage supplies/resources/equipment and keep inventory of consumables and equipment.
- Assist with apprentices and undertake supervision and instruction of trainees/students/contractors through seminars/demonstrations/practicals/work tasks.
- General housekeeping ensuring work areas are well maintained to a high standard.

### QUALIFICATIONS

Jobs at this level require vocational qualifications at NVQ Level 4, or HNC/HND or education to 'A' level standard or equivalent in Mathematics and/or a relevant science subject, or relevant experience at a high level in a similar work environment. A degree or professional/recognised qualification is desirable but not essential. A high level of skill and specialist knowledge and experience in own work area is expected with an understanding of how this links to the wider research undertaken within the Department. Membership of an appropriate organisation in work area would be appropriate.

### KNOWLEDGE, SKILLS AND EXPERIENCE

- Specialist technical experience in a technical/research facility or laboratory environment.
- Ability to work on own initiative, or as part of a team.
- Good interpersonal, written and verbal communication skills.
- Good numeracy skills and ability to undertake complex calculations.
- Ability to interpret complicated instructions/diagrams, analyse requirements and apply specialist technical solutions to problems.
- Awareness of specific legislative and health and safety practices and procedures ensuring compliance.
- IT literacy and ability to use specialist software packages.
- Awareness of financial and budgetary expenditure.
- Supervisory skills.



## JOB FAMILIES LEVEL FA6

Roles at this level work largely autonomously, supporting others and may lead a small team or support with the management of a resource or a technical facility providing a service to internal and external customers.

Tasks and responsibilities generally fall within a specialised area providing specialist technical services and support in a research environment or through demonstrating/training of practical skills in a teaching or laboratory environment. Works with minimal supervision with guidance, as required, received from line manager or academic leads.

### EXAMPLES OF WORK TASKS

- Coordinate the provision of technical support to research activities.
- Coordinate staff and/or the functional running of an area/project.
- Manage in a multiuser environment including specialist resources and equipment.
- Undertake technical management of teaching laboratories.
- Deliver tasks/experiments on multidisciplinary systems to technical specifications.
- Liaise with externals and organise and support visits and events.
- Accurately record, input and retrieve information and provide management information.
- Line management of staff overseeing daily workplans.
- Ensure compliance with regulations/legislation with awareness of future changes.
- General housekeeping ensuring work areas are well maintained to a high standard.

### QUALIFICATIONS

Jobs at this level require vocational qualifications at NVQ Level 5 or 6, or a degree in a relevant science subject or equivalent qualification and/or significant relevant experience in a similar role. A professional/recognised qualification and/or a high level of skill and specialist knowledge and experience in own work area is expected together with an understanding of how this links to the wider research undertaken within the Department. Membership of an appropriate organisation in work area would also be expected.

### KNOWLEDGE, SKILLS AND EXPERIENCE

- High level of technical skill and expertise with ability to work on own initiative, or manage a small team.
- Excellent interpersonal, written and verbal communication skills.
- High level of experience in working to professional diagrams/complex instructions and problem solving.
- Good knowledge of specific legislation and health and safety requirements and processes.
- IT literacy and ability to use highly complex and specialist software packages.
- Attention to detail and ability to accurately review, analyse and record data/information and data handling.
- Experience of budgetary expenditure and financial awareness.
- Awareness of University Financial Regulations and TRAC facility costing.
- Occasional line management of team members.
- Good numeracy skills and ability to undertake complex calculations.
- Good planning, organisation and project management skills.
- Ability to undertake literature searches and draft input into reports or publications.

## JOB FAMILIES LEVEL FA7

Roles at this level work autonomously, providing advice in a specialist area and/or managing a team, facility or discreet area, often providing an external service.

Responsibilities fall within a specialised area involving managing staff or a service to support a research or laboratory environment or teaching practical skills. Little direct supervision with guidance, as required, received from line manager or academic leads.

### EXAMPLES OF WORK TASKS

- Provision of high level technical support ensuring minimisation of downtime of equipment.
- Manage a function/facility/area/project and provide technical management to research activities.
- Specify, plan and monitor maintenance of materials/stocks/supplies.
- Develop and maintain customer relations (internal and external).
- Manage provision of seminars, courses, workshops and conferences to disseminate information.
- Provide and present management information/results.
- Input into strategic planning and implementation of business models.
- Contribute to 5 year planning process and revenue plan.
- Manage software licences and other licences.
- Line management of staff and daily activity of physical resources.
- General housekeeping ensuring work areas are well maintained to a high standard.

### QUALIFICATIONS

Jobs at this level require vocational qualifications at NVQ Level 6 or 7 or a Degree/Masters Degree or a PhD in a relevant science subject or equivalent qualification and relevant experience. A strong background in a specialist area with practical experience and a professional/recognised qualification is expected. Membership of an appropriate organisation in work area would be expected.

### KNOWLEDGE, SKILLS AND EXPERIENCE

- Proven recognition of expertise in own area or a relevant discipline.
- Ability to self-motivate, work on own initiative and think creatively.
- Excellent interpersonal, written and verbal communication skills.
- Ability to articulate, influence, negotiate and challenge in a professional manner.
- Ability to interpret complex instructions, analyse requirements and implement detailed specifications.
- Awareness of health and safety legislation, standards and procedures.
- IT literacy and ability to use highly complex and specialist software packages.
- Undertake data handling and technical report writing and present results.
- Proven experience of managing and maintaining budget expenditure
- Understanding of University Financial Regulations and full economic cost (fEC) approach to facility costing, such as TRAC.
- Management skills involving coaching and training
- High level of numeracy skills.
- Good planning, organisation and time and project management skills.
- Experience of drafting/writing input for technical or academic reports or publications.

## JOB FAMILIES LEVEL FA8

Roles at this level are recognised experts in their own field or discipline. They are self-managed and often manage an area or function/facility at University level or provide an external service with management of staff.

Responsibilities fall within an area of expertise with the individual providing strategic or technical direction to support research or a University function, including seeking replacement or additional resource from both internal and external funds. Limited guidance. Reporting line is into a Departmental Head of Administration or Academic Lead.

### EXAMPLES OF WORK TASKS

- Involvement in strategic planning.
- Responsibility for managing the administrative/technical operation of a programme.
- Develop, implement and manage human and physical resources.
- Develop and maintain new and existing customer relations and collaborations.
- Design and execution of industry events.
- Chair operation meetings and membership of University committees.
- Oversee the development and maintenance of robust information recording systems.
- Responsibility for financial planning in own area including 5 year planning process.
- Involvement in the design, development and implementation of University policies and procedures.
- Ensure compliance/application of software licences and other relevant licences.
- Liaise with academics to understand research programmes and requirements.
- Line management of staff, setting objectives and monitoring performance.

### QUALIFICATIONS

Jobs at this level require an Honours Degree or PhD in a relevant science subject and significant relevant experience. Strong leadership and/or management skills are expected with a proven background and practical experience in their work area. A professional/recognised qualification is expected together with professional membership of an appropriate organisation in work area.

### KNOWLEDGE, SKILLS AND EXPERIENCE

- Proven recognition of expertise in own field at a strategic level.
- Previous responsibility for strategic direction/oversight of area.
- Ability to work independently or collaboratively.
- Ability to coordinate multiple projects.
- Ability to adapt to strive for continual improvement.
- Excellent communication skills (written and verbal), interpersonal and networking skills.
- Experience in building/nurturing interactions/collaborations with stakeholders.
- High level of numeracy skills, data manipulation and handling.
- Good long-term planning and project management skills.
- Experience and knowledge of research grant and contract funding requirements.
- Expertise in specific legislative requirements and health and safety legislation.
- IT expertise in highly complex and specialist software packages.
- Financial knowledge with experience of preparing and managing budget expenditure.
- Knowledge of, and adherence to, University Financial Regulations and TRAC facility costing.
- Proven management and leadership skills including mentoring and coaching.

# JOB FAMILIES LEVEL 9

Roles at this level are experts in their own field and lead strategic direction for an area or function/facility at University level.

They may work independently or lead a team and will collaborate across disciplines with others internally, and externally at an international level. Formal reporting line into a Head of Department or the Registrar, but with a dotted line of responsibility to a member of the University Executive Board.

## EXAMPLES OF WORK TASKS

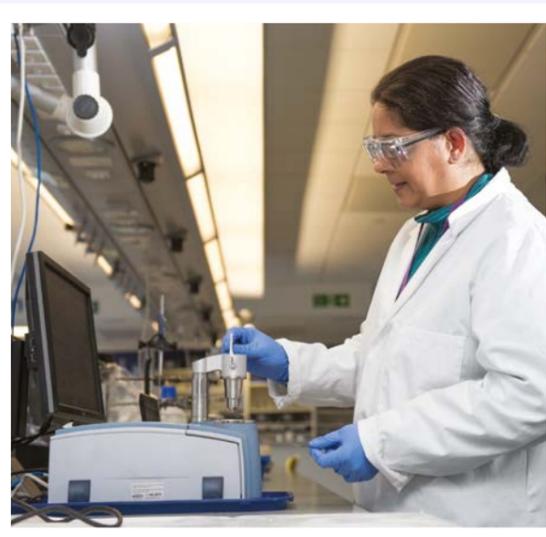
- Lead strategic planning and delivery into University programmes.
- Institutional responsibility for technical expertise, leading human and physical resources and collaborations across multidisciplinary teams.
- International reputation for own area of expertise.
- Represent University at international industry events.
- Lead relevant University groups and chair committees.
- Responsibility for assessing, planning and implementing technological, legislative or functional change relating to own field.
- Financial planning and management of budgetary priorities.
- Work collaboratively with academics leading on institutional activities in own specialist area.
- Planning of long-term resource needs to ensure efficiency and sustainability of function/facility.

## QUALIFICATIONS

Jobs at this level require an Honours Degree and/or PhD in a relevant science subject and significant appropriate experience. Strong leadership and/or management skills are expected with significant authoritative knowledge/experience in their discipline. A professional/recognised qualification is required together with membership of an appropriate organisation in work area.

## KNOWLEDGE, SKILLS AND EXPERIENCE

- Authoritative knowledge of field of expertise with experience of providing strategic direction.
- Ability to work independently and collaboratively at international level.
- Excellent communication, interpersonal and networking skills.
- Excellent written and verbal skills.
- High level of numeracy skills.
- Proven experience of planning, prioritisation, organisation and time and project management skills.
- Proven knowledge of specific legislative and health and safety requirements and compliance.
- IT expertise in use and interpretation of highly complex and specialist software packages.
- Strategic knowledge of University Financial Regulations and processes.
- Ability to analyse issues and provide innovative solutions at institutional level.



# FAIR ATTRIBUTION

We recognise the importance of technical staff in conducting research at Warwick – and that this work is strengthened not only by the equipment and services available, but also by our teams of talented research support staff.

Users of facilities and services will interact with technicians during the development of items related to experiments, the preparation of materials, training on equipment, running routine samples, or during experimental design and results analysis. It's only fair that the contribution these staff and facilities make to a user's research is acknowledged in the appropriate way.

We expect PDRAs and PhD students to agree to our fair attribution guidelines with their supervisors before they conduct their experiments.

## WE SEE FIVE DISTINCT USES OF FACILITIES OR SERVICES:

- 1 User led experiments within the facility, with initial training by the facility staff.
- 2 Facility/technical staff supported experimental design and/or data acquisition and/or data interpretation and analysis.
- 3 Collaboration with external users in which the facility/technical staff support experimental design and/or data acquisition, and/or data interpretation.
- 4 Occasional use, to obtain data for a simple experiment, where the facility staff performed routine characterisation sending data to the user to analyse.
- 5 The preparation of items or materials used during experiments.

For all five cases, we anticipate that publications and reports will include the following acknowledgement statement:

"The Authors acknowledge use of [insert equipment or service used] supplied by/within the [team/facility name and department if appropriate], University of Warwick."

In cases (2) and (3) the research has required intellectual contributions from one or more technical staff. These researchers should be included within the author list of the resultant publication or report and included in discussions during drafting and publication.

In case (4) the technical staff assisting with the experiment should be acknowledged by name:

"The Authors would like to acknowledge the help of << name >> and the use of <<service or characterisation facilities >> within the <<name of team/facility and department if relevant >>, at the University of Warwick."

In situations where the technical staff member feels that they have contributed to the work or a researcher wishes to engage the support of a staff member, a discussion should be initiated with the researcher on what would be fair attribution in this instance. If the work is published and fair attribution is not followed, please raise this with your line manager.

You'll find the latest information about fair attribution at [www.warwick.ac.uk/fairattribution](http://www.warwick.ac.uk/fairattribution)

# PROFESSIONAL REGISTRATION FUND

One route to increased recognition is through professional registration.

Both the Science Council and Engineering Council offer professional registration for technicians working across science, technology, engineering and maths (STEM) areas. This supports your personal development and recognises your achievements in your profession.

To get professional registration you have to demonstrate your competencies, knowledge and commitment to achieve, based on your on-the-job learning. It provides quality assurance and recognition from an external body, along with a framework for future career development.

We've created a professional registration fund that covers the cost for the first year of professional registration for successful applicants. You'll find more information about the fund at [www.warwick.ac.uk/research/technicians/professionalregistrationfund/](http://www.warwick.ac.uk/research/technicians/professionalregistrationfund/)

# DEVELOPMENT OPPORTUNITIES

The following interventions are alternative ways to aid your development, to offer information and to prepare you for potential career progression opportunities.

## COACHING AND MENTORING

Coaching and mentoring are terms that are often used together as they use the same core listening and conversation skills to provide support. Both interventions can help with developing an individuals' personal and professional skills, knowledge and performance but are applied in different contexts. Coaching is generally less directive, supporting someone to clarify and address their own objectives, whilst mentoring also draws on experience and knowledge to provide guidance in support of development.

## SECONDMENT

A secondment offers an individual the opportunity to explore different career possibilities by changing role on a temporary basis.

## WORK-SHADOWING

Work-shadowing opportunities usually last for a few hours or a couple of days and are where an individual observes someone in their day-to-day role. The following link offers further information on the above development opportunities <https://warwick.ac.uk/research/technicians/coaching/>

# FURTHER INFORMATION

## TECHNET AT WARWICK

[www.warwick.ac.uk/research/technicians](http://www.warwick.ac.uk/research/technicians)

The TechNet website has the latest updates on our progress, along with details of internal and external events. You can also sign up to our Technician Commitment newsletter. And there's a feedback form you can send directly to the Steering Committee.

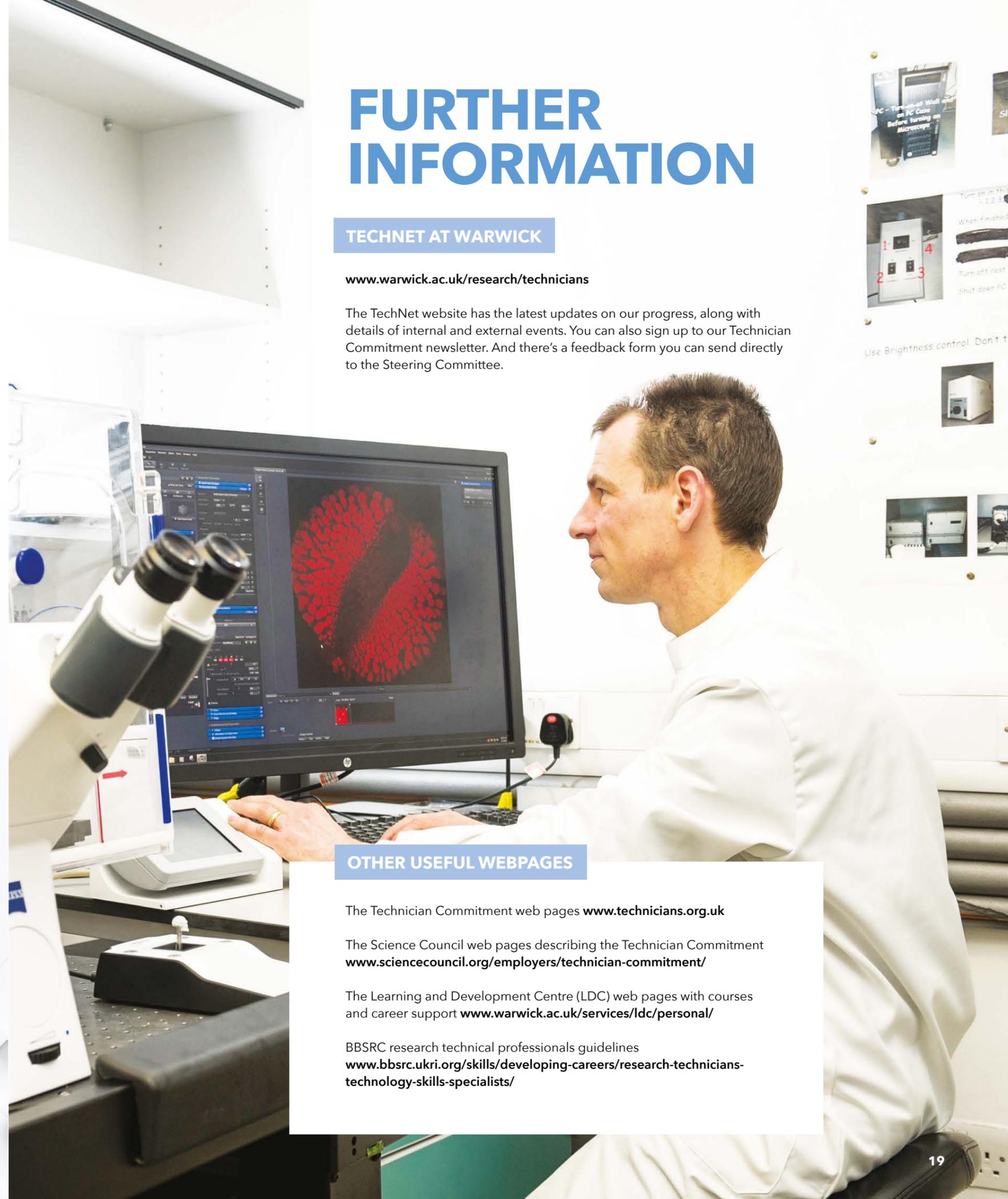
## OTHER USEFUL WEBPAGES

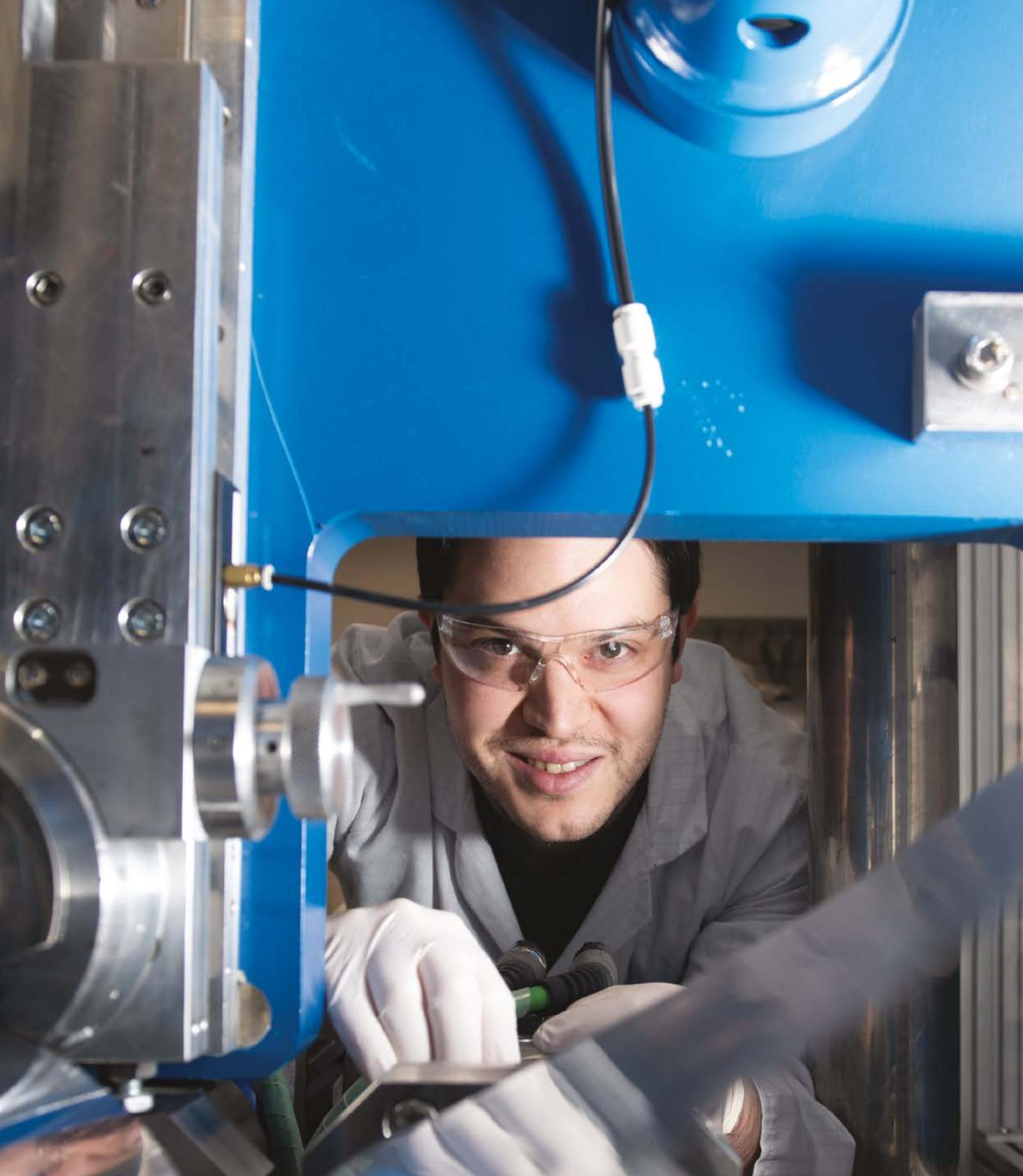
The Technician Commitment web pages [www.technicians.org.uk](http://www.technicians.org.uk)

The Science Council web pages describing the Technician Commitment [www.sciencecouncil.org/employers/technician-commitment/](http://www.sciencecouncil.org/employers/technician-commitment/)

The Learning and Development Centre (LDC) web pages with courses and career support [www.warwick.ac.uk/services/lcd/personal/](http://www.warwick.ac.uk/services/lcd/personal/)

BBSRC research technical professionals guidelines [www.bbsrc.ukri.org/skills/developing-careers/research-technicians-technology-skills-specialists/](http://www.bbsrc.ukri.org/skills/developing-careers/research-technicians-technology-skills-specialists/)





## FIND OUT MORE

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