Aberystwyth University - Role Description

Title: Technical & Computer Operator 8

COMMUNICATION

(a) Oral Communication

Understands and communicates complex conceptual ideas or information, as well as that which is more straightforward or requires some interpretation or explanation, and will need to take into account both what to communicate and how.

For example:

- Advise students how to operate equipment such that they understand the complexities involved
- Contact supplier and service providers, convey requirements accurately and interpret the responses, the requirements can be complex
- Discuss requirements with users of the service to ensure an understanding of their requirements and the technical limitations of what may be possible
- Understand the nature of student and academic research projects to be able to discuss requirements and the direction of the research
- Deliver course information to students on a one to one basis or through demonstrations or tutorials
- Report to committees and meetings of staff groups

(b) Written Communication

Understands and communicates complex conceptual ideas or information, as well more straightforward information or that which requires some interpretation or explanation, and will need to take into account both what to communicate and how.

For example:

- Communicate with customers or other users of facilities to ensure their requirements are understood and dealt with effectively
- Write reports, tutorials, practical tests, teaching handouts and standard operating procedures
- Prepare tender of other equipment specification documents
- Write up staff induction, appraisal, grievance and disciplinary reports
- Produce risk assessment, method statements and codes of practice

TEAM WORK AND MOTIVATION

Lead/Manage/Supervise a team, including setting work, monitoring results and providing feedback to the team and its members.

Frequently undertake some senior management duties in a team, including setting overall team objectives and work, monitoring performance and outputs and developing the team.

For example:

- Set objectives, organise and delegate work to team members according to their individual skills and abilities
- Ensure staff are aware of deadlines for work, reassign or reschedule work if priorities change
- Encourage staff to cooperate to resolve problems or where work demands the involvement of staff with different skills
- Motivate staff by ensuring they have the skills necessary to do the work and involving them in team discussions
- Frequently manage large projects, including staff and resources
- Frequently set and monitor team objectives
- Frequently monitor the progress and results of work or projects to ensure timely completion and address any issues

LIAISON AND NETWORKING

Have contact with staff outside own work team using existing procedures to ensure effective collaboration to achieve shared goals.

Participate in internal or external formal networks, committees or working groups to ensure effective collaboration to achieve shared goals.

For example:

- Create links with department staff to ensure requirements are understood and the teaching and research needs are met, with other technicians in the University to discuss overlapping or common issues of concern or work requirements
- Create links with equipment suppliers or maintenance providers to ensure equipment is fit for purpose and to keep up to date on technical developments
- Participate on committees for example department health and safety committee
- Membership of external societies or networks associated with the specific discipline for example British Theatre Technicians, National Technicians' Email Forum

SERVICE DELIVERY

Explore the customer's requirements and adapt the service provided to ensure that those requirements are met. May also approach internal or external contacts to deliver a service that falls within current policies or procedures.

For example:

- Provide technical support to staff and students on all aspects of equipment or analytical techniques, respond to requests for service that may require adaptation

- Determine the standards of service required through discussion with the service user, adapts the service as necessary

DECISION MAKING PROCESSES

Take decisions that have a short to medium term effect on the work team or a number of customers.

Work with others to reach decisions that have a short to medium term effect on the work team or a number of customers.

Provide advice to others to enable them to reach decisions that have a short to medium term effect on the work team or a number of customers.

For example:

- Take independent decisions on non-routine stock purchases within budget limitations, which specialist equipment or technique will best fulfil the demands of the work required
- Take decisions with others including students and researchers to ensure potential technical issues can be minimised and on how to deliver academic modules to students
- Provide advice on which equipment or stock to sell and on the purchase of new and specialist equipment, allocation of budget spend for own area of responsibility, the design of experimental research equipment

PLANNING AND ORGANISING RESOURCES

Organise the work and resources of the work team to meet agreed objectives, or manage a specific project requiring detailed project planning.

On occasions may plan and organise the work of a department or a large research or collaborative project, including managing budgets, workloads, resources and monitoring progress.

For example:

- Plan the work loads of self and staff ensuring that they have the knowledge and resources to carry out the work to time and in budget
- Plan space resources to maximum effectiveness for technical staff and users of the technical and computer facilities
- Plan the routine maintenance of equipment
- On occasions participate in longer term departmental planning in respect of technical developments

INITIATIVE AND PROBLEM SOLVING

Solve problems where the solution is not necessarily obvious using initiative and reasoning.

Frequently may solve problems when the information available is incomplete or conflicting and there is a requirement to use initiative and creativity to develop an optimal solution.

For example:

- Resolve problems related to technical or IT equipment, facilities and services using questioning to narrow down the source of the problem and take appropriate action
- Find alternative methods of achieving a desired output if conventional methods are unsuccessful
- Manufacture or adapt equipment to meet specific experimental purposes
- Frequently find solutions to technical problems that may not have been encountered in the University before
- Frequently source non-routine materials from suppliers

ANALYSIS AND RESEARCH

Analyse routine data or information from standard sources using existing procedures.

Frequently determine which existing method of analysis to use, recognise or interpret trends in the data and identify additional data or information required to further the investigation.

For example:

- Undertake literature and internet investigations to seek solutions to technical problems, source new equipment, keep up to date with developments in equipment, techniques, exhibition display trends,
- Carry out analytical experiments, process experimental data and compile results
- Test possible equipment or materials for suitability for purpose, report on the results
- Collect and collate data and report on service usage, e.g. network uptake, onsite support call outs
- Frequently undertake small scale research projects, determining the most appropriate methodology, collating and reporting on results

SENSORY AND PHYSICAL DEMANDS

Complete tasks that need a range of techniques or skills; require concentration to co-ordinate different senses and precision in their application or involve considerable physical effort.

For example:

- Undertake work that requires concentration and precision including working with high voltages, radiation sources, microscope sample preparation and operation
- Work with tools including power tools, lathes, milling machines, welding equipment
- Carry out repairs to precision instruments such as microscopes

WORK ENVIRONMENT

Recognise when an environment could adversely affect own work or that of colleagues and take action, within guidelines, to minimise any negative impact, e.g. through following risk assessments.

On occasions determine the level of risk in a given environment and take action to minimise the potential hazard or risk through the identification of appropriate responses and guidelines.

For example:

- Identify the hazards associated with the equipment and chemicals used, ensure risk assessments are undertaken and followed by staff and students
- Ensure personal protective equipment is used in environments or for work where it is deemed necessary

PASTORAL CARE AND WELFARE

Respond sensitively to those needing help or showing signs of distress and involve relevant trained people when appropriate.

On occasions use standard procedures to provide advice on commonly occurring welfare issues, and refer on to professionally trained staff when appropriate.

For example:

- Deal tactfully and sensitively with staff or students when they come into contact with them through their work
- May be first point of contact for students and staff who have problems, provide advice of guidance where possible or refer to other trained staff
- On occasions provide advice to staff or students on welfare issues e.g. finance or personal problems, within set procedures or guidelines
- Occasionally advise on financial or personal problems, sickness, absence, grievance, disciplinary and other procedures for staff, know at what point to refer the matter on

TEAM DEVELOPMENT

On occasions provide advice or guidance to new colleagues in the role or team on standard procedures and information.

Frequently train or guide others on specific tasks, issues or activities on the basis of own knowledge and experience.

On occasions carry out training or development activities with individuals or groups, including assessment of current capability, use of appropriate training techniques, assessment of outcomes and provision of feedback.

For example:

- On occasions take part in the induction of new team members by showing them around and introducing them to the work that they do
- Frequently deliver or organise relevant training for team members to enable them to perform their work when required and/or provide guidance to staff in the team on the operation of equipment and procedures as necessary

- On occasion assess training needs for team members and deliver appropriate activities to meet the needs, assess the effectiveness and provide feedback through formal and informal means

TEACHING AND LEARNING SUPPORT

Deliver teaching or training materials to introduce students or others to standard information or procedures.

Deliver teaching or training materials to teach or train students or others on specific tasks, issues or activities and assess performance and provide feedback.

For example:

- Demonstrate how equipment and techniques can be used safely and to best effect
- Support academic staff with technical work e.g. mass spectrometry
- Introduce students to the use of specialist equipment or techniques
- Conduct health and safety training including manual handling
- Conduct tutorials on specialist subject area

KNOWLEDGE AND EXPERIENCE

Have a breadth or depth of knowledge sufficient to act as a point of reference to others, continuously develop specialist or general knowledge, skills and expertise.

For example:

- Demonstrate a complete understanding of the technical theory and practice associated with the role
- Demonstrate a continued desire and ability to expand knowledge to encompass new analytical and technological developments
- Understand the underpinning academic disciplines of those staff that use the facilities